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ABSTRACT

The New Technologies for ABE/GED (Adult Basic Education/General Educational Development) Classrooms project was conducted to determine the extent to which computer-related technologies are being used in ABE/GED classrooms throughout Pennsylvania and to develop and test methods/materials for integrating technology-based instruction into ABE/GED/literacy programs. All 285 state-funded ABE/GED programs in Pennsylvania were surveyed regarding their use of computer-related technology, including electronic mail, electronic bulletin boards, multimedia instruction, and the Internet. According to the 164 respondents (response rate, 58%), many programs use computer technology for instructional purposes. However, very few programs had the hardware required to run multimedia programs, and fewer still were able to offer students Internet access. Online and multimedia educational activities that might be appropriate for ABE/GED students were identified, catalogued, and listed for dissemination to programs, and software and computer-assisted instructional (CAI) modules for ABE/GED/literacy programs were developed and pilot tested at the Clinton County Development Center for Adults. The materials were evaluated favorably by students and teachers and were compiled into a manual for use by adult educators. (Appendixes constituting approximately 90% of this document contain the following: survey summaries; midwinter conference agenda; CAI preliminary evaluation; and pilot evaluation summaries and newsletters.) (MN)

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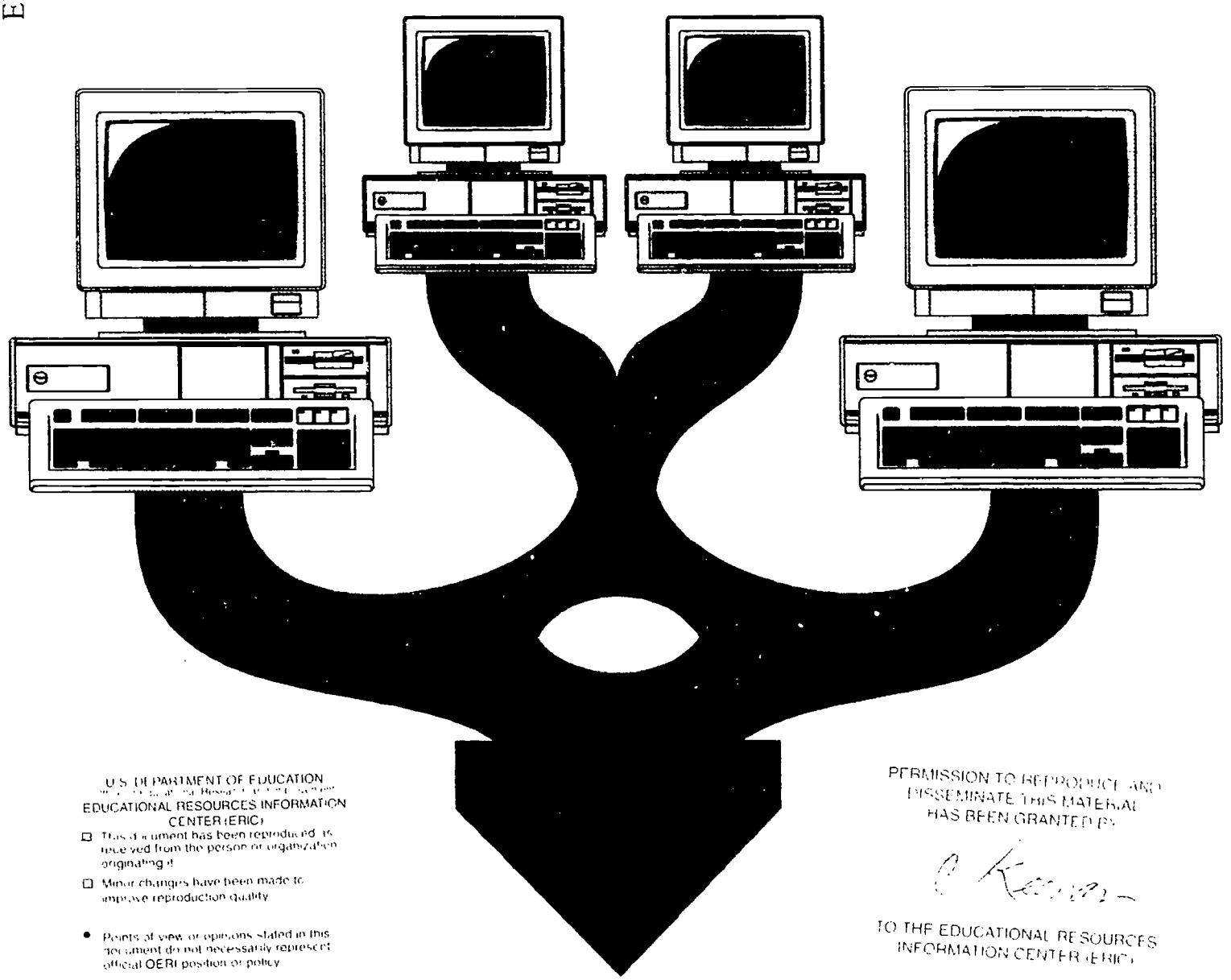
ED 395 114

1994-1995 Special 353 Project #98-5016

FINAL REPORT



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New Technologies for ABE / GED Classrooms

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New Technologies for ABE / GED Classrooms

1994-1995 Special 353 Project #98-5016

$25,537

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The activity which is the subject of this report, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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Title: **New Technologies for ABE/GED Classrooms**

Project Number: 98-5016 **Funding:** $25,537

Address: Central Intermediate Unit #10
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Purpose:

1. To review the current available educational applications of e-mail, user groups, electronic bulletin boards, multimedia, and the Internet.

2. To assemble a manual listing e-mail, multimedia and Internet activities that are appropriate for adult education students at the 5-12 level.

3. To identify methods utilized to integrate technology based instruction into ABE/GED/literacy programs.

4. To pilot lessons and software in ABE/GED/literacy programs at the Clinton County Development Center for Adults.

5. To disseminate findings to ABE/GED/literacy providers to facilitate their introduction or expansion of technology based instruction.

Procedures:

The project began with a survey of all ABE/GED programs in Pennsylvania that receive Pennsylvania Department of Education funding to determine activities in current practice. The Project Director then identified applications and instructional activities that utilize technologies such as e-mail, bulletin boards, user groups, multimedia and the Internet. Software and materials were sampled to determine appropriateness for adult learners. Items found to be useful in the adult education environment were listed by subject area/grade level and cataloged in a manual showing approximate price, hardware required, level of computer skills required, and amount of teacher expertise and supervision needed.

The Project Director contacted university colleges of education, school districts, software publishers and adult education providers to identify methods used to integrate technology based instruction into classroom environments. Postings requesting information were made on various LISTSERVs such as AEDNET and NYSERNET.

Summary of Findings: Responses from Pennsylvania programs indicated a very low level of technology utilization beyond traditional "basic skills" software. Research and piloting of project developed activities, however, clearly demonstrated both the value and effectiveness of technology based learning activities that go beyond conventional remedial software.

Comments: Technology utilization by Pennsylvania programs was limited, as evidenced by the survey results. The interest in the utilization of new technologies, however, was, and continues to be, very high. Technologies such as multimedia and the Internet and software applications that have "real world" uses were shown to be both effective with and welcomed by adult students and practitioners.

ERIC

Introduction

1. Rationale and Objectives

On September 9, 1993 the New York Times reported that "nearly half of the nation's 191 million adult citizens are not proficient enough in English to write a letter about a billing error or to calculate the length of a bus trip from a published schedule. . ." Former Secretary of Labor Elizabeth Dole acknowledged the problem when she said "The basic skills of our workforce are eroding at an alarming rate. Many of our workers are unready for the new jobs of the 1990's. We face nothing less than a workforce crisis." There is clearly a large and growing gap between the basic skill levels of adults and the requirements of available jobs. Adults who do not possess basic educational skills and have no experience with technology are being shut out of the job market, forcing them and their families to the bottom of the economic ladder where they face poverty, homelessness, and welfare dependency.

These adults need to improve basic skills, yet one of the greatest obstacles facing ABE/GED and literacy providers is that of student retention. Many adult students who possess low level skills such as fourth or fifth grade reading and computing levels are overwhelmed by the task of earning high school diplomas which, for many, seem "light years" away. Yet a high school diploma and solid basic skills are required for most jobs and job training programs. These adults see themselves struggling with workbooks and textbooks for years. These are the same individuals who had unsuccessful experiences in public schools. They are ashamed of doing grade school work and often feel isolated. They often have learning disabilities, lack of self-esteem and, all too frequently, give up and drop out.

More than any other approach, technology based instruction and activities have the potential to empower adults, especially adults at risk of dropping out, and help them achieve both educational and employment goals. *Adult Literacy and New Technologies* (1993) identifies the following benefits afforded students by incorporating technology into a curriculum:

* Learners can move at their own pace, have greater control over their own learning, and make better use of their learning time.

* Learners can handle some routine tasks more quickly through such processes as computer spell checking.

* Many learners advance more quickly with computers or interactive videodisks than with conventional teaching methods.

* Novelty factor can be a "drawing card".

* Technology can be more engaging, can add interest to repetitive learning tasks.

* Importance of computers in society can enhance the status of literacy instruction.

* Privacy and confidentiality are added to the learning environment, reducing embarrassment adults often experience.

* Technology based learning environments do not resemble those of past school failures.

* Intense, nonjudgemental drill-and-practice is available for those who need it.

* Instantaneous feedback and assessment are provided.

* Computers can serve as "personal tutors" - instruction and scheduling can be individualized without one-on-one staffing; suitable for open-entry, open-exit programs.

* Materials and presentation formats can be customized to suit different learning styles, interests, or workplace needs.

* Images and sound can help some adults learn better, especially those who cannot read text well.

* Computers with digitized and synthesized speech can help with pronunciation and vocabulary.

* Adults with learning disabilities and certain physical disabilities can be accommodated.

* Adults need to learn to use today's electronic tools for accessing information.

* Adults believe familiarity with computers will make them more employable.

Although many adult education programs have made some use of computers in their classrooms, that use, for the most part, is limited to educational software packages that allow the student to practice basic skills, write a resume, etc. Unfortunately, much of this basic skills software was designed for a K-12 audience and, all too often, resembles rote, programmed learning. The student interacts with the computer program and is subject to the limitations of that program.

The next generation of technologies, however, may be just what adult educators have been seeking to address the retention problems of adult students who carry with them frustrating and hurtful memories of bad school experiences; who lack interest and motivation; who feel powerless and do not see the connection between school and the "real world". Harper (1994) states, "Coupling technology with well-planned activities 'turns on' all students to learning, but it especially motivates gifted and talented and **at-risk** students. . . Thus many students who had been 'turned off' towards school suddenly become excited about their own learning". Harper goes on to describe preliminary results of Apple Computer's ACOT (Apple Classrooms of Tomorrow) research project and discusses the ability of technologies to empower students by saying,

> Empowerment refers to an internal state in which students see themselves as responsible for, in control of, or the source of their own learning. In the classroom, student empowerment is dependent upon the allocation of power between teachers and students. When students control few elements in the learning environment, their empowerment is low; when they control many elements, their empowerment is high. ACOT teachers report that in their high computer access classrooms, students are able to learn without being taught (in the traditional sense) by the teacher (Tierney, 1989). Tierney (1989) identified the following three classroom conditions that affect the level of student empowerment: task shaping, task size, and task complexity.
>
> The level of student empowerment was high when learners were able to expand, modify, or in some way "shape" their work activities and completed assignments. As opportunities for task shaping increased, so did the level of student empowerment.

For example, when students could determine the topic for a report and the sources they would consult, they were more empowered than when the teacher (or set of directions) specified the topic, the sources, and the other elements of the process. ACOT teachers and students claim that when students have control over their assignments, they are more highly motivated and more successful learners (Fisher, 1989).

When students worked on large assignments such as writing a play or constructing a model, they experienced high levels of empowerment. Conversely, when they undertook short assignments such as workbook exercises and flash card activities, students experienced low levels of empowerment. Indeed, as their tasks increased in size, so did the opportunity for empowerment (Fisher, 1989).

Activities that required problem solving and other higher order cognitive behaviors offered greater opportunity for student empowerment. Instead of doing worksheets, answering questions at the end of the chapter in a textbook, or writing traditional text-based reports, students prepared databases of information, spreadsheets and graphs, hypermedia stacks, real-time movie clips, animated presentations, electronic collages, or telecommunications.

