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ABSTRACT

This publication is the second step in the on-going, continual monitoring and evaluation survey study of Tennessee's Adult Basic Education (ABE) programs; the first was the publication of "Data Tables for the 1969 Evaluation Survey of Tennessee Adult Basic Education programs." The document is divided into six chapters. The first presents a brief historical and legal description of ABE in the United States and in Tennessee and Tennessee's adult population characteristics. The second covers survey procedures and the various means of obtaining data--the use of the Base-Line Data File, the ABE teacher files, and the ABE student files, and others. The third and fourth chapters discuss student and teacher characteristics: student enrollment, participation, attraction to the ABE program, and the holding of students; and teacher training, preparedness, and capability. Chapter five outlines the instructional process--cooperative programs, media and materials, and teaching methodology. The last chapter discusses teacher recruitment, and provides a number of recommendations. (PT)

TENNESSEE ADULT BASIC EDUCATION EVALUATION 1969

Memphis State University
College of Education
Bureau of Educational Research & Services
Memphis, Tennessee
April 30, 1970

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STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
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Memphis State University
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Memphis, Tennessee
April 30, 1970

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PREFACE

The study of Tennessee's Adult Basic Education Programs was conceived as an on-going, continual monitoring and evaluation survey. This publication is the second step toward achieving the purposes to be accomplished. The first step was the publication of *Data Tables of the 1969 Evaluation Survey of Tennessee Adult Basic Education Programs.* Together, these two documents are benchmarks in Tennessee Adult Basic Education.

The contributions to both publications should be acknowledged here because they have been significant. The survey staff is indebted to the consultants and to local ABE program personnel who acted in consultant roles. The Advisory Committee, collectively and individually, has given freely of time, expertise, and its own efforts to assist the staff in conducting the survey.

Particularly significant has been the contribution of Mr. Charles Kerr, Adult Education Coordinator, and his staff of supervisors. Their participation has been invaluable since the beginning of the study, working with the survey staff and sharing their knowledge of both local and state programs.

To all of these contributors the staff is appreciative of their efforts.

Fred K. Bellott, Director
Bureau of Educational
Research and Services

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CHAPTER I

OVERVIEW

Congress has determined that it is in the national interest that the current and prospective manpower and educational needs of citizens be identified and that persons who can benefit should be prepared by Adult Basic Education (ABE) and other programs for initial employment or advancement to meet the socio-economic requirements of citizenship.[1] Programs that Congress has provided to meet the basic education needs of adults are authorized in the following legislation:

Public Law 88-452	Office of Economic Opportunity
Public Law 89-750	Health, Education and Welfare, Office of Education
Public Law 67-85	Department of Interior
Public Law 83-414	Department of Justice
Public Law 87-543	Health, Education and Welfare (Welfare)
Public Law 87-514	Department of Labor
Public Law 83-565	Vocational Rehabilitation Act, Health, Education and Welfare, Office of Education
Public Law 90-576	Health, Education and Welfare, Office of Education

In each of these laws, there is provision for the basic education of adults in the implementation of the law.

Historical Description and Provision for ABE

The direct intent of Public Law 88-452, adopted in 1964, which created the Office of Economic Opportunity, included provision and responsibility for Adult Basic Education. Most of this responsibility was *transferred to the Office of Education through the adoption of what is referred to as the Adult Basic Education Act* that was a portion of Public Law 89-750 enacted in 1966.[2] The program remains a functional responsibility of the U.S. Office of Education.

> The Adult Basic Education Program—established under the Adult Education Act of 1966—is administered by the U.S. Office of Education chiefly through grants to State educational agencies. All States and outlying areas of the United States participate in the program. The recipients in turn provide funds to local schools to pay teachers and administrators; cover the costs of facilities, equipment, and supplies;

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[1] U.S., Department of Health, Education and Welfare, Office of Economic Opportunity, *Catalog of Federal Assistance Programs*, sections 2.2 and 2.3 (1967).

[2] U.S., Congress, Senate and House, Title III, "Elementary and Secondary Education Amendments of 1966," *Adult Education Act of 1966*, Pub. L. 90-576, 89th Cong., 2d sess., November 3, 1966, H.R. 13161.

and recruit and provide instruction and counseling services for enrollees in the program through the 8th grade level.[3]

Administration of ABE in Tennessee

The Adult Basic Education Program in Tennessee is currently being administered through this law as part of the Division of Instruction of the State Department of Education. The Tennessee program was initiated in July, 1965 and has been further developed and improved each year. However, it still falls short of achieving its major objectives because of limited funds. This program has been described as follows:

> The program of instruction in adult basic education shall be designed primarily to serve individuals over 18 years of age (sic)[4] whose lack of basic education skills constitutes a substantial impairment of their ability to adapt to and function successfully within contemporary society. The program of instruction will consist of elementary level education for adults with emphasis on the communication and computational skills such as reading, writing, speaking, listening, and arithmetic; and using as content for teaching those skills such adult experiences as consumer buying practices, health habits, relations with other members of the family and community, homemaking, and citizenship responsibilities.
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> The program of instruction shall be designed to eliminate the inability of adults in need of basic education to read and write English and to substantially raise the educational level of such adults with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational and homemaking training, and otherwise increasing their opportunities for more productive and profitable employment and making them better able to meet their adult responsibilities.
>
> The program of instruction may be given in any public school or school for adults under public supervision and control by a local educational agency.[5]
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> Each program of instruction will endeavor to enroll therein all adults in need of basic education within the specified area to be covered by such programs regardless of whether their places of residence are within or outside the area served by the public school or facility with respect to

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[3]U.S., Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, *Adult Basic Education Program Statistics, and Staff Data, July 1, 1967 - June 30, 1968* (1969), pp. 1-2.

[4]The minimum age has been changed to sixteen years since 1966 when these guidelines were written.

[5]Tennessee State Department of Education, *Guidelines for Local School System Participation in Adult Basic Education* (1966).

other educational programs and will make special efforts to recruit those adults in the lowest income groups.[6]

The State Department of Education is responsible for providing adequate direction, administration, and supervision of the total program of adult basic education. The State Department of Education provides for State level administration and supervision to assure compliance with the State Plan in all programs which are to be suited to the needs, interests, and abilities of those enrolled.

In order to accomplish its purpose, the State Department of Education employs administrators and supervisory personnel for each major phase of adult basic education and staff personnel to assist them. Provision is made for evaluation of programs by supervisory and research personnel.[7]

Legal Descriptions of Adult Basic Education Programs

The Declaration of Population of Part B, "Adult Basic Education," of Public Law 88-452, section 212, describes the scope of the program:

It is the purpose of this part to initiate programs of instruction for individuals who have attained age eighteen and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability so as to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities.[8]

Recognition of the needs of younger adults (ages 16-18) was given through an amendment of federal legislation in 1968: ". . . the Adult Education Act of 1966 (Title III of Public Law 89-750, 80 Stat. 1216) is amended by striking out 'eighteen' and inserting in lieu thereof 'sixteen.'"[9]

Definitions describing the scope of the Adult Education Act of 1966, Public Law 89-750, are:

"Adult basic education" means education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability

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[6] *Ibid.*, p. 10.

[7] *Ibid.*, p. 12.

[8] *Federal Register*, XXXIII, No. 77, April 21, 1967, 6277.

[9] U.S., Congress, House, "Vocational Education Amendments of 1968," *An Act to Amend the Vocational Act of 1963*, Pub. L. 90-576, 90th Cong., 2d sess., October 16, 1968, H.R. 18366, p. 32.

> and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.[10]

It should be noted that changes in the legal program description have been effected through federal legislation and in state administration provisions that lower the specified minimal age of ABE participants from 18 to 16 years.

> It is the purpose of the State of Tennessee . . . to initiate programs of instruction for all individuals who have attained the age of sixteen . . .[11]

Tennessee Evaluation Survey, 1969

Tennessee, along with the other forty-nine states, surveyed and evaluated its Adult Basic Education program in 1969. The Tennessee State Department of Education contracted with Memphis State University to assist with this responsibility.

An Advisory Committe, representing the 110 local ABE programs, the Tennessee Adult Education Association, and the Tennessee Association for Public School Adult Education, was selected to work with the Tennessee State Department Adult Education staff to provide a critical review of the work done by the Bureau of Educational Research and Services staff at Memphis State University. This group met once each three months throughout the 1969 evaluation survey.

The Tennessee study concentrated on the collection and analysis of data that related students and faculty to the adult education program over a four-year period, 1965-1966 to 1968-1969. A publication that included 226 tables was made available to all state planners and to each local adult basic education program. These tables were designed to reflect comparative data among the geographic areas, different population densities, and economic levels. This report is entitled *Data Tables of the 1969 Evaluation Survey of Tennessee Adult Basic Education Programs* and is the authority for Chapters II through V of this publication.

In addition to collecting and analyzing basic data, the evaluation staff visited and observed twelve local programs throughout the state. The staff also met with adult basic education teachers at in-service programs and during teacher association meetings. Subjective data were obtained in this way in order to provide analyses with a sensitivity to the activity and environment found in local programs.

The 1969 study was designed to provide basic data for future studies. In addition to the clarification of program status and trends, the study included a series of pilot studies of instructional content, student achievement, student learning behaviors, student recruitment techniques, and reporting techniques that can be developed into complete and conclusive evaluation studies in 1970 and 1971.

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[10] *Federal Register*, XXXII, 6277.

[11] Tennessee State Department of Education, Application for Adult Basic Education Program, Form ABE-1, 69/70.

Educational Characteristics of Adult Population

When referring to 1940, 1950, and 1960 census data for Tennessee, the scope of the program is identified in a manner that will provide citizens and state officials with information from which they can grasp the characteristic trends of adults and the enormity of the adult education problem within the state. It is only when citizens comprehend the extent and tenaciousness of the problem that they will realize the efforts in the area of adult literacy education in the 1960's represent only a recognition of the problem and not a solution of it.

From 1940 to 1960, the percentage of individuals in the State of Tennessee that were eligible for the program in the "over 25 years of age" group was reduced from 65.9 per cent to 53.2 per cent of the population.[12] Based on this rate of reduction of the problem, the 1970 census data may be estimated to show a further reduction to 48 per cent of the population. Even with the important programs that have been outlined, if functional illiteracy is to be eliminated in the decade of the 1970's—as our leaders have indicated it must—massive new funding and program development will be required.

The above data, as helpful as they are, do not reveal the full picture of the Adult Basic Education problem because they fail to consider the large percentage of the overall state population between the ages of 16 and 25. Because decisions have been made on incomplete information, the age group of 16-25 has largely been ignored when the broad spectrum of the adult illiteracy problem is considered. Yet, the number in this group is highly significant; for example, in 1968, 21 per cent of the participants in the Tennessee Adult Basic Education Program were aged 25 or under.

ABE Problem Delineation

The American education system has recognized two alternate methods of attacking the problem of the functional illiteracy of adults. The first is to teach children the reading, writing, and arithmetic essential for them to operate functionally in an adult society. The second is to wait until individuals become adults and then provide them with appropriate education. The second method is the most expensive and least effective.

When there were plenty of jobs for illiterate people, neither society nor the oppressed individuals showed great concern. Today, the individual suffering and the high cost to society of "hard-core" unemployment is creating sincere concern. Attempts are being made to extend the public educational system to include more children and to provide for adults who were not provided appropriate educational opportunities when they were children. Both of these efforts are inadequate.

Census data for Tennessee show that the gain in median school years completed was significantly greater for the black citizens between 1940 and 1960 than for the white citizens. For example, the median school year completed by black citizens in 1940 was 5.8 compared to 7.5 in 1960. For white citizens, the median school year completed was 8.3 in 1940 compared to 9.0 in 1960.[13] An

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[12] U.S. Department of Commerce, Bureau of the Census, "Table 47: Years of School Completed by Persons 25 and Over by Color and Sex, for the State, Urban and Rural, 1960 and 1950, and for the State, 1940," *United States Census of Population: 1960*, Vol. I, *General Social and Economics Characteristics*, Tennessee, pp. 146-147.

[13] *Ibid.*

analysis of census data from 1930 to 1960 reflects the results of compulsory educational legislation on children between 6 and 16 years of age.[14] For example, the percentage of the number of 16 and 17 year old Tennessee citizens enrolled in school increased from 53.2 per cent in 1930 to 74.5 per cent in 1960; the percentage of 18 and 19 year old citizens in school from 1930 to 1960, from 23.9 to 38 per cent.

Many students remained in school in 1960 to age 16 that did not go beyond the eighth grade. These data can be appropriately interpreted to indicate that program deficiencies prevented many of the 16 year olds from going beyond the eighth or ninth grade and prevented many 18 and 19 year old citizens from attending a school of any kind.

Legislation and local school board policy have extended educational programs in Tennessee. Programs are being supported by varied sources, including federal, state and local funding; private business; and industry. These actions are causing the percentage of total population who were functionally illiterate to decline slowly (approximately one-half of 1 per cent per year). But the *number* of such persons remains at a disturbingly constant level.

Characteristically, the American people have believed that passing legislation (even though no *substantive* plan of implementation accompanied it) would be an adequate solution to a complex problem. The stark reality is that in 1950 there were 1,045,945 citizens over 25 years of age in Tennessee that had not attended school beyond the eighth grade; in 1960 there were 1,019,114.[15] Legislation that compelled children to stay in school was not an adequate solution.