Other activities in the HCA classroom that supported high levels of student empowerment including writing a play, keeping a journal, and working on a student newspaper. In all of these activities students relied heavily on their computers. Activities that offered little student empowerment included taking recall tests, completing practice exercises, and listening to large group instruction.

This project proposed to review current educational applications of these technologies to determine their value in the adult education setting, to identify methods of integrating technology based instruction into the adult education environment, pilot selected technology based lessons/activities in an adult education program, and then compile findings into a manual. Specific goals were:

1. To review the current available educational applications of e-mail, user groups, electronic bulletin boards, multimedia, and the Internet.

2. To assemble a manual listing e-mail, multimedia and Internet activities that are appropriate for adult education students at the 5-12 level.

3. To identify methods utilized to integrate technology based instruction into ABE/GED/literacy programs.

4. To pilot lessons and software in ABE/GED/literacy programs at the Clinton County Development Center for Adults.

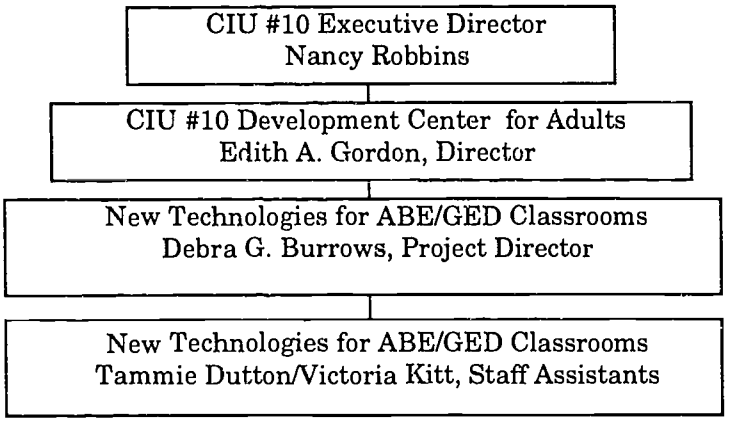
5. To disseminate findings to ABE/GED/literacy providers to facilitate their introduction or expansion of technology based instruction.

2. Time Frame

The project was conducted from July 1, 1994 to June 30, 1995 utilizing facilities at the Central Intermediate Unit Development Center for Adults in Lock Haven as well as Lock Haven University computing facilities.

3. Personnel

CENTRAL INTERMEDIATE UNIT #10



The project director, Debra G. Burrows, has 13 years of professional experience in the field of adult education, as well as a strong background in educational technology. She has been employed by the Central Intermediate Unit Development Center for Adults since 1982 and has served in the capacity of ABE/GED teacher/counselor, Pennsylvania Adult Literacy coordinator, and workforce education/computer literacy instructor. Ms. Burrows earned a B.S. in Mathematics from Westminster College, where she studied computer programming and applications. She holds an M.Ed. in Educational Administration from the Pennsylvania State University and is presently pursuing a D.Ed. in Adult Education at Penn State. Ms. Burrows has done graduate level work in instructional systems and software applications. She designed and developed a computer-based reporting system for the Clinton County Development Center for Adults in 1988. She has upgraded that system to take advantage of advances in technology and expanded it to include the Development Center for Adults offices in Centre, Clearfield and Clinton Counties. Ms. Burrows has conducted workshops for the Pennsylvania Department of Education, Bureau of Vocational-Technical Education on setting up computerized student record keeping systems and has provided inservice training for Development Center for Adults teaching and clerical staffs on computer applications.

4. Audience

This report has been prepared for use by ABE/GED practitioners who are interested in utilizing new technologies in their classrooms. Copies of this report and the manual developed through this project are on file with the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education Programs, and AdvancE at 333 Market Street, Harrisburg, PA 17126-0333. Copies are also on file with the Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044-9644.

Final Report

This project proposed to review current educational applications of technologies to determine their value in the adult education setting; to identify methods of integrating technology based instruction into the adult education environment; pilot selected technology-based lessons/activities in an adult education program, and then compile findings into a manual. Specific goals were:

1. To review the current available educational applications of e-mail, user groups, electronic bulletin boards, multimedia, and the Internet.

2. To assemble a manual listing e-mail, multimedia, and Internet activities that are appropriate for adult education students at the 5-12 level.

3. To identify methods utilized to integrate technology based instruction into ABE/GED/literacy programs.

4. To pilot lessons and software in ABE/GED/literacy programs at the Clinton County Development Center for Adults.

5. To disseminate findings to ABE/GED/literacy providers to facilitate their introduction or expansion of technology based instruction.

The project began with a survey of all Pennsylvania ABE/GED/literacy programs that receive funding from the Pennsylvania Department of Education (PDE). Survey results are detailed in Attachment A.

Survey results indicated that, although many PDE funded programs utilized computer technology for instructional purposes, very few had the hardware needed to run multimedia programs, and fewer still were able to offer students Internet access. Programs that did have these capabilities were asked to provide descriptions of how such technologies were utilized in Adult Education settings. The project director conducted an Internet search to identify on-line and multimedia educational activities that might be appropriate for adult education students at the 5-12 level. Postings and requests for information were made to LISTSERVs such as AEDNET and NYSERNET, and responses were investigated and compiled. The project director also reviewed software catalogs, hardware manufacturers' publications and trade journals to identify "unconventional" educational activities that would be useful in adult basic education settings. Appropriate activities/lessons were then catalogued according to grade level, hardware/software requirements, level of teacher expertise required, etc.

The project director made a presentation of preliminary findings at the Pennsylvania Association for Adult Continuing Education MidWinter Conference in February, 1995 entitled: *Technology: A Critical Component of ABE/GED and Literacy Instruction* in which she described the use of multimedia, on-line and other "unconventional" applications of technology. The presentation also outlined the potential improvements in student motivation and retention that the utilization of such technologies offers. The project director suggested that adult educators consider technological literacy to be as important as the traditional "3R's" and that adults who do not possess minimal technology skills

Upon completion of preliminary research, a group of activities representing a variety of learning opportunities was selected for piloting through the Central Intermediate Unit Development Center for Adults GED Program in Clinton County. The pilot was conducted during the months of April and May, 1995. Pilot activities were evaluated by both GED instructors and students. Evaluation results are included as Attachment D.

Upon completion of the pilot, the project director met with GED instructors to discuss applicability and usefulness of the piloted activities/lessons, review problems encountered, revise approaches, etc. Instructor and student evaluations were also reviewed. Piloted activities, as well as other activities/lessons that were identified through research were then compiled into a manual for use by adult educators.

The project time frame was as follows:

July - March	Review and sample educational applications. Identify instructional technology integration models. Visit colleges, school districts, adult education organizations, compile data.
January - March	Prepare activities listing.
April - May	Pilot selected technology based instructional modules, conduct evaluations.
June	Prepare manual and final report.

Results

All project objectives were met.

Conclusions

Technology utilization by Pennsylvania programs was limited as evidenced by the survey results. The interest in the utilization of new technologies, however, was, and continues to be, very high. This project researched the applicability of software that was not strictly academic or remedial in nature to the adult basic education environment. Technologies such as multimedia, on-line activities and software applications that have "real world" uses were shown to be both effective with, and welcomed by, adult students and practitioners. Activities based on these technologies differ markedly from traditional computer assisted instructional activities in that they do not focus directly on remedial reading or mathematics and they do not involve the rote, programmed learning that all too often has been associated with computer assisted instruction. These activities encourage adult students to think critically and develop problem solving skills, while at the same time enabling them to improve reading, writing, and math skills using technologies that are increasingly in demand in the workplace and in society in general. An added dividend is that levels of student motivation and attention are *increased* for students participating in these activities. Student self confidence and empowerment can also be positively affected. A selection of these "unconventional" activities suitable for adult basic education programs has been compiled into a manual for use by ABE/GED and literacy providers.

SUMMARY OF NEW TECHNOLOGIES FOR ABE/GED CLASSROOMS SURVEY RESULTS

Surveys distributed: 285
Surveys returned : 164
Rate of return : 58%

1. Does your program utilize computers for instructional purposes?

   Yes: 103 (36%)
   No: 64 (23%)
   N/A: 118 (41%)

2. Does your program allow students to use e-mail?

   Yes: 6 (2%)
   No: 103 (36%)
   N/A: 176 (62%)

3. Does your program offer multimedia based instruction or activities to students?

   Yes: 49 (17%)
   No: 58 (20%)
   N/A: 178 (63%)

4. Do your students participate in user groups or bulletin boards?

   Yes: 5 (2%)
   No: 104 (36%)
   N/A: 176 (62%)

5. Do you offer Internet access to your students?

   Yes: 6 (2%)
   No: 103 (36%)
   N/A: 176 (62%)

6. Answered "no" to questions 2 – 5, but would like information:

   Yes: 81 (28.4%)
   No: 1 (0.4%)
   N/A: 203 (71.2%)

TECHNOLOGY:

A CRITICAL COMPONENT OF ABE/GED AND LITERACY INSTRUCTION

February 9, 1995

1. Retention/Motivation: Perennial Problems in Adult Education

2. Technological literacy is just as important as the "3 R's"

3. "Canned" remedial software is not enough

4. Moving beyond traditional CAI in ABE/GED and Literacy

    1. On-line
        a. Key Pals
        b. Internet puts students "in touch with the whole world"
        c. Listservs
        d. E-mail
        e. Bulletin boards

    2. Multimedia

    3. Word Processing/Desktop Publishing
        a. Learn to type software
        b. Simple word processing programs

5. While these activities may not teach 3 R's directly, they have 3 benefits:

    1. 3 R's are learned indirectly, in "real world" context
    2. Students become technologically literate
    3. Technology enhances retention/motivation

Debra Burrows
PAACE MidWinter Conference: 2/95

COMPUTER ASSISTED INSTRUCTIONAL ACTIVITIES

1. Language Experience

Students have the opportunity to type their own language experience stories into a computer. The student receives assistance from a tutor or teacher in grammar, punctuation, and spelling as well as creative writing strategies. Student stories are maintained in a computer "folder" which may be read by all students in the program.

2. Pen or "Key" Pals

Literacy students are afforded the opportunity to correspond with each other via e-mail through the NYSERNET LEARNER discussion group. LEARNER is a moderated literacy discussion group that is specifically geared to adult literacy **students**. (A separate group called LITERACY, is available for teachers/tutors and other non-students with interests in literacy issues).

3. Current Events Discussion Group

Students access TEACHER PAGES through PEN Pages. TEACHER PAGES provides access to the CNN Newsroom service which, although it is directed to secondary students, is applicable to the GED population as well. Students can read news reports, participate in discussions about those events with classmates, and take part in follow-up activities such as locating the site of the news report using the World Atlas CD and looking up background historical information using a multimedia encyclopedia.

4. Listserv Activity

Each student has the opportunity to join a listserv on a topic of his/her choice. Students may then choose to simply "lurk" or make postings to the list. Students then use word processing software to write about their experiences and share what they have learned with other students.

5. Newsletter

Students use desktop publishing software, or even a simple word processing program to produce a class or program newsletter. Students are responsible for all functions such as content (everything from recipes to feature articles, announcements and student success stories); typing; editing; layout and graphics.

CAI PRELIMINARY EVALUATION

Activity_____

1. What student population is this learning activity appropriate for?

2. What equipment resources are needed?

3. What software is needed?

4. How much teacher preparation is required?

5. How much teacher interaction is needed?

   A. Can students participate in this activity independently?

   B. Can this activity be handled by a volunteer instead of a teacher?

   C. What problems might arise if insufficient supervision occurs?

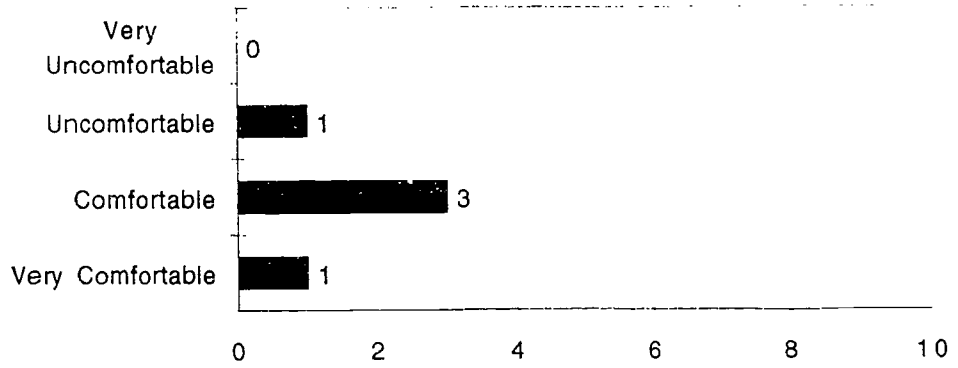
6. What can students learn from this activity?