Tennessee Educational Advances, 1960-70

Tennessee has just completed the finest decade of educational progress in its history. Major efforts have been made to broaden the base of education for Tennessee citizens during this time. More students were encouraged to remain in school after improved programs were more readily available. School consolidation efforts have closed thousands of elementary and secondary schools that were not able to provide adequate instructional programs. Newly consolidated schools have provided improved buildings, equipment, and instruction. Vocational programs have been improved and expanded. Community colleges and technical institutes have become available for the first time. At present, there are some thirty-five agencies that are operating, funding, or sponsoring adult education programs in addition to the ABE program administered by the State Department of Education.

ABE Program Identification

Adult Basic Education in Tennessee was given recognition in 1965 through program identification. The ABE programs have been conceived with intelligence and boldness, but even with improved funding of education in recent years, these

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[14] *Ibid.*, "Table 45: School Enrollment, By Age, for the State: 1930-1960," pp. 142-143.

[15] *Ibid.*, "Table 47," pp. 146-147.

programs are not being adequately funded to achieve their publicly announced objectives. The number of students who benefit from the ABE program is significant to them as individuals. But the limited scope of program contact, under limited funding, can not make a short term significant impact on functional illiteracy as a socio-economic problem of contemporary society. Unfortunately, there is no evidence to encourage Tennessee citizens to believe that there will be significantly less than one million inadequately educated adults by 1980.

CHAPTER II

SURVEY PROCEDURES

After the evaluative survey was authorized and preliminary activities had begun, the objectives of the study began to emerge more clearly. It was mutually agreed upon by the survey staff and State Department personnel that the strategy to be employed should provide for a long-range evaluative capability amenable to continual monitoring and updating, rather than a one time depiction of the program. With this in mind, the greatest need was to establish a base-line data file that would contain descriptive data on programs, students, and teachers.

Base-Line Data File Description

The data in the Base-Line Data File have been accumulated primarily from existing reports that are submitted annually to the state agency by local school personnel. The annual report forms contained a gross description of the class, the identification of the students within the class, and the teachers responsible for the class. Coordinating these records with teacher certification files made available from the State Department of Education resulted in a teacher data file containing descriptive information about most adult education teachers. A student file was also generated from these reports.

The ABE teacher file and the ABE student file are in machine-readable form, having been converted to punched cards and magnetic tape. Program identification information is contained in each of the two files so that cross-relationships can be made. Complete documentation of the file structure, card layout sheets, flow chart logic, data format records and the computer programs written to extract analytic information are contained in the supplementary document, *Adult Education Base-Line Data File, 1969.*

The information contained in the Base-Line Data File can be updated annually and thereby create a continual monitoring capability to determine trends in the ABE program and to enable longitudinal studies to be made about program direction and focus.

For analysis purposes, the data tables in the publication, *Data Tables of the 1969 Evaluation Survey of Tennessee Adult Basic Education Program,* were designed to reflect comparative data between the eastern and western halves of the state; among the three grand divisions of the state; and between metropolitan and non-metropolitan areas. The tables reflect some redundancy because the same data are used three different ways. However, these ways of displaying the data enable the reader to relate with those data that apply to the section of the state with which his program is most closely identified. It also permits geographical comparisons that yield additional insights into the ABE program.

Other Techniques for Data Collection

Although major emphasis was given to creating a machine-accessible base-line data file, numbers of other techniques were used in conducting the evaluation survey. In addition to using the annual report forms, several other data collection

instruments were devised to gather information about related factors:

(1) The *On-Site Observational Record,* to record information resulting from staff visits to a stratified sample of programs (for each program included in the sample a minimum of 10 per cent of the classes was visited);

(2) A *Self-Concept Scale,* developed and administered to a pilot group of students in an attempt to determine how students' self-concepts related to ABE program participation;

(3) The *Supervisors Questionnaire,* developed and used to determine supervisory relationships with program activities;

(4) A *Student Recruitment Questionnaire,* directed toward determining methods employed by local directors to recruit students into the program; and

(5) The *Instructional Materials Inventory List,* used to identify instructional materials and the location of their use.

As an aid in analyzing data accumulated through the instruments described above, a classification stratification of Tennessee was employed based on the county unit and geographic, economic, and population variables.

Objective data that were collected using these instruments are not reported in this document. They will form the basis for further analyses. Their effect, however, has been to influence directly the interpretation of the data found in the accompanying publication, *Data Tables of the 1969 Evaluation Survey of Tennessee Adult Basic Education Programs.* The analysis of objective data was enhanced by the addition of information from the other instruments.

When it assumed the responsibility for conducting an evaluation survey of adult basic education programs in Tennessee, the survey staff recognized the scope of the task and understood that the planned strategy was for a long-range program evaluation. Any attempt to evaluate such a far-reaching program on a one-time or ad hoc basis was deemed to be short-sighted and of stop-gap nature that would not yield the continual information needed to make programmatic decisions.

The basis used for planning a long-range, continual evaluation is that described as the "Tennessee Evaluation Design" in *Design for Tennessee Assessment and Evaluation of Title III, E.S.E.A.*[1] This evaluation design has a four-phase strategy: Status Evaluation, Planning Evaluation, Operational Evaluation, and Final Evaluation. The phases are sequential and related to the beginning and ending of a project or program. Because this evaluation survey did not begin until the current year, some modification was necessary to accommodate the first two phases in the *Tennessee Design.* The establishment of base-line data is normally a part of the Status Evaluation. The determination of goals and objectives, means of measurement, and criteria for success are usually made in Phase II, Planning Evaluation.

The results of this survey are part of Operational Evaluation, which is Phase III. Basic to successful use of operational evaluation strategy is the principle of feedback and the re-cycling of data in Phase III effecting program adjustments to benefit operationally from the evaluation. This report is part of the feedback process—to inform program decision-makers about the program. The realization of evaluation objectives hinges on the responsiveness of program decision-makers. Regardless of how much information or how little is gleaned from evaluation, reactions to this information are necessary before a difference is made in the program.

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[1]Fred K. Belliott, *Design for Tennessee Assessment and Evaluation of Title III, E.S.E.A.* (Memphis: Memphis State University, 1969), p. 13.

CHAPTER III

STUDENTS

Analyses of student data should enable the reader to focus upon broad program implications and problems that may exist. Information from the analyses should assist the program decision-makers in finding problem solutions. A primary strategy used in this study was to seek trends reflected by longitudinal data. This is the main advantage of having a data file that includes data generated by years of program activity. Changes in these trends or their further development will be evidenced with the addition each year of new data.

It is clear from census data and from present state financial allocations that sufficient funds are not made available to provide adequately for the number of students within the state that have ABE needs. There are several trends at the local, state, regional and federal levels that have significance related to the importance of this lack of funds. There were fewer participating students in Tennessee in 1969 than there were in 1965, yet, the need is as great or greater. While the need is remaining constant or increasing, the number of students that are being provided with Adult Basic Education is slightly smaller.