7. What are the drawbacks to offering this activity?

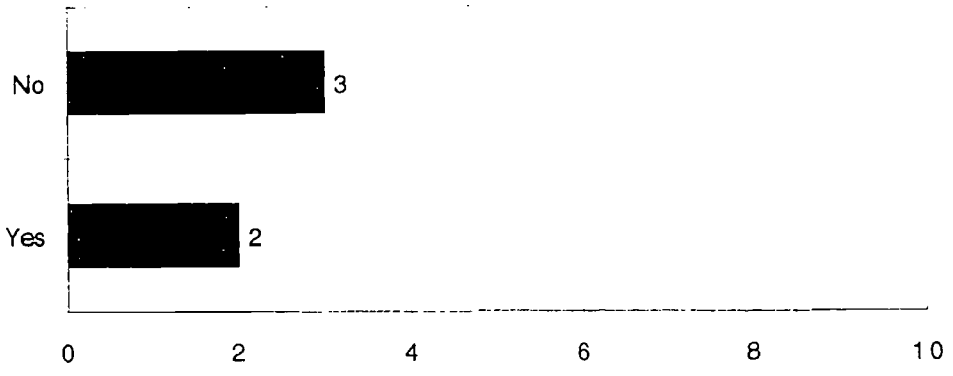
8. Is the cost affordable?

Activity: Language Experience

Please rate your comfort level with using a computer before participating in this activity.

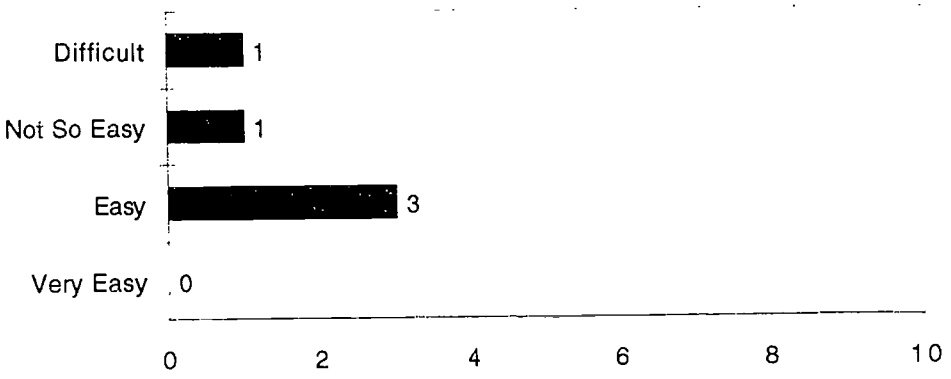


Have you used any computer programs previously?

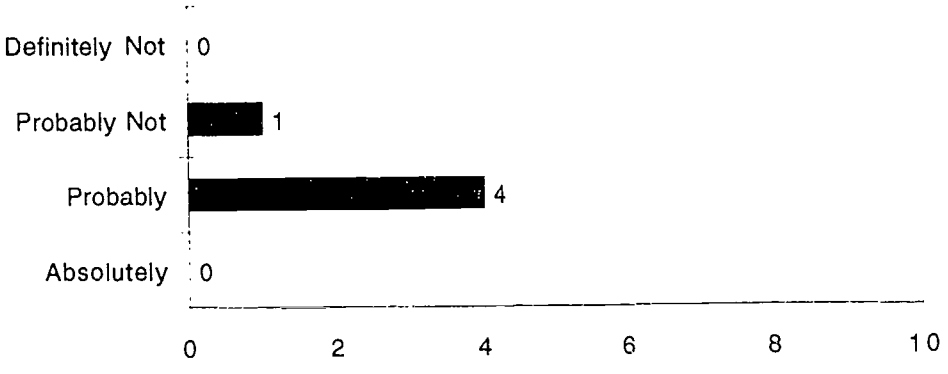


Activity: Language Experience

How easy do you feel the word processing program was to learn?

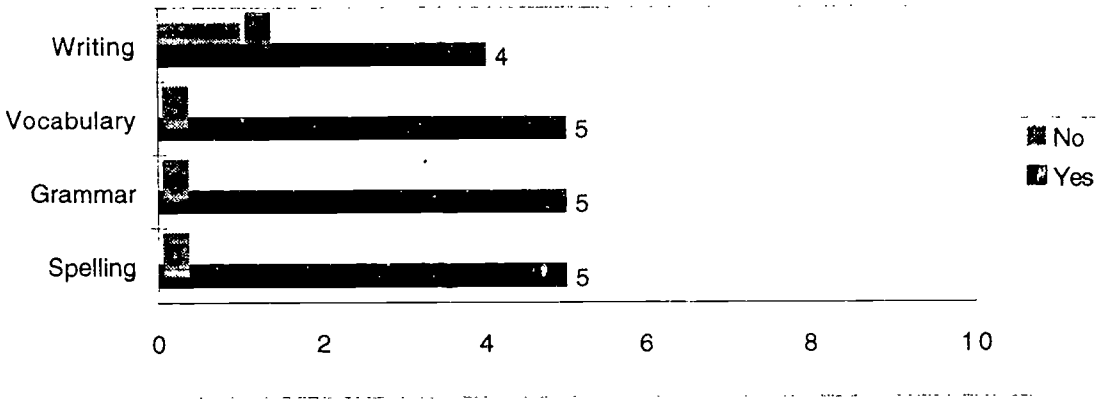


Do you feel you could create a document (story, letter, etc.) using WordPerfect?

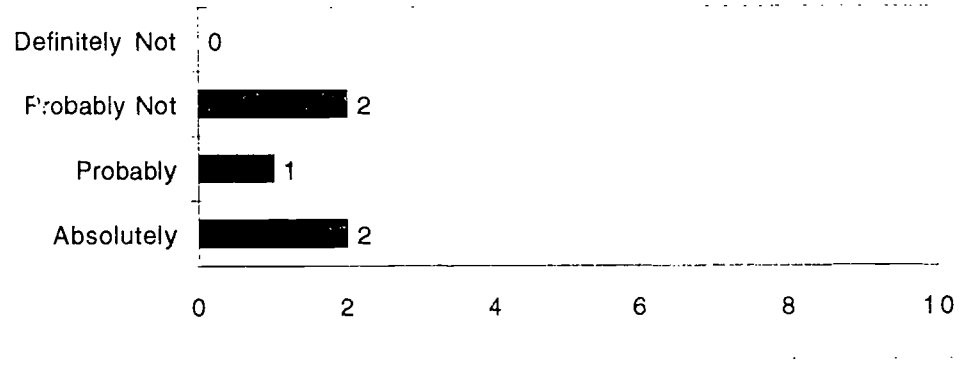


Activity: Language Experience

Do you feel this activity has helped you improve in the following areas?

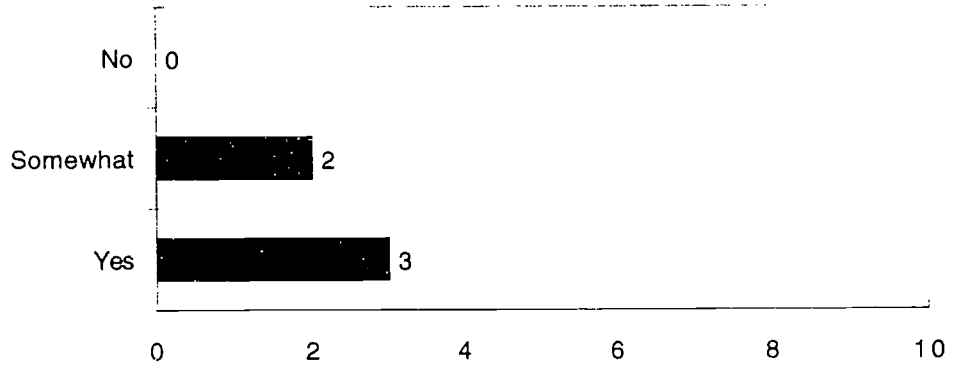


Do you know how to utilize the electronic dictionary and spellcheck within the WordPerfect program?

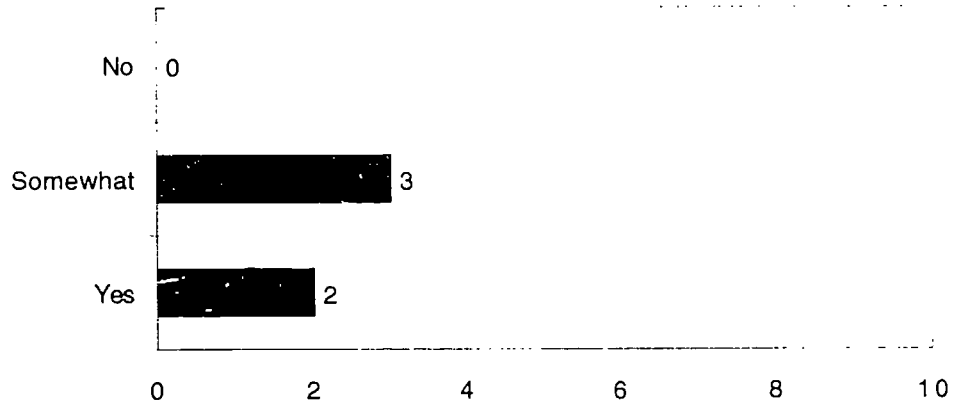


Activity: Language Experience

Has participating in the activity given you more confidence in your abilities?

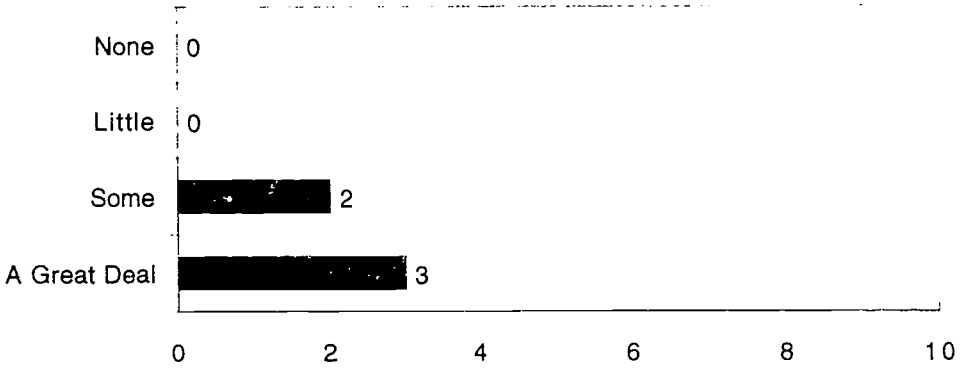


Have you found this activity to be enjoyable?

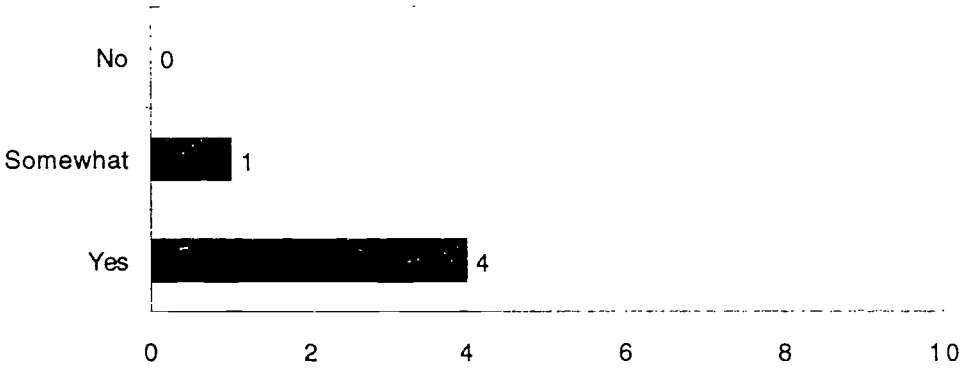


Activity: Language Experience

How much has this activity increased you interest in using the computer?