The trend shows that the numbers of students increased and then decreased over the four-year period. The increase occurred when more funds were available while the decrease took place because there was less money available than during that peak period. The number of students is related to the amount of money available; therefore, the needs of all students are not being met when financial support is lowered. If, for example, it was found that the number of students was decreasing even though the money was increasing, then it could be said that the program was failing in its recruitment efforts, or that it was providing funds for a program from which these students could not benefit, either by their own decision or by the decision of selecting criteria. This is not the case in Tennessee. It is concluded that the number of students in the program relates directly to the amount of money available.

In the first year of the program in Tennessee, the cities were better able to launch initial projects and, as a result, they used all the money that was available. A number of rural programs were not established in 1965 because local school systems did not have the capability to launch a program without additional help. This resulted in the cities having more funds available in 1965 than in 1969. When the rural and small community programs became operational, less money was available for the cities to use. Therefore, in the last two years the city programs have accounted for a smaller proportion of program funds than they did in the initial period. Consequently, the trend has been for the number of rural or "other" students to increase while the number of students in metropolitan areas has decreased or has remained constant.

The same rationale and logic also applies to the national program. Southeastern states launched their programs earlier than much of the rest of the nation and were able to obtain additional funds that were not utilized by the other states. Recent trends of increasing numbers of students in the northeastern states and decreasing numbers of students in the southeastern states should be interpreted in relationship to the "unused funds" characteristic rather than to the lack of need,

or the fulfillment of need, or the lack of interest in the southeastern states.[1]

Geographic divisions were utilized as an aid in analyzing data. The basic data tables are presented in State, East-West, and Grand Division formats. Again, instead of treating all data specifically, the investigators sought generalizable trend indications that held promise of providing information for decision-making.

In 1969, Metropolitan and high-population counties had programs that served 48.6 per cent of the students; they employed 40 per cent of the teachers. According to the available census data, these counties had 47.5 per cent of the state population. Using data for the same time, it was found that the Western Grand Division had programs that served 30.3 per cent of the students and accounted for 30.6 per cent of the state population.

Similar analyses can be made of other program locations, characteristics, and populations served. Future in-depth studies could yield information identifying the extent of existent needs in relation to designated demographic parameters. When 1970 census data become available, such studies should be made.

Another consideration related to enrollments is the competetiveness of other new, federally funded programs with ABE programs. Some of the newer programs draw off students who would otherwise be in an ABE program. An example would be programs that pay stipends to students for participating.

Program and Student Objectives

The objectives of the Adult Basic Education Program should be consistent with the objectives of ABE students. Yet, investigation into the ABE programs does not reveal any clarity regarding either. The ABE programs are structured exclusively for groups of students to move from one level to the next higher level. There is a need for the development of program objectives that are different from this lock-step progression.

Some students have needs based on more limited interests. For example, a student may have as an objective to learn to sign his name. There should be program recognition of such limited objectives by offering a short-range program for a student to attend for two weeks or until his personal objective is accomplished. This student would not be a "drop-out"; he would have completed a program designed to satisfy his need.

The practice of utilizing levels of progression through the ABE program is widespread. All evidence and observations in reports from the Advisory Committee and consultants indicate that the Tennessee program and the national program are geared to this concept. It is clear that the Tennessee program is not technically geared to meet the limited needs of the specific objectives of the students. These kinds of needs are important and should be recognized by use of more limited objectives and modification of program content. The only point where the survey staff tried to identify students' objectives was in subjective interviews in on-site visits. The staff addressed that question, but the results are stated in the form of subjective data that are most useful in identifying the problem rather than in providing solutions.

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[1] U.S., Department of Health, *Adult Basic Education Program Statistics.*

Program objectives in the Tennessee ABE program make a positive contribution in another way that was revealed to investigators. Even though such objectives may not be spelled out in specific language, it was evident that they exist and are effectively accomplished. The following objectives were particularly noted in this context:

1. To attract students who have completed less than eight grades of schooling.
2. To accept students into the ABE program at their performance levels.
3. To encourage students to adopt higher personal goals. This may extend to GED, even though classes are not organized for this purpose.
4. To attend to the educational needs of ABE students as they raise their personal ambitions and levels of expectancy.

Entry Level

Program decision-makers must recognize another problem that is identified by the data, determining the entry level of students admitted into the ABE program. Criteria other than "last grade completed" must be used to determine: (1) student's eligibility for the program, (2) content material for the three levels within the ABE program, and (3) objectively-oriented program development attuned to student objectives.

If the only criterion used to determine his program entry level is the last grade completed, the student may be placed in the Level III program when in fact he is not performing above Level I. Under such circumstances he will probably either progress at a discouragingly slow rate or drop out of the program altogether. Another possibility is that he will get a distorted impression of education through attempts to reconcile inappropriate labels with which he has been identified.

The lack of specific definition of grade level or last grade completed makes the search for problem solutions more difficult. Some students are given achievement tests to determine their entry level; others are not. The last grade completed may be based upon social promotion rather than upon performance. Without being able to define adequately either term, the definition of the problem itself cannot be coped with adequately.

The Advisory Committee has clearly recognized that a problem exists and has recommended that other criteria be used. The data collected for this study do not lead to a conclusion as to the best means of dealing with the problem. It is recommended that program administrators, planning groups and associations, and the State Advisory Committee address the problem and determine, through a study of its ramifications, the best potential solutions.

There is a trend revealed in the data of the tables that shows that the number of students either under 18 or who have completed the eighth grade of education is increasing in the Tennessee program. This is also a characteristic of the programs in other states. The literature refers to this as "goal displacement." The focus of ABE programs is changing by design or as a result of other factors that may not be intended or controlled. The lowering of the minimal age from 18 to 16 years, noted in Chapter I, is a factor that changes program focus. Rising educational aspirations of ABE students is another.

Tennessee now has valid data to support what people throughout the nation have assumed, but have not been able to verify and report, that ABE students are studying at higher levels in increasing numbers. The increase is based upon two

factors: (1) the number of students with more than an eighth grade completion record at the time of their entry into the program is increasing because more students have been socially promoted who have not achieved at their grade levels; and (2) there are increasing numbers of students in the program who are being encouraged to pursue the program to higher levels of completion. Some of these students are functionally literate and are studying toward a GED program as the culmination point of the ABE program. Even though this is not provided for in the structured objectives of the ABE program, Tennessee should be complimented for recognizing that these people are important in considering the educational welfare of the state. While ABE students at lower levels should be given priority and encouragement, upper level students have a greater recognition of their problems and a greater confidence in what they get from this program. This is attested to by their response to the program.

Tennessee has given emphases to program development and recruitment of students at the fifth grade equivalency level and below. There is no GED program for students to enter following the ABE program. However, some local schools have initiated GED programs that are funded either through tuition or by local funds. If students can start at the beginning level and will stay in the program longer, this results in a greater continuity and continuance in the formal program and a greater over-all impact on the illiteracy problem. Those students who start at the upper end of the instruction scale of the ABE content are growing into the GED program level rather quickly. This has happened and is another reason why more students are approaching this level of instruction.