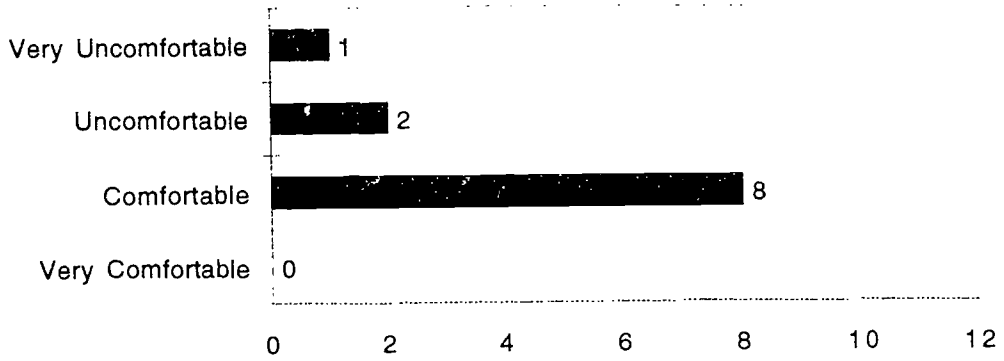
Do you believe this activity would be beneficial for other adult students?



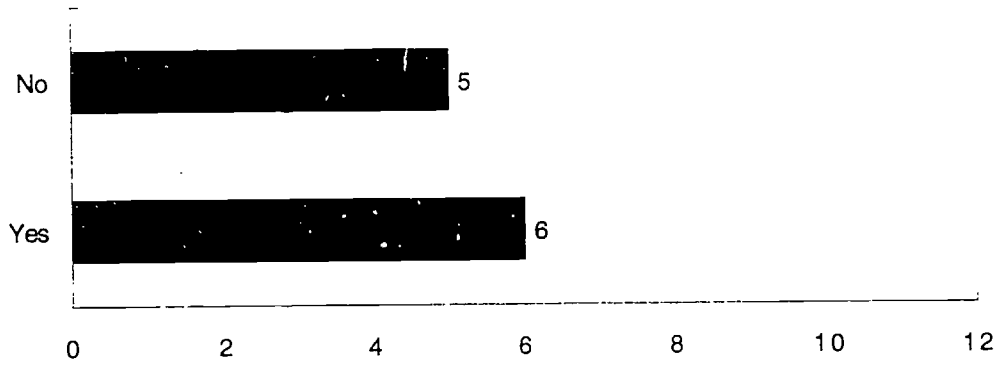
Student Evaluation Summaries

Activity: Newsletter

Rate your comfort level with using a computer before participating in this activity.

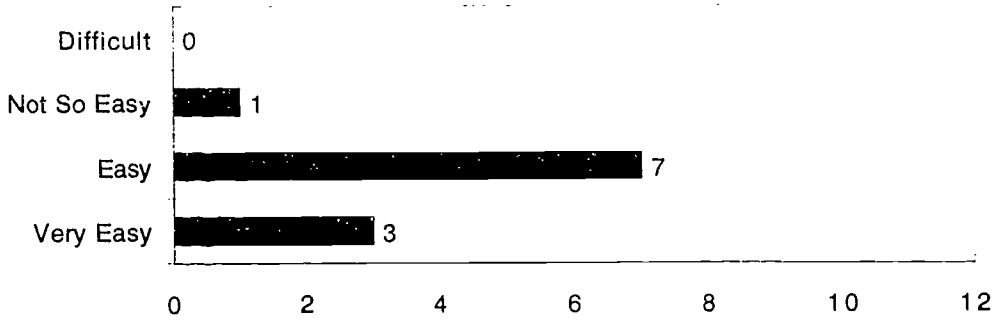


Have you used a word processing program previously?

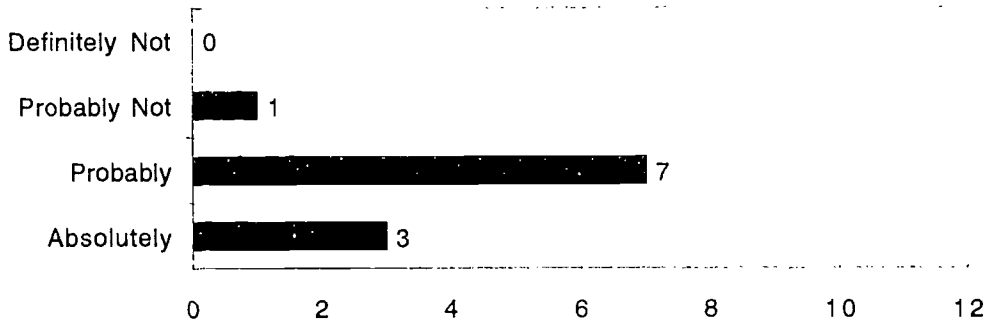


Activity: Newsletter

How easy do you feel the word processing program was to learn and use with the newsletter activity?

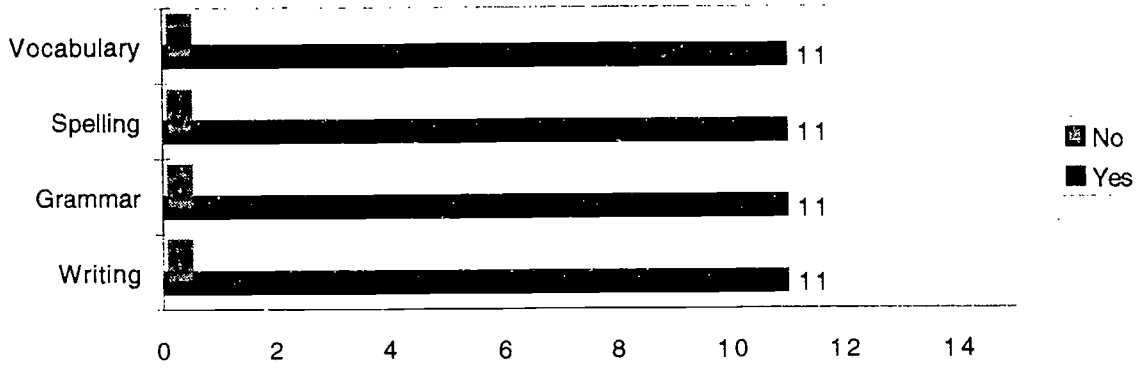


Do you feel you could write, enter, and print a story using the word processing program used with the newsletter activity?

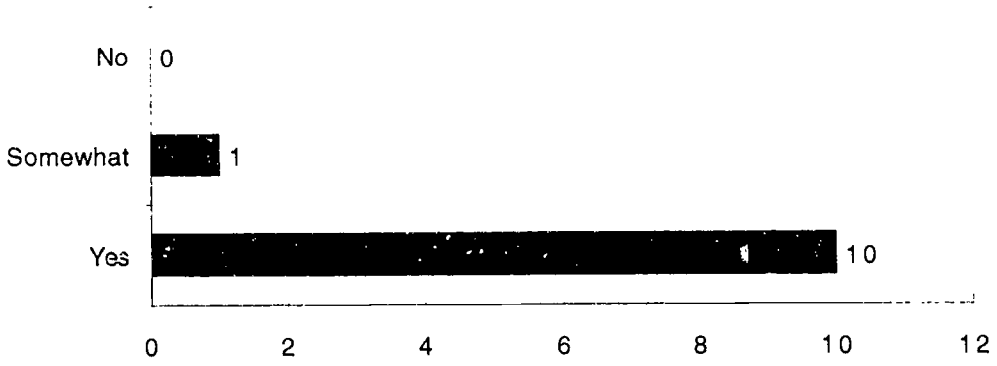


Activity: Newsletter

Do you feel this activity has helped you improve in the following areas?

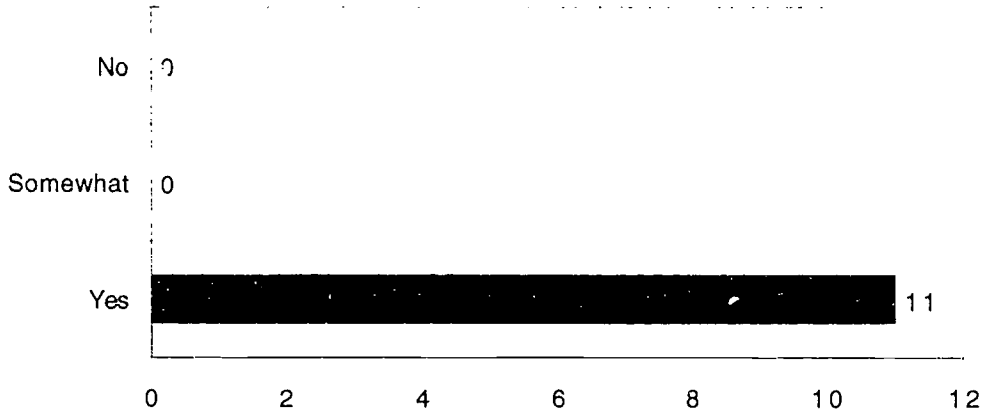


Has participating in this activity given you more confidence in your abilities?

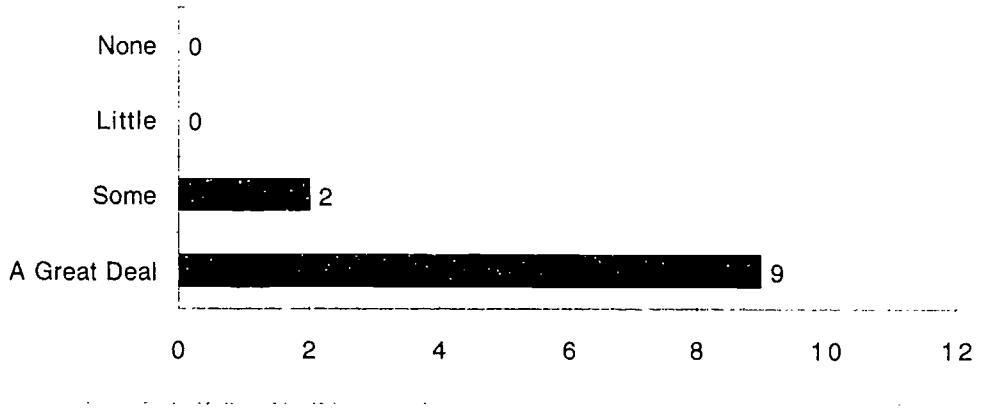


Activity: Newsletter

Have you found this activity to be enjoyable?

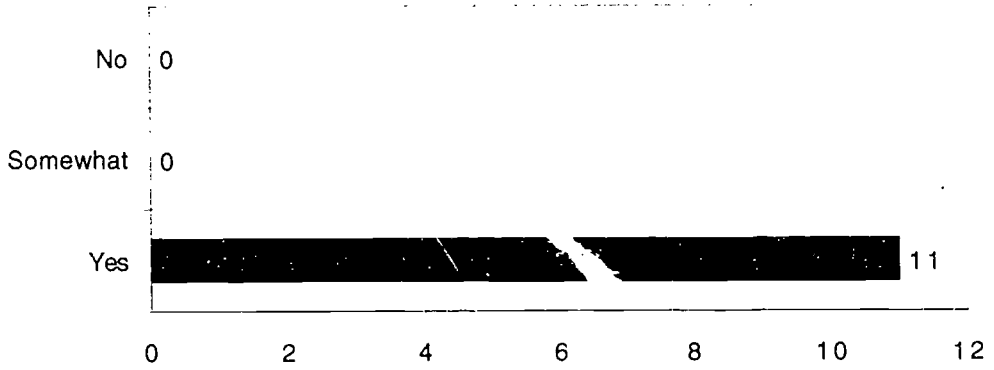


How much has this activity increased your interest in using a computer?



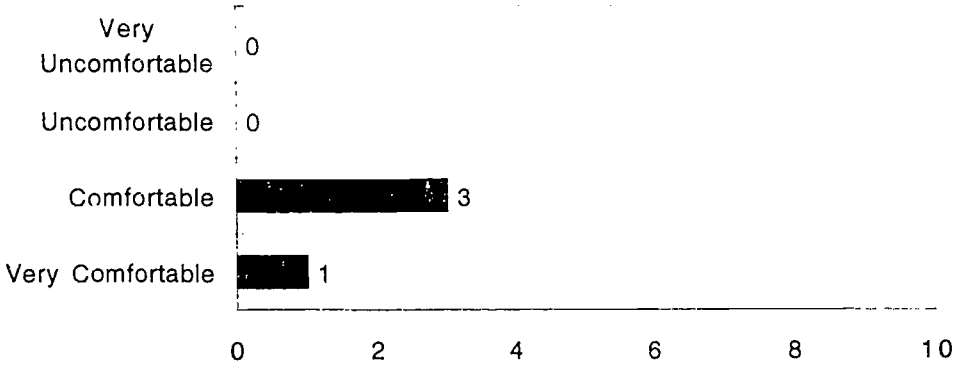
Activity: Newsletter

Do you believe this activity would be beneficial for other adult students?

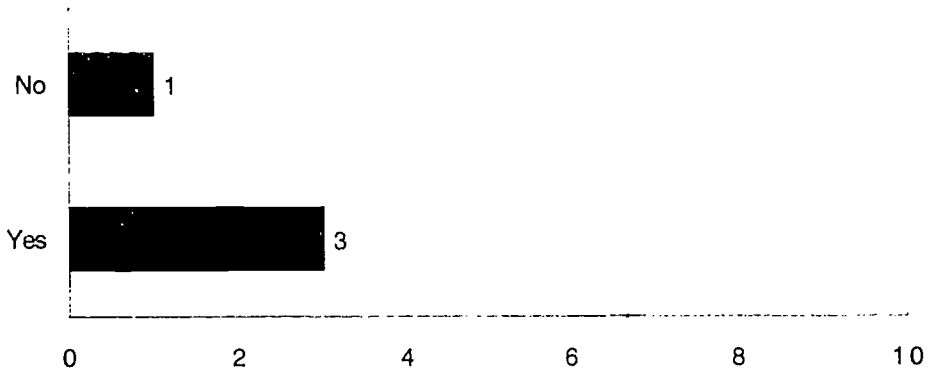


Activity: SimCity 2000

Please rate your comfort level with using a computer before participating in this activity.

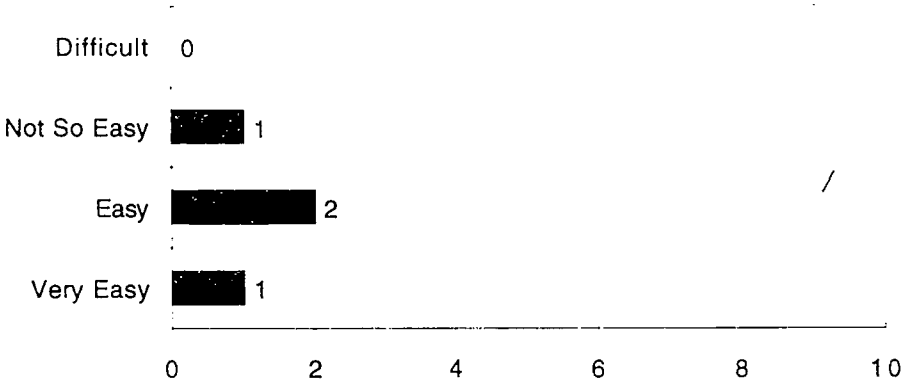


Have you used any computer programs previously?

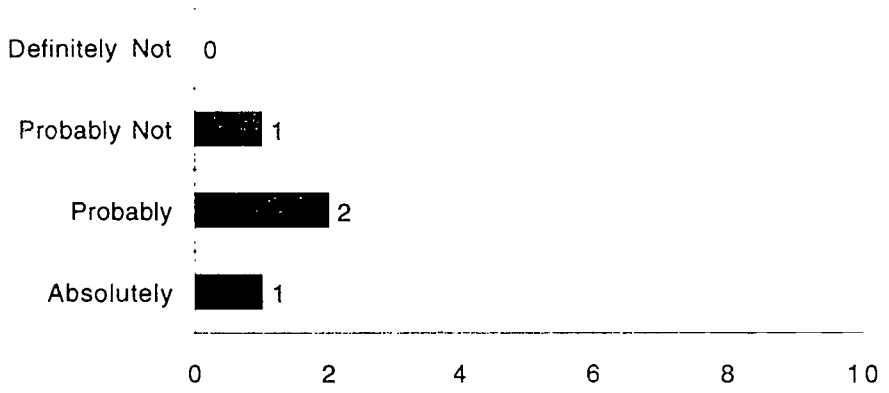


Activity: SimCity 2000

How easy do you feel the SimCity 2000 program was to learn?

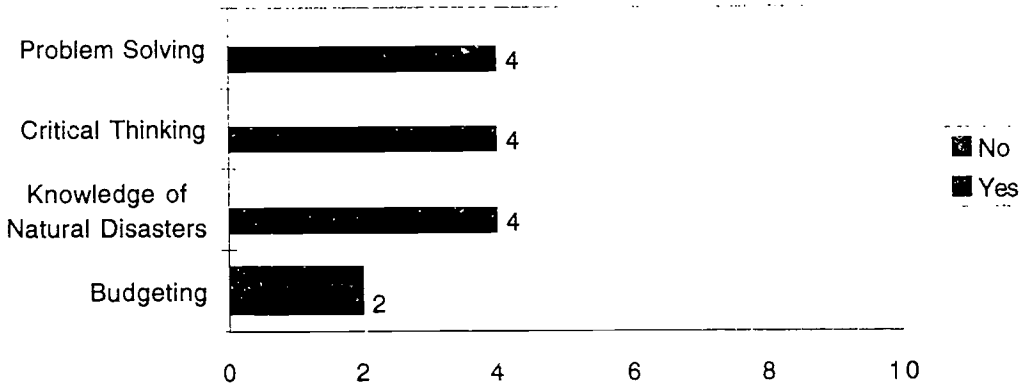


Do you feel you could create a "workable" city using SimCity 2000?

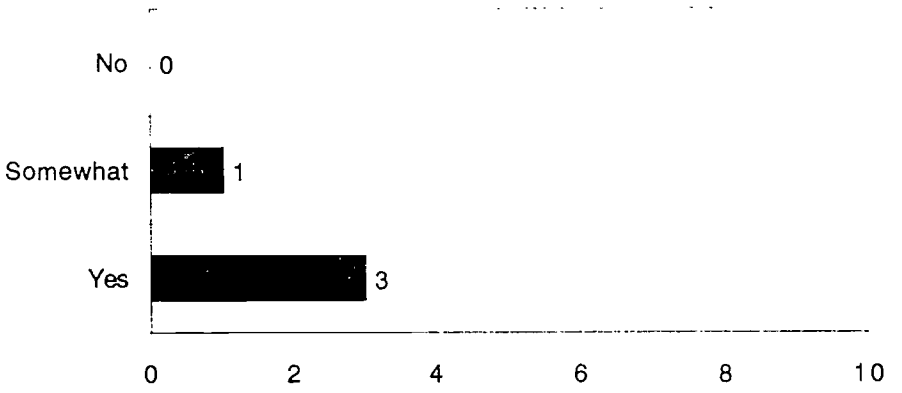


Activity: SimCity 2000

Do you feel this activity has helped you improve in the following areas?

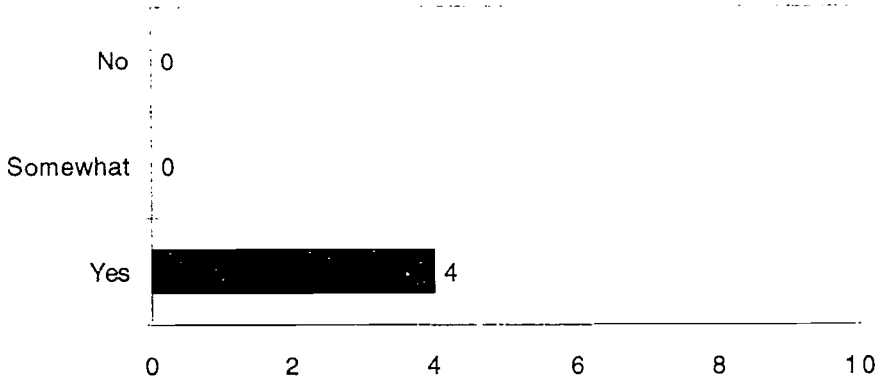


Has participating in the activity given you more confidence in your abilities?

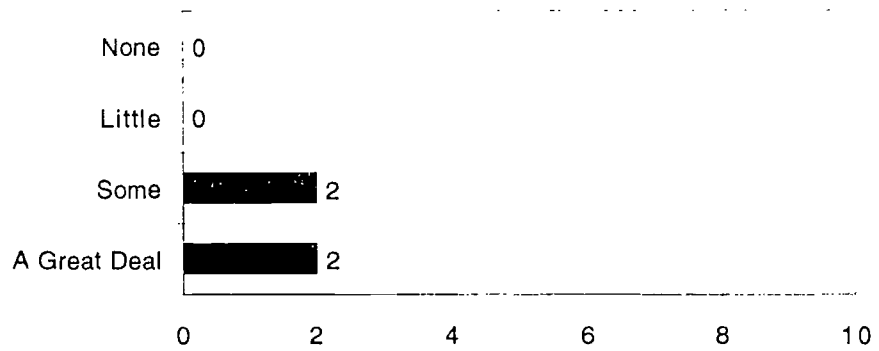


Activity: SimCity 2000

Have you found this activity to be enjoyable?



How much has this activity increased your interest in using the computer?



Activity: SimCity 2000

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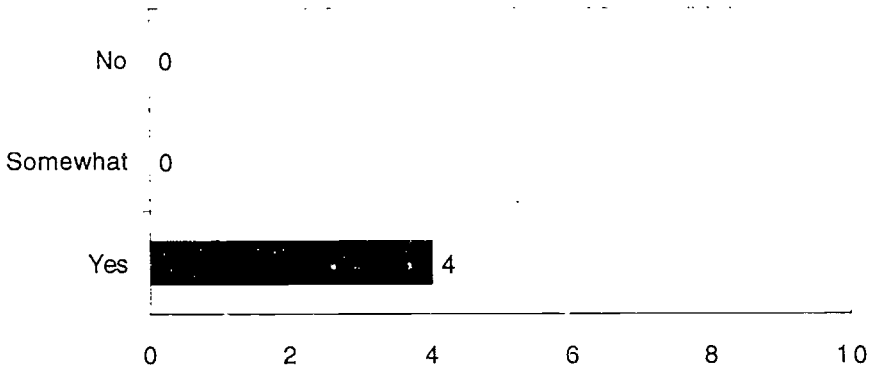
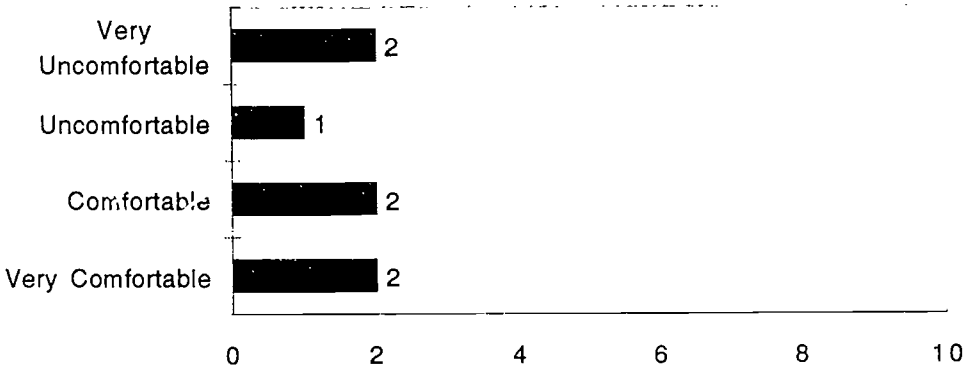
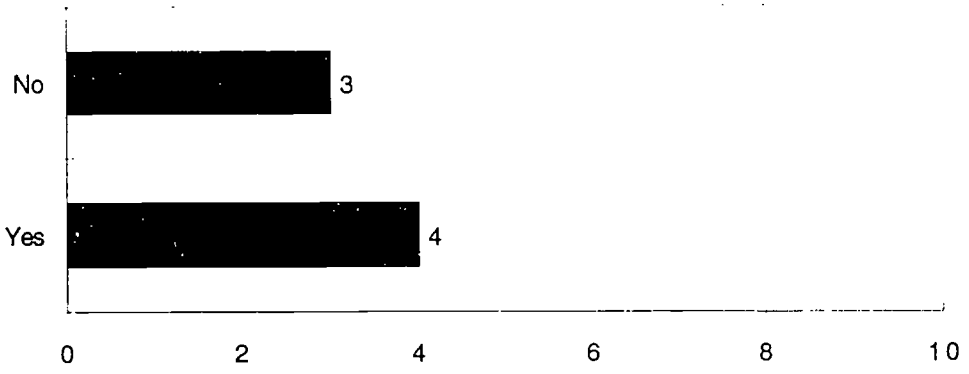


Activity: Creative Writer

Please rate your comfort level with using a computer before participating in this activity.