Holding Power

There appear to be at least two reasons why students are not being attracted to and held in ABE programs at the beginning level. One is that recruitment techniques are not reaching that group or are not appealing to them. Newspapers and other printed materials do not make an impact with illiterates or non-readers. The other reason is that content materials are not generally attractive to that group. The lack of availability of appropriate materials is a serious problem throughout ABE programs but appears to be critical for beginning level classes.

A study is recommended for the next year to determine (1) whether students are continuing or if there is a high turnover, and (2) whether we reach the same or different students. This can be done from the existing data files because these data include the names of students. However, it would be simpler to pick a sample number of classes from each district, a sample number of districts, and then actually look at the number of names that are repeated each of the four years. This would also have utility in further studies.

CHAPTER IV

TEACHERS

A qualified teaching staff is a critical input to the Adult Basic Education program in Tennessee. In a separate document, *Data Tables of the 1969 Evaluation Survey of Tennessee Adult Basic Education Programs,* 112 tables have been prepared that help identify the qualifications and characteristics of this teaching staff and that will serve as a valuable resource document for adult education administrators within the state and as a basis for projecting further studies. This chapter makes no attempt to analyze each of these tables. However, some general conclusions can be readily drawn from these data that should serve to identify important strengths and weaknesses to guide Tennessee planners.

By all traditional criteria for judging teaching capabilities, Adult Basic Education teachers serving Tennessee from 1965-69 are well qualified instructors. Based on such criteria as types of certificates, endorsements by subject fields, numbers of endorsements, and numbers and types of degrees, they have better credentials than do the general population of elementary and secondary teachers in the state. For example, 89 per cent hold college degrees; over 22 per cent, advanced degrees.

An analysis of their personal characteristics reveals that there was a reasonable ratio of men and women teachers, also a reasonable ratio between black and white teachers. Therefore, the teaching staff is representative of the adult population to which it was assigned to teach.

Teachers in ABE programs are recruited from different places and backgrounds. A majority are either public school teachers working part-time or former elementary or secondary school teachers. Using the cumulative total of 2,127 teachers over a four-year period as a base, only 11 per cent of these have less than a bachelor's degree. Twice that number, 475, hold advanced degrees. This compares favorably with public school teachers as a group.

In view of the regulations that restrict the use of Tennessee retired teachers in Adult Basic Education programs (they are permitted to teach a maximum of ninety days), it is unusual that 12 per cent of the teachers of the period 1966-69 have thirty or more years of experience in teaching. Approximately one-half of the teachers have from five to twenty years of experience and less than 10 per cent have less than five. This points out several things of significance to the ABE program. For example, few young or inexperienced teachers enter the ABE program. Another factor is that there is no evidence that ABE teachers have had the advantage of recent, formal educational training experiences other than occasional in-service programs.

ABE teachers in 1969 had an average of more than two areas of endorsement on their active teaching certificate, 2.3, which compares with 2.6 for 1967. Perhaps this indicates either a greater degree of specialization and in-depth preparation in the subject areas in which they have endorsements or a lessened concern for a large number of endorsements. This decreasing trend over the four-year period was noted in all geographic areas of the state, although the teacher in West Tennessee showed fewer endorsements on the average than those in other areas. Well over one- half of the teachers (1,329) have elementary endorsements; a distant second and third are

the endorsement areas of History (375 teachers) and English (342 teachers). Other areas, in frequency rank order, are Sociology (231), Biology (228), General Science (216), and Geography (203).

The state plan for Adult Basic Education programs specifies that "Each program of instruction will be accompanied by guidance and counseling services . . ."[1] Only forty-four active teachers over a four-year period show endorsements in guidance counseling, two in consumer education, and none in school psychology or school psychological services. On the other hand, there are 167 endorsements in business-related subjects and 172 in other vocational subjects. Over the four-year period, and for the year 1969, those teachers who held some type of administrative certificate (principal, superintendent, or supervisor) were far more likely to teach in programs outside of either metropolitan or other areas of high population density.

When comparing numbers of teachers and numbers of students for the four-year period in Table 1, there is a definite trend toward a lower pupil-teacher ratio. These data may give a distorted picture because of other variables, such as additional class loads per individual teacher identified, or quicker turnover in teaching assignment, or other changes that are not related. But the total number of participating students in Tennessee was 13,566 in 1966 and 13,270 in 1969, which is less than a 1 per cent change. However, during that same period, the number of teachers rose from 467 in 1966 to 559 in 1969. In the western half of Tennessee, the change is more easily seen because the number of students actually dropped about 5 per cent while the number of teachers increased more than 10 per cent. Without additional information, these data cannot be accurately interpreted. Further study should be made of these and related statistics, such as class size, the number of classes taught by teachers, the rate of completion, and the time required for completion of classes.

Another question considered by the survey staff was whether there was a balance in the positive characteristics described above among the geographic regions within the state and between metropolitan and rural areas of the state. Although there are differences that can be noted, the positive characteristics described above are common for all regions and for both the metropolitan and rural areas during the Adult Basic Education program, 1965-69.

Indicators and Implications

The data indicate that there are a great many teachers in the program who have not taught at the first grade level. They are not familiar with initial how-to-teach reading concepts and are more effective, presumably, with Level II and Level III students. This represents another relationship to the goal displacement noted in Chapter III. Despite the fact that over one-half of the teachers have elementary endorsements, there is no other evidence that these teachers are former first grade teachers or are trained in teaching reading to adults. A further study of these teachers (which was not within the scope of this study) would probably indicate that very few had been teaching first grade beginning reading. Teacher assignment is related to the fact that the trend is toward more students that are more advanced rather than to students that are at the beginning stages of the ABE program concept.

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[1]Tennessee State Department of Education, *Tennessee State Plan for Adult Basic Education Programs*, section 1.63-11 (July, 1967).

TABLE 1

NUMBER OF STUDENTS AND TEACHERS PARTICIPATING IN TENNESSEE ADULT BASIC EDUCATION PROGRAMS BY GEOGRAPHIC DIVISION, 1966-69

Geographic Division	1966 S*	1966 T*	1966 R*	1967 S	1967 T	1967 R	1968 S	1968 T	1968 R	1969 S	1969 T	1969 R	TOTAL S	TOTAL T	TOTAL R
Tennessee	13,566	467	29:1	15,870	571	28:1	13,280	530	25:1	13,270	559	24:1	55,896	2,127	26:1
Eastern Half	6,801	236	29:1	8,631	292	30:1	6,731	240	28:1	6,908	275	25:1	29,070	1,043	28:1
Western Half	6,765	231	29:1	7,149	279	26:1	6,549	290	23:1	6,363	284	22:1	26,826	1,084	24.7
Eastern Grand Division	5,511	194	28:1	5,986	234	26:1	5,904	213	28:1	5,698	220	26:1	23,099	861	27:1
Middle Grand Division	2,934	127	23:1	4,635	152	30:1	3,153	149	21:1	3,545	188	19:1	14,267	616	23:1
Western Grand Division	5,121	146	35:1	5,149	185	27:1	4,223	168	25:1	4,017	151	26:1	18,530	650	28:1

S* Students

T* Teachers

R* Student-Teacher Ratio

There were two important weaknesses revealed by the basic data studies that should be a target for improvement in the coming years:

1. the teachers had not been specifically prepared to teach adults who were functionally illiterate; and
2. there was a high turnover in staff, which would indicate that staff instability was probably related to the large number of part-time teachers.

There is a need for further study to determine the specific causes of high turnover rates for staff and the extent to which they affect staff stability.

The guidelines for regulating Adult Basic Education programs in local school systems specify that " . . . each program of instruction will be conducted, supervised and evaluated by teachers."[2] These guidelines also specify that desirable qualifications for teachers in Adult Basic Education are persons who have the following characteristics:

> A person who can and will prepare lesson plans carefully . . . knows group process in education and uses same. Be aware of students' level of comprehension, . . . have understanding and acceptance of pupil needs, experience and training in the teaching of reading . . .[3]

Subjective data collected through observations during on-site visits are the bases for the following evaluative statements about the Tennessee Adult Basic Education programs and their teachers:

(1) *There is no strong evidence to show that teachers prepare lesson plans carefully.* Many teachers cite their experiences with lesson planning to be of questionable value because of the need to treat students individually and to take advantage of unplanned situations when they arise in class. Some teachers make cursory lesson plans but still approach their classes on an ad hoc basis. The teachers who make thorough lesson plans and adhere to them are in the small minority. The objective for the Adult Basic Education programs, to have teachers who ". . . can and will prepare lesson plans carefully," is not viewed by most teachers as being important enough to attend to seriously.

(2) *The utilization of group process theory appears to vary more with the nature of the class than it does with other identifiable variables.* A large majority of the teachers interviewed, and/or observed, recognized the need for individual attention by each student in their classes and had a balance between group and individualized instruction. Particularly notable were the successes of teachers with Level III students, or advanced classes, in using group processes. As a teaching technique, group instruction is used less for Level I students and appears to be less effective for them and for classes with widely varying student abilities, especially those with Level I, II and III students in them.

(3) *Most teachers observed have demonstrated empathy for their students and compassion and love for their fellow man, and they approach their tasks enthusiastically.* ABE teachers are quick to point out the need for understanding

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[2] *Guidelines for Local School Participation in Adult Basic Education* (Nashville, Tennessee: Tennessee State Department of Education, amended January, 1966), p. 9.

[3] *Ibid.*

each student to the fullest: knowing his ability, his home-life situation, his social status, or lack of it, and his acceptance or rejection by society. These characteristics of Tennessee ABE teachers rank among their greatest assets. The teachers are among the greatest assets of the program. These conclusions are drawn in spite of the fact that most ABE teachers have not had adult education training. Many of them lack training in the teaching of reading and have only that experience gained as an ABE teacher.

(4) *While most teachers attempt to utilize subject matter that is appropriate for their students, the conflict between the students' levels of comprehension and the interest-level found in the available materials is a serious one that teachers recognize.* Quite often one of these must be sacrificed.

Summary

Subjective data, observations, interviews, and other similar sources of information, were used to describe Adult Basic Education teachers as a population group. It is also true, however—and much more significant for future study—that this survey has produced a data base through which questions like those above can be further explored and from which information can be derived to give program directors valid bases for making program decisions. It is strongly recommended that an extended study of the Adult Basic Education teacher be pursued in order to strengthen the entire ABE program in Tennessee.

CHAPTER V

THE INSTRUCTIONAL PROCESS

In order to understand the real worth of an educational program, it is essential to study not only the product or end results of that program, but also the processes that contribute to or initiate change in the program participants. On the basis of this rationale, Chapter V, "The Instructional Process," is included as part of this evaluative survey. On-site visitations were made by survey staff members to twelve Adult Basic Education programs in the state. These provided a wealth of data, which are primarily subjective, upon which this chapter is based.

On-site visits were made to sixty classes. These programs and classes represented a selected stratified sample of Tennessee ABE programs. This is a small sample but one which the survey staff assumed was representative of the parent population. The findings reported in this chapter are descriptive of the sample population. Generalizations about the state program can therefore only be inferred.

Years of actual teaching experience, and research in the field of adult education, have shown the adult students to be educationally unique. When the adult enters the classroom with needs, desires, and expectations different from those of the youth, he necessitates an orientation to the processes of reading and writing that is different from that traditionally offered in the public schools.

Because of the adult learner's relatively independent nature, the teacher's relationship to the student changes from an instructional approach to that of an advisor sharing his knowledge. This relationship, in which the student is the teacher's equal, is referred to as a process of "mutual inquiry."

Tennessee ABE teachers, for the most part, appear keenly aware of the fundamental differences between the adult learner and the youth. While there are exceptions, most teachers seem careful to consider the adult learner as an adult and not as his elementary school counterpart who may actually function at relatively the same level of literacy. An example of this approach was observed in a class that met in the basement of a teacher's home. The change to the home situation from the elementary school formerly used provided a more relaxed learning environment. Mutual inquiry was evident in the interpersonal relations of the teacher and students. The location evolved not only into a county educational center, but also as the center of adult social life.

There are a few teachers who still approach the adult student in the same manner that they would an elementary school child. Teachers should not ask students to stand and introduce themselves to visitors, giving their names, ages and places of employment. This proves to be embarrassing, particularly to the unemployed male student, and will be avoided when the teacher is consciously aware that adults must be treated as adults.

Classes at Levels I, II and III were visited. The primary objectives of the ABE program are not reflected proportionately by the preponderance of Level III classes. There were more Level III classes in proportion to Level I and Level II classes. Some students were working at levels above eighth grade equivalency. In response to interview questions, many Level III students stated that their eventual goal was to pass the GED examination. When viewed in the perspective of stated program objectives, the levels of classes observed appeared to substantiate the charge of goal displacement (see Chapter III).

Answers to interview questions revealed that the entering grade equivalency level of students was often determined by the student declaring his own level. Within recent months, there has been a marked trend toward the use of measurement instruments for determining the entering level of students, although many different kinds of achievement instruments are used. Instruments used most frequently are those that test reading ability. Programs that did not use standardized instruments commonly placed students according to the best judgments of the teachers. Teacher interview responses indicate that these judgments involve intuition, observation, and personal knowledge of the student.