Have you used a word processing/desktop publishing program previously?



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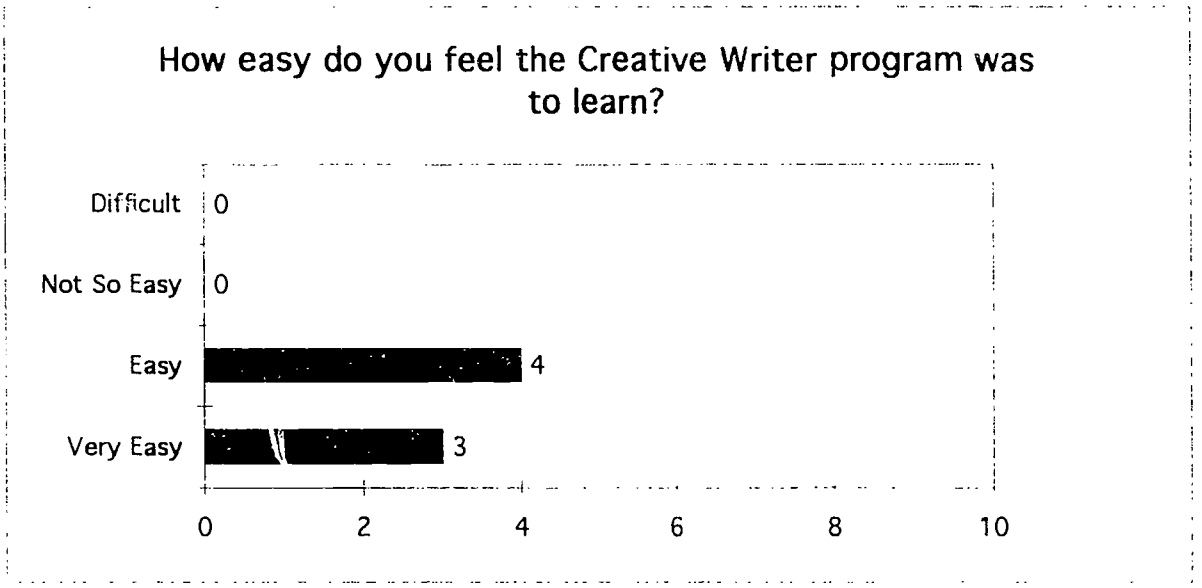

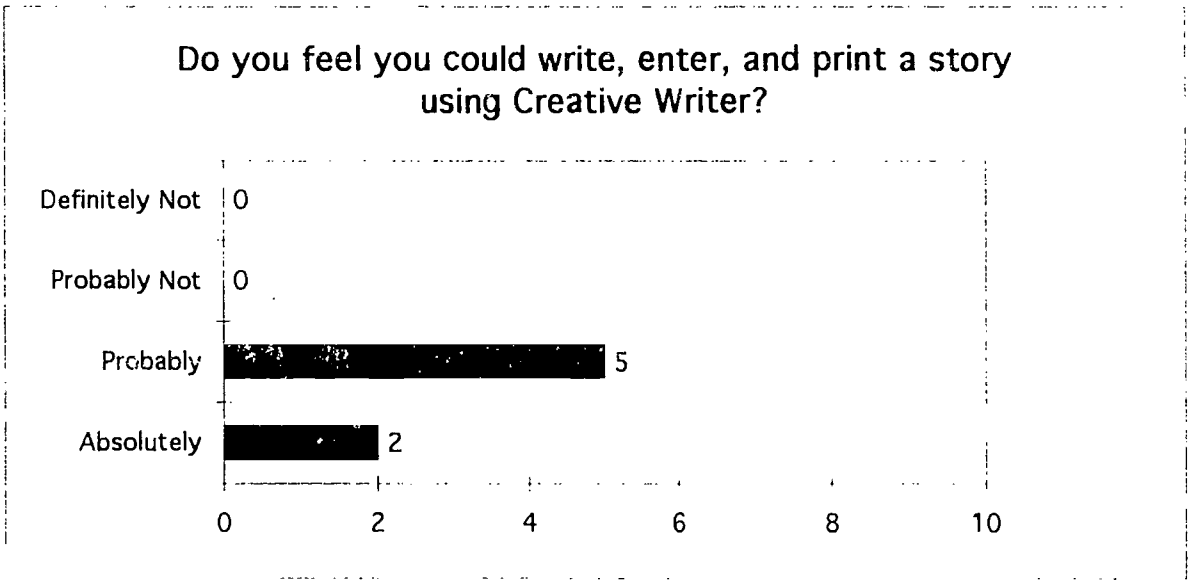

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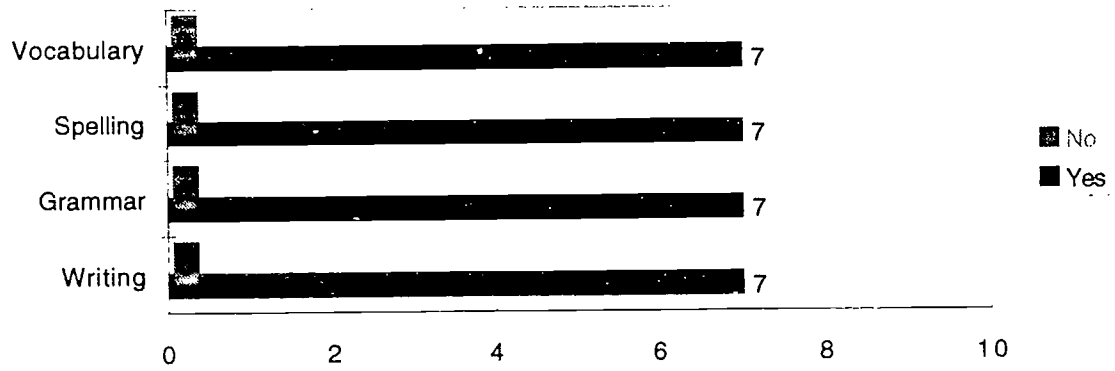

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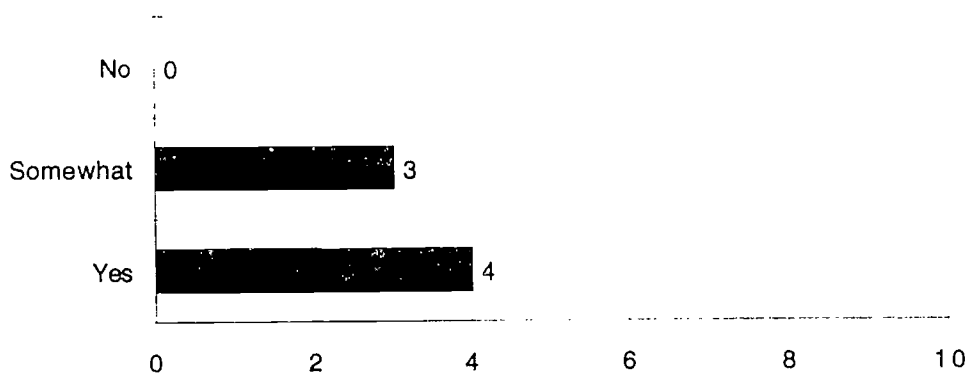

Activity: Creative Writer

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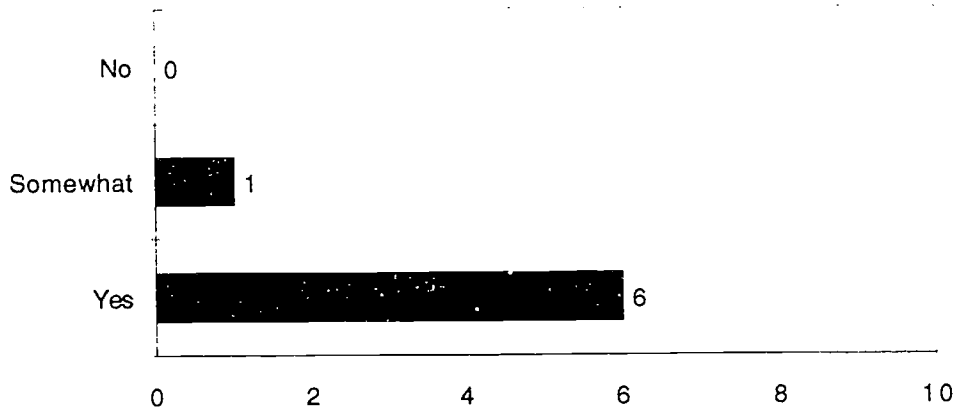

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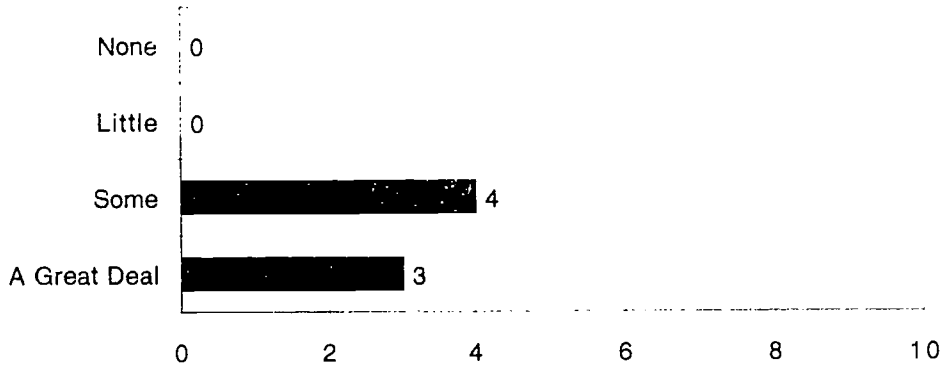

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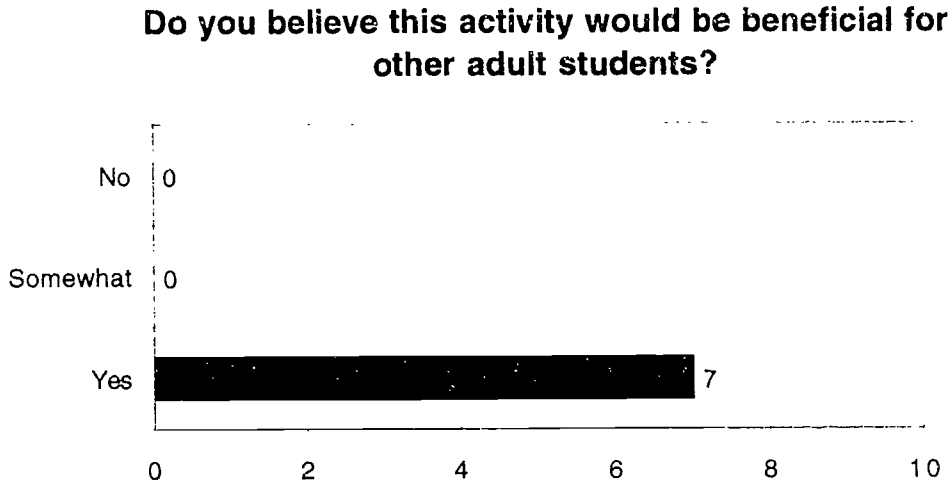


The Pilot Press

Letter From the Editor

This is our first edition of the The Pilot Press. We are going to have a variety of things in the newsletter. There are going to be want ads, recipes, births, deaths and funerals, words of advice, safety tips, and letters to the editor. I hope you will find much enjoyment in reading The Pilot Press.

The Editor,
Jennifer Toot

Newsletter Crew

My name is Kimberly, and I'm a single mother of two children. Right now, I'm in the New Choices Program brushing up on some of my skills that I need when I start college. In the fall of 1995, I will be enrolled at Williamsport School of Commerce in Williamsport. My experience at the Development Center for Adults in Lock Haven was a lot of fun. There are a lot of single parents in their 20's and 30's trying to go back to school, to get a good education, so that they don't have to depend on other people.

Hi. My name is Jennifer Toot. I am twenty years old. I will be twenty-one in two months. I live in Mill Hall, Pennsylvania. I am trying to finish college at Lock Haven University in Lock Haven, Pennsylvania. My major is Computer Information Systems. I am currently attending the Central Intermediate Unit #10 in Lock Haven, Pennsylvania. I was attending the New Start Program at the CIU#10. I am now taking Math brush-up courses to better myself in math for College.

Hi. My name is Bobbie Jo. I am at the Central Intermediate Unit #10 in Lock Haven, Pennsylvania. I am there because I want to go to Williamsport School of Commerce in Williamsport, Pennsylvania. I am interested in being an Accountant. I am thirty-two years old and I have four children. I live at 719 Woods Avenue in Lock Haven, Pennsylvania. My children's names are Cody, Lena, Michael, and George. They all go to school but, Cody.

Hi. I am Joyce Hostrander. I am in the New Choices program at the Development Center for Adults. I really enjoy being here, I like all the new friends that I have made over two weeks that I have been here. I am looking forward to my job of being a Forest Ranger at Little Pine State Park in Pine Creek, Pennsylvania.

My name is Donna Workman. I have three children, two boys and a girl. I want to go to Lock Haven University for Elementary Education. I have seventeen years of experience in child care. I want to work as a Teacher's Aide until I finish college. I live on North Summit Street in Lock Haven, Pennsylvania.

Hello. My name is Rose Duck. I am a news reporter for the Development Center of Adults news letter. I have two children, ages ten and nineteen. I have a boy and a girl. I am in the New Choices program. I am forty years old. I have been a mother and homemaker since high school graduation. Some of the things I enjoy are cooking, baking, working outdoors, and collecting teddy bears. I have enjoyed the New Choices program. I hope to learn more about computers in the future.

Meet The C.S.H. Staff

April Falls is the Office Manager at the Developement Center for Adults. She went to South Hills Business School in State College for Accounting. She said it was hard, but was a lot of fun. She also has been employed at the center for three years.

Lori Hamm is a staff assistants at the Development Center for Adults. On a typical day at work there is always something different to do. Lori has one son named Jason, and April has no children.

Lori went through the New Choices Program, and went on to Business School at Williamsport School of Commerce. Lori has been employed at the Development Center for Adults for Three years now. Recently, Lori accepted a position with Lock Haven University. She will be starting at the beginning of May.

Trish Reynolds is a GED teacher at the Development Center for Adults and does Teaching at the Clinton County Prison. She goes to the prison on Wednesday and Friday mornings, she loves working at her job. She especially likes to work with people that have dropped out of school. She also does an independent living skills class with foster youths ages sixteen to twenty-one. The purpose of this program is to teach the youths, life skills so when they have the skills to adapt to everyday living. Her last day will be April 12. She has been hired by J.T.P.A. at the Clinton County Training office. She will be working as an Education Coordinator. This position involves working with adults that want to continue with some type of training for employment.

We wish both Lori and Trish the best of luck with their new jobs. You will be missed!

Local News

Challenge 24 Playoffs

The Challenge Twenty-four Math Program Championship for Robb Elementary School will be held on Wednesday, April 12, at 1:30 p.m. It will include each individual class winner from grades fourth, fifth and sixth and will be held in the open area in the lower level. The winner from each grade level will then go to the Northwest Central Pa regional competition at Penn State University on Monday, May 8th. The fifth and sixth grade winners will compete at the competition level while the 4th grade winners observe. The Challenge Twenty-Four game is a mental math

activity that is motivating and promotes number control, problem solving, logical thinking skills, improved math proficiency, and self esteem.

Forest Fire Season

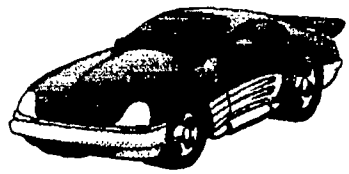
The forest fire season is upon us, the woods are so dry in and around Clinton County. The smallest park can set a fire. The local fire fighters and Forest fire fighters are hoping for rain. The extremely dry winter and the lack of snow is the main reason for the dry condition. We need rain, real soon. Please be careful with matches and please don't burn outside Brush, leaves and general spring clean-up material are dangerous. The wind may pick up anytime. There is no way of knowing which direction the sparks may fly. It doesn't take much to start a fire. The trees, brush, and animals all suffer for one persons mistake.

Cars are Death Traps for Children

by Lannette Stewart

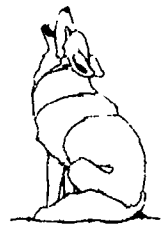
The leading cause of death in young children aged one thru fourteen is automobile accidents. Most children are not restrained in car seats or seat belts. Some are held by another person and when the accident occurs, children are often thrown through the windshield or crushed by an adult.

Children weigh more on impact. For example, an impact at 30 mph, with a child weighing 7 pounds becomes the equivalent of a 210 pound weight. Therefore, it is impossible for anyone to hold onto the



child on impact. Children should not be fastened into a seat belt with an adult ,on impact the adult moves forward and could crush or even strangle the child with the seat belt. Children should be put into their own seat belt to avoid danger. **BUCKLE UP!**

Death and Funerals



Fatal Hit and Run

Pete Porcupine, native of the Clinton County Forest, Lamar, Pennsylvania, died Saturday morning April 1, 1995. In a one car, one animal accident on State Route 64, in Clinton County. He was a life long member of the Bark Chewers Association. Funeral arrangements will be made after notify the next of kin.

Swimming Accident Turns Fatal

While attempting his first swimming lesson, Mr. Tedd E. Bear of 3rd Shelf Ave. met with a series of mishaps. First he ate his wash cloth, upsetting his

instructor, Ms. Sally Swan. Later he ate the soap, which required C.P.R. from Ms. Swan. Unfortunately, Mr. Tedd E. Bear died at 10:30 pm. at the Woodland Hospital, with a bubble lodged in his esophagus.

Announcements

Graduation Party Plan

The New Choices Class of March--April 95, had planned a party to commemorate the end of their informative instructional training. The party was scheduled for 12:00 p.m. on Thursday, April 6, 1995. The students provided the buffet.

Births

Holstein - A black bull calf was born at 2:30 A.M. at a local farm. The parents are a red and white Holstein bull who is three years old and a white and black Holstein cow who is seven years old. Both parents reside at the same local farm.

Wise Thoughts

"Place a value on yourself, and never mark it down."

"Good character, like good soup, is usually homemade."

"Promises are like snowballs - easy to make but hard to keep."

"Here is a surefire way to double your money: Fold it in half and put it in your pocket."

"It is impossible to cheat life. There are no answers to the problems in the back of the book."

"FAILURE ISN'T FATAL"

We all become discouraged from time to time, but we need to remember that "Failure Isn't Fatal". Consider the following account of one man's life:

1) Lost his job in 1832.

2) Defeated for the Legislature same year.

3) His business failed a year later.

4) Elected to the Legislature the following year.

5) His sweetheart died the next year.

6) Had a nervous breakdown one year later.

7) Defeated for Speaker of the House two years later.

8) Defeated for Congress five years later.

9) Elected to Congress three years later.

10) Lost renomination two years later.

11) Rejected for land officer the following year.

12) Defeated for the Senate

This man was Abraham Lincoln!

Interviews

Candy White is a student in the Development Center for Adults in the New Choices Program. The New Choices Program helps single parents, and homemakers enter the paid work force. New Choices sponsors free workshops.

Candy heard about New Choices from the Welfare Office. She has learned a lot about herself from this class. It gave her a feeling that she could be independent, and that she can do things for herself. She also enjoyed meeting new people, and making friends.

She's going to Penn College to pursue a two year Associates Degree in Early Childhood Development.

I'm in the New Choices program at the Development Center for Adults. I started on March 8th. 1995. We have 15 people in our class. We have learned about doing resumes, and job interviews. We learned to manage stress and anger. We learned how to deal with criticism and how to handle it well. We even did our job interviews on a video camera that way we could see what we did wrong and what we need to do to improve our interviews.

We learned about non-traditional jobs for women. We also talked about sexual abuse and harassment on the work place. Cathy and Linda thought us about confidence and self esteem and I thank them for that. I have been able to do things now that I never thought I could do.

April 6, 1995 was our last day in school. I have made many new friends. I wish all of them the best of luck in pursuing their goals. I would like to thank all my teachers for putting up with me for this long.

Thank -You
Joyce Hostrander

Kim Swanger was in new choices about three years ago. She went to college for medical secretary. Now she is working at Truck Light in McElhattan. She works rotating shifts. Now she is getting ready to buy a house in Swissdale. New choices and New start helped her get where she is today.

Story Time

The Day Dusty The Dragon Went For A Walk

Dusty decided to go for a walk in the woods. It was a nice day, the sun was shinning real bright, the temperature was warm. He came upon Billy Bullfrog, Billy was sitting on a lily pad. They talked for awhile and Dusty went on his way. He then came upon Chester the Cat, Chester told him Prince Henry was looking for him. The Prince needed a dragon to heat his castle. Dusty was scared, because he wasn't about to heat the Princes castle so Dusty ran away. He ran so far he got lost. He found a cave to stay in for the night. His mother was so worried

about him she called the missing Dragon Hot Line.

He returned the next day, and his mother told him that the Prince wasn't looking for him personally. He needed a dragon to beat his tassel rugs Dusty went to see the Prince the next day to help him beat his rugs

So you see never believe what a cat tells you

Pilot Cookbook: Favorite Recipes

Elephant Stew

1 Elephant
2 Rabbits (optional)
1/2 pail pepper
2 pails of salt
4 bushels of onions
93 1/2 gal. of water
6 pails of flour

Cut elephant into bite size pieces. This should take about 4 months. Cook over kerosene fire for approximately 4 weeks or until tender. Add onions, cook until tender, and this will feed about 3,000 hungry hikers. If more are expected to come, add the 2 rabbits, but do this only if necessary. As most people don't like hare in their stew.

Cheep Cake

1 cup sugar
1 egg
1/4 cup butter
1 teaspoon baking powder
1 teaspoon vanilla
1/2 cup milk.

In medium bowl mix the first three ingredients, until creamy. Add the dry ingredients, slowly add the milk and the vanilla. Mix well. Bake in 8" x 8" pan, in a 350 degree oven for 35 to 40 minuets, or until done.

Banana Nut Bread

1 3/4 cup of flour
1 1/4 teas of baking powder
1/2 teas of baking soda
2/3 cups of sugar
2 eggs
2 Tablespoons of milk
1 Cup mashed ripe bananas
1/4 Cups of chopped Nuts

Stir together flour Baking powder, Soda and 3/4 teaspoons of salt set aside. In a mixer bowl beat sugar and shorting till light scrape side of bowl often. Add eggs one at a time and milk beat smooth after each addition.

Add flour and banana alternately to creamed mixture. Beat until smooth and fold in Nuts. Turn batter into lightly greased 8" x 4" x 2" bread pan. Bake at 350 degrees for 60 to 65 min or until wooden toothpick inserted near

center of bread comes out clean. Cool in pan for 10 minutes.

Remove from pan to cool after 10 min for easier slicing wrap and store over night makes 1 loaf.

Cream Cheese Pound Cake

1 [8 oz] package of Cream Cheese, at room temperature
1 cup of butter, softened
1 1/2 cups granulated sugar
4 eggs
2 Cups Cake flour, sifted
1 1/4 tsp. baking powder
1 1/4 tsp. powdered sugar

1. Heat oven to 350 degrees.
2. With electric mixer on medium speed blend together cream cheese, butter, and granulate sugar.
3. On low speed blend eggs.
4. Combine Cake flour and baking powder; Add to cheese mixture and blend until smooth.
5. Pour into buttered and floured 9" x 5"-inch loaf pan.
6. Bake 1 hour and 20 minutes until golden brown.
7. When cool sprinkle with powered sugar and serve.
8. Bake Approximately 20 minutes; turn off oven.
9. Pierce sides of each puff in a few places and return to turned- off oven for 5 minutes.
10. Serve warm.