Cooperative Programs

A large number of classes are operated cooperatively with other programs, such as WIN, New Careers, Neighborhood Youth Corps, Community Action Program, County Mental Health Program, and OEO programs. Some students are enrolled in ABE classes because of a requirement for their participation in other programs. Some of these other programs put attendance on a compulsory basis rather than on a voluntary one.

Media and Materials

Several programs are presently using programmed learning materials in an effort to reduce the demands for individual instruction. These materials will, in effect, allow the student to work more independently, providing him with instant reinforcement and a thorough step-by-step progression through an educational task. At least four workshops on programmed materials, sponsored by the State Department of Education and the Southern Regional Education Board, have been held in recent months. Programmed material learning laboratories and mini-labs were introduced at the workshops. Several local program directors expressed an interest in using this innovative approach to the education of the adult learner and are making plans for its use.

Little evidence was found in the state to indicate that ABE teachers are making use of various audio-visual aids that are available. Several teachers said they did not understand how to use these media in the adult learning situation, while others expressed little knowledge of the availability of audio-visual equipment.

Observers found during on-site visitations that reference materials were not used very frequently in ABE classes. In some classes, the opportunity to use reference materials was not readily available. In other classes, where common reference materials such as encyclopedia collections, anthologies, and dictionaries were available, little use was made of any except dictionaries. The most frequently used materials, other than work texts, were periodical literature and reading laboratory materials (such as SRA Reading Lab). The *Reader's Digest* was being used in a number of classes because of the high interest level and motivation for students in this kind of material. The lack of ready access to libraries appears to be a deterrent, especially for classes that meet in facilities other than educational buildings.

Curriculum content in ABE classes varies about as widely as in a public school program, extending from beginning reading level classes to those using relatively complex concepts. Most mathematics classes observed utilized consumer-oriented

arithmetic and problem-solving situations that should be relevant for the students. Mixed reactions came from teachers when inquiry was made about appropriateness of available materials. The preponderance of responses, however, were critical of the level of interest in materials that were available, particularly in the more basic level curriculum such as beginning reading and beginning arithmetic. Materials most commonly used were softback work texts. Concerns were especially expressed about a need for materials that permitted some degree of individualization within a class to accommodate varied achievement levels of the students within the class.

Teaching Methodology

Many teachers said that efforts to individualize the instructional program had often resulted in undue competition among student participants for the teacher's time. The only curricular area where individualization was evident in the materials used was in language arts. Work texts used here often times provided for more than one level of difficulty to accommodate individual student needs.

Instructional planning is most frequently on an ad hoc, or unstructured, basis. Very few teachers exhibited a strictly structured approach to lesson plan use. A correlation was found between a higher degree of structure of lesson plans and a higher educational level of the class. In most classes observed, students were given complete freedom to contribute to class discussion and were encouraged to ask questions or request individual assistance when faced with a difficult task.

Several teachers and students expressed the desire for shorter, more frequent, class meeting periods. Although exceptions were found, most evening classes in the state met for three hours each night, two nights each week. This extended meeting period places a burden upon the teacher to creatively maintain the interest level of the adult student. When the length of the class period has a tiring effect on the student, the tendency is for his interest in the educational material presented to be reduced. If it is not feasible to increase the number of class meetings to reduce the amount of time for each meeting, then the ABE teacher should be constantly alert for signs of fatigue or short interest span in her students and should provide some respite or break in the activity so that the three-hour period is more acceptable to the learners.

Teachers have shown an outstanding degree of dedication to the program and their students in their flexible approach to meeting student needs. Their continual search for materials that motivate their students and assist them in accommodating the learning process is to be commended.

CHAPTER VI

TEACHER TRAINING

It is generally recognized that the public school systems in Tennessee have been forced to actively recruit teachers to satisfy the needs of an increasing number of adult persons desiring exposure to and/or benefits from a basic education program. In an attempt to meet this demand for teachers of adults, educators have been forced to rely primarily on public school teachers and administrators to staff the Adult Basic Education programs.

Because the motivation and behavior patterns of the adult student are assumed to be somewhat different from those of the pre-adult student in a public elementary or secondary school, one can assume that teachers of adults require training specifically designed to equip them to meet those special adult needs. When attempting to plan for this training, three components should be considered: (1) professional academic teacher education programs, (2) summer institutes of one or more week's duration, and (3) in-service workshops of several hours duration.

Professional Academic Education

There are over 800 Adult Basic Education personnel in Tennessee. Ninety-five per cent have had no formal academic preparation in adult education, and none possess a degree in adult education. In fact, no institution of higher learning in Tennessee, at this time, offers a degree in adult education. Only Memphis State University and the University of Tennessee at Knoxville have courses designed specifically for adult education personnel. Tennessee State University is expected to offer some credit courses in the near future.

Adult education courses should be provided for all Adult Basic Education personnel in Tennessee. It would be desirable for each state institution of higher learning to provide at least six semester hours of adult education courses to serve ABE teachers. In addition, at least three institutions – Memphis State University, the University of Tennessee, and Tennessee State University (one in each Grand Division) – should offer a master's degree program in adult education. After these programs are developed,other institutions should move toward the master's degree program.

It is further recommended that at least two of the institutions – Memphis State University and the University of Tennessee – develop advanced graduate programs in adult education that would culminate at the doctoral level. Both institutions are presently approved for the granting of doctoral degrees, and they are over 400 miles apart, which tends to emphasize the need for two programs, particularly with two large metropolitan centers, Memphis and Knoxville, located at the extreme points of this distance.

It is also recommended that Memphis State University and the University of Tennessee *immediately* further develop their capacities to offer extension credit courses in adult education – Memphis State University in West and Middle Tennessee and the University of Tennessee in Middle and East Tennessee – and to extend these offerings to serve the many persons who otherwise would be ignored

until other institutions make a commitment to an adult education program and develop it.

The State Department of Education's Adult Basic Education staff has repeatedly given its support to this type of program, and it is recommended that they continue to exert their influence toward the accomplishment of this goal.

While it is not the purpose of this study to dictate the courses that each institution might wish to consider or the course content, the following adult education courses would be useful to the professional adult educator:

1. *Introduction to Adult Education.* This course should provide an overview of the field of adult education. Emphasis should be given to the philosophy, objectives, and nature of adult education, its problems and possible solutions. Further emphasis should be placed on historical development, program planning, methods and techniques, and the nature of the adult learner.

2. *Methods and Techniques of Adult Education.* This course should be designed to examine the characteristics unique to the educated and undereducated adult, followed by an analysis of the methods and techniques available for working with adults, including the community development method, and their applicability under varying circumstances.

3. *The Adult Learner.* This course should be designed to investigate the various problems related to adult learning and to emphasize how adult educators, through research and practice, are effectively approaching solutions to these problems. Emphasis should be given to the factors that affect learning ability, achievement, and motivation throughout the adult life cycle.