Cheddar Cheese Puffs makes 3 dozen

1 Cup water
1/2 cup Butter
1 cup flour
eggs, beaten
1 cup Cheddar Cheese, grated and divided

1. Heat oven to 425 degrees.
2. In large saucepan over medium heat bring water and butter to a boil.
3. Quickly Add flour, stirring until mixture forms a ball. Remove from heat.
4. Add eggs, a little at a time, beating well often each Addition.
5. Add 1/2 cups of cheese.
6. Drop mixture by teaspoonful onto grease cookies sheet, 1 1/2 inches apart.
7. Top each puff with a pinch of remaining cheese.
8. Bake Approximately 20 minutes; Turn off oven.
9. Pierce sides of each puff in a few places and return to turned-off oven for 5 minutes. Serve Warm.

Baked Trout

5 lbs trout or northern salt
4 C dried bread cubes
2 Tbsp. onions chopped
1 C celery diced
1 tsp. salt
1/4 C butter - melted
1/4 lb. butter (second amount)
4 Tbsp. lemon juice

Clean and gut fish keep the head on. Rub inside and out with salt. Mix bread cubes, onions, celery and salt, 1/4 cup butter and add just enough water to moisten. Toss lightly, stuff fish with dressing. Melt 1/4 lb butter and add lemon juice. Pour over fish and dressing. Drug store wrap (moisture tight) in heavy duty foil. Bake on a cookie sheet at 350 degrees for 3 1/2 hours.

Oven Barbecued Venison Sandwiches

5 lbs. Venison Roast
Salt & Pepper to taste
1/2 cup bacon drippings
1 clove garlic (minced)
3 cups water
2 cups barbecue sauce
1 tsp. sugar
2 med. onion, chopped
1 cup of catsup
8 oz. can tomato sauce
1 cup celery. chopped
2 green bell peppers, chopped
3 or 4 drops Tabasco sauce
8 french rolls

Season roast with salt and pepper. Brown in bacon fat along with garlic. Drain off fat and add water. Bring to a boil. Remove and put into 350 degrees oven. Bake 3 hours or until tender. Remove meat from pan and add all remaining ingredients to juices. Return to oven and bake for 1 hour or until thickened. Meanwhile slice roast thinly, add meat to sauce and bake 30 minutes more. Serve warm on french rolls. Serves 8.

Baked -Broiled Trout

1/2 cup butter
2 Tbsp. Worcestershire sauce
1/2 tsp. Tabasco sauce juice of 1/2 lemon salt and pepper to taste
1 onion, sliced
2 large trout fillets

Preheat oven to 350 degrees, melt first five ingredients together. Place fillets skin side down on boiler pan. Baste with sauce and bake 10 minutes. Baste and put under broiler for 1 minute. Cover with sliced onion and broil until onion starts to brown about 1-2 minutes. Cover onion with

Classified

Wanted--- Someone good at assembling jigsaw puzzles. Please respond immediately to Box QQZ Scrambled Egg Court.

Lost--- One small brown and green tail. Last seen in Swamp Pond. If found please return to Mr. Frog Prince, Lily Pad Apt. Croak Ave.

The Pilot Press

Letter from the Editor

This newsletter is to inform you of events that the local newspapers would not cover. It contains an introduction of my newsletter crew, and CIU staff. It also has a drug related quiz for parents, and much more. I hope you enjoy reading this newsletter.

Lannette Stewart

Newsletter Crew

My name is Lannette Stewart. I am 21 years old and from the Avis area. I am raising four children (three boys and one girl), and I also care for my grandfather who has lung cancer. I live in my parents basement, which they have turned into a small apartment for my children and me. Presently, I am enrolled in GED classes at the Development Center for Adults, and eventually I plan to get my GED diploma. I hope to go to college and get my Secretarial degree.

My name is Stacey Vanemon. I live in Lock Haven. I am enrolled in GED classes at the Development Center for Adults. I have a son named Zachary who is 8 months old. I have a dog named Scruffy who lives with my mother, along with my two brothers Bill and Kevin. I plan to get my GED diploma soon and go to the Pennsylvania College of Technology and get a Secretarial Degree.

My name is Linda Lundfelt. I am enrolled at the Development Center for Adults and am embarking on a new project, which should be very interesting. I am writing a newsletter for the Center for which I am a typist. The experience that I will receive from this project will be very helpful in the computer class I am taking from the West Branch Technology Center. Besides being a student, I am also a wife and a mother of five teenagers. My oldest son recently became a father, which makes me a proud grandmother for the first time.

My name is Lisa Andrus and I am a dislocated worker from Woolrich, Inc. where I worked for 21 years. I am very excited about all the new opportunities open to me since the plant closing. I attended the New Start program at the Development Center last fall, and since then I have taken two computer courses and an English and Algebra brush-up course to prepare myself to attend Penn College in the fall of 1995. I have been married for 17 years and have one son, Jason, who is 24.

Hi, my name is Barbara Snook. I am a displaced worker from Woolrich, and I live in Pine Creek. I am enrolled in GED classes at the Development Center for Adults, and I am very excited about the new opportunites opening up to me. I have been married for thirty five years. I have three girls Jodi, Gail, and Monica, five grandchildren, and five cats.

More than a Teacher

Carol Flanigan is a teacher here at the Development Center for Adults.
She teaches both day and night GED classes. Carol does more then just teach, she is also a tutor coordinator. Carol trains the tutors and matches them one-on-one with the students. Carol has worked here at the center since January 2, 1991, a little over four years. Before she came to the center she taught French for four years in the Williamsport School District. Carol enjoys working with the students. During the interview a question came up regarding her feelings about teaching. She had this to say, "Being a teacher is very fulfilling when you can help a student work toward and attain his or her goals."
Carol also has some hobbies she enjoys such as playing tennis, riding her bike, and reading murder mysteries.
If you ask me Carol Flanigan is not just a teacher, she is also a friend.

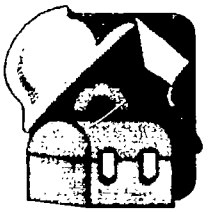
By: Christine Krupa

New Staff

Jill Hildebrand is a new teacher at the Development Center for Adults. In 1991, Jill Graduated from Lock Haven University in Elementry Education with a Bachelors Degree in Science and Education. She has been with the Development Center for Adults for one month. Jill teaches GED classes at the center and at the Clinton County Prison. She also teaches Life Skills classes at The Haven. She finds her job very rewarding. Her interests are reading, sewing, and walking with her daughter and her two dogs.

Please Pardon Our Dust

If you have noticed construction going on here at the Development Center, it is the beginning of exciting new things. According to Deb Burrows, Project Director at the center, we are getting a new roof along with an electrical system upgrade for the entire building to accomodate the demand of computers.



Magic Years Is Moving

Sometime this summer the Magic Years Day Care Center on the first floor will be relocating to a new site. Plans are in the works to renovate the space to a state of the art computer lab. This will enable the West Branch Technology Center to offer more computer classes to those who are on the long lists waiting to attend.

Easter Bunny Delivers Christmas Present

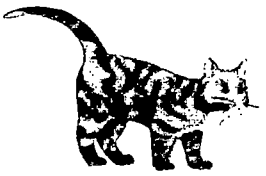
On Easter Sunday, Steven Keen and his wife Teresa of Blanchard found out that they are receiving a very special Christmas gift

this year. Their first baby is scheduled to arrive around December 16,

1995. Steven, teacher / counselor and computer wizard at the Development Center for Adults and West Branch Technology Center since September 1994, seems to be very proud and only a little ***dazed*** by this exciting news.

Congratulations to the happy couple!!

Poor Kitty



On April 23, a sad incident took place on Route 150 in Mill Hall. It involved a stray cat named Kitty who was a mother-to-be. The incident took place around 11:30 a.m. when the Lundfelt family was coming home from buying Kitty some cat food. As they were getting out of the car and stepping onto the back porch, Mr. Lundfelt saw Kitty run out on to Route 150 and get hit by a passing motorist. He screamed, "Kitty" and ran down to the road to retrieve her limp body. She had a broken neck and was bleeding internally. While carrying her body back up to the house Kitty died in Mr. Lundfelt's arms. "It was a very sad moment in the Lundfelt family, as she was becoming a part of our lives," said the Lundfelts. After they got over the inital shock, the family buried her in the back yard and had a moment of silence for her and the babies to be. She will be missed very much.

Forest Fire

On April 15, 1995 there was a forest fire on Pond Run Road in Rauchtown, Pennslyvania. Approximately 200 acres

burned. It was reported that the fire started by a carelessly managed camp fire. Authorities are still looking for clues to help them find and convict the guilty party. If you have any information about the starting of the fire, please notify the state police.

The Runner

On a flat road runs the
well-train'd runner;
He is lean and sinewy, with
muscular legs;

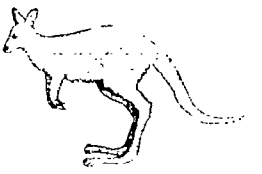
He is thinly clothed-he
leans forward as he runs,
With lightly closed fists,
and arms partially rais'd.

-Walt Whitman

How Big Were They?

A Texan who was visiting a friend in Australia was constantly bragging about how big everything was back home.

Noticing the Texan's strange look when he saw a herd of Kangaroos, the Australian friend asked, "What's the matter?" Don't you have any grasshoppers in Texas?"



Quiz for Parents*

(1) What is the most commonly used drug in the United States?

(a) heroin
(b) cocaine
(c) alcohol
(d) marijuana

(2) Name the three drugs most commonly used by children.

(3) Which drug is associated with the most teenage deaths?

(4) Which of the following contains the most alcohol?

(a) a 12-ounce can of beer
(b) a cocktail
(c) a 12-ounce wine cooler
(d) a 5-ounce glass of wine
(e) all contain equal amounts of alcohol

(5) Crack is a particularly dangerous drug because it is:

(a) cheap
(b) readily available
(c) highly addictive
(d) all of the above

(6) Fumes from which of the following can be inhaled to produce a high:

(a) spray paint
(b) model glue
(c) nail polish
(d) whipped cream canisters
(e) all of the above

(7) People who have not used alcohol and other drugs before their 20th birthday:

(a) have no risk of becoming chemically dependent
(b) are less likely to develop a drinking problem or use illicit drugs
(c) have an increased risk of becoming chemically dependent

(8) A speedball is a combination of which two drugs?

(a) cocaine and heroin
(b) PCP and LSD
(c) valium and alcohol
(d) amphetamines and barbituates

(9) Anabolic steroids are dangerous because they result in:

(a) development of female characteristics in males
(b) development of male characteristics in females
(c) stunted growth
(d) damage to the liver and the cardiovascular system
(e) overaggressive behavior
(f) all of the above

(10) How much alcohol can a pregnant women safely consume?

(a) a 6-ounce glass of wine with dinner
(b) two 12-ounce beers each day
(c) five 4-ounce shots of whiskey a month
(d) none

Answers

(1) (c) Because it is legal for adults and widely accepted in our culture, alcohol is the drug most often used in the United States.

(2) Alcohol, tobacco, and marijuana. These are the "gateway" drugs that children are first exposed to and whose use often precedes use of other drugs.

(3) Alcohol . More than 10,000 teenagers died in

alcohol-related accidents in 1986; 40,000 more were injured.

(4) (e) All four contain approximately 1.5 ounces of alcohol.

(5) (d) Small quantities of crack can be bought for as little as $5.00. The low price makes it easily affordable to young people. In addition, crack is thought to be one of the most addictive drugs.

(6) (e) Virtually anything that emits fumes or comes in aerosol form can be inhaled to obtain a high.

(7) (b) Early use of alcohol and other drugs often by age 15 or less is strongly associated with drug related problems such as addiction.

(8) (a) Combining cocaine and heroin is increasingly popular as a way of trying to lessen or control bad side effects.

(9) (f) Steroid users subject themselves to more than 70 side effects. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. In females, irreversible masculine traits can develop. Psychological effects in both sexes can cause very aggressive behavior and depression.

(10) (d) Medical researchers have not established any safe limits for alcohol intake during pregnancy.

*Growing Up Drug Free: A Parents Guide to Prevention. U.S. Department of Education. Washington, D.C.