4. *Programming in Adult Education.* Emphasis should be given to understanding the theoretical foundations upon which the programming process is predicated, developing a theoretical model, and acquiring the conceptual tools necessary for analyzing the programming process in any adult education organization.

5. *Curriculum Planning in Adult Basic Education.* After examining the unique characteristics of adults when compared with children, attention should be focused upon principles of curriculum building and their applicability to Adult Basic Education clientele.

6. *Organization and Administration of Adult Education.* Emphasis should be directed toward a critical analysis of administrative theory, followed by determining its applicability to diversified adult education settings.

7. *Evaluation in Adult Education.* Emphasis should be placed on techniques used to appraise program effectiveness, such as clarifying objectives and the analysis, interpretation, and presentation of data as steps in the evaluation process. Students should be aided in developing a concept of evaluation as an objective process that requires specific methodology.

8. *Special Problems in Adult Education.* This course should be designed to enable students to pursue individual interests and needs.

While these are not the only kinds of courses that might be developed, they serve as a guide to the types of learning experiences that adult educators need and should have through professional learning experiences at the graduate school level. Those institutions desiring not to become involved with degree programs could design one or two courses that would incorporate some of the learning experiences suggested above.

Institutes

The institute has been employed in the field of adult education as a method of providing a crash program to train as many persons as possible in a two to four week program in many of the facets of the Adult Basic Education program. Prior to 1969, only about twenty to twenty-five persons were alloted slots each year at the regional institutes held at Florida State University and the University of South Carolina. Consequently, only about 7 per cent had attended a regional summer institute prior to 1969. This figure has increased slightly since approximately seventy persons attended the summer institute for Tennessee personnel this past year at Middle Tennessee State University. However, it is doubtful if this would account for more than 12 per cent because several of the participants attended previous institutes.

This institute dealt with such topics as teaching methodology, the psychology of adult learning, reading, and computational skills. While this tended to be of much value to those attending, the number of participants was small compared to the overall number of personnel in the state. These institutes serve a useful purpose and should be continued. They should also provide better means for dissemination of information at the local level to non-participating teachers.

Other institutes in other states during 1969 served an additional nineteen ABE teachers from Tennessee:

1. University of Maryland, "Adult Basic Education and Educational Television"; two attended.
2. N. C. State University, "Computer Assisted Instruction"; two attended.
3. Ohio State University, "Curriculum Development"; four attended.
4. Morehead State University, "Adult Basic Education Workshop for Teachers and Administrators"; eleven attended.

While these persons who attended no doubt benefited from additional knowledge and useful experiences, the same shortcoming mentioned previously applies: there was a lack of dissemination of knowledge gained to the "people back home." It is not inferred that no effort was made to share these experiences; this is not the case. However, the efforts appear to be meager compared with the potential value of the knowledge gained. Therefore, it is recommended that some provision be made for persons who receive this specialized training to share it with the entire state.

Local Workshops

The purpose of local Adult Basic Education workshops in Tennessee has been, and should continue to be, for the pre-service and in-service education of Adult Basic Education personnel. Prior to 1969, all teachers and administrators received twelve hours of workshop activity at the local level. This year, over 800 teachers and administrators will receive eight to twelve hours in workshop training.[1]

These workshops deal with such topics as methods, techniques, materials, recruitment, retention, psychology of adult learning, and program planning.

It is recommended that these be continued; however, more systematic and long-range planning should be employed, not only for continuity at the local level but also for state-wide emphasis. The present state staff is not large enough to assume this burden and administer the present assignment. Funds should be made available for additional staff sufficient to cope with the regular work load and provide workshops and institutes for Adult Basic Education personnel, and to work with the universities in the development of their programs.

Location of Workshops and Institutes

The state staff has begun a concentrated effort to shift the location of workshop and institute activities to university and community college campuses. They should be commended for this effort toward coordination, and it is recommended that it be continued. This should lead to greater recognition of the desire by the state staff for university involvement, thus increasing the likelihood of the universities offering credit courses that will help to meet the needs of the entire Adult Basic Education personnel located in Tennessee.

Teacher Training Recommendations

Conclusions and recommendations have been stated consistently throughou' this chapter; however, a brief summary of the recommendations is restated here:

1. Teacher training for Adult Basic Education personnel should have three components: professional academic education, summer institutes, and local workshops.

2. Each state institution of higher education should offer the equivalent of at least six semester hours of credit courses in adult education, to be expanded as need is evidenced.

3. At least three institutions – Memphis State University, Tennessee State University, and the University of Tennessee – shou'd develop master's degree programs in adult education. Other institutions should be sensitive to need for master's degree programs and develop them when the need is made apparent.

[1] Those systems with a guidance counselor will be involved for eight hours; the others, twelve.

4. Two institutions -- Memphis State University and the University of Tennessee -- should develop advanced graduate (i.e., doctoral) programs in adult education.

5. Institutes should be continued with provision made to assure that the information disseminated filters back to the local level.

6. Local workshops should be continued but with more systematic, long-range planning to assure continuity.

7. Additional personnel should be employed on the state staff to assist in planning and providing local workshops and summer institutes.

8. A state-wide "Continuing Education Committee" should be appointed to function at the advisory level to the state staff.

9. Workshops and institutes on university and community college campuses should be continued and encouraged to expand their influence.

APPENDIX A

SCHOOL SYSTEMS WITH ADULT BASIC EDUCATION PROGRAMS, 1966-1969

ADULT BASIC EDUCATION PROGRAMS

Anderson County	1966	1967	1968	1969
Bedford County				1969
Benton County	1966	1967	1968	1969
Bledsoe County		1967	1968	1969
Bradley County	1966	1967	1968	1969
Campbell County	1966	1967	1968	1969
Cannon County		1967	1968	
Carroll County	1966		1968	1969
Carter County				1969
Cheatham County	1966	1967		
Chester County		1967	1968	1969
Claiborne County	1966	1967		1969
Clay County	1966		1968	1969
Cocke County	1966	1967	1968	1969
Coffee County	1966	1967	1968	1969
Crockett County	1966	1967	1968	1969
*Davidson County – Metro	1966	1967	1968	1969
DeKalb County				1969
Dyer County	1966	1967	1968	1969
Fayette County		1967	1968	1969
Fentress County		1967	1968	1969
Franklin County		1967	1968	1969
Gibson County	1966			
Giles County		1967		1969
Grainger County	1966			1969
Greene County	1966			1969
Grundy County	1966	1967	1968	1969
Hamblen County	1966			
Hancock County	1966			1969
*Hamilton County – Chattanooga	1966	1967	1968	1969
Hardeman County	1966		1968	1969
Hardin County	1966	1967	1968	1969
Hawkins County	1966	1967	1968	1969
Haywood County	1966	1967	1968	1969
Henderson County		1967	1968	1969
Henry County	1966	1967	1968	1969
Houston County		1967	1968	1969
Humphreys County		1967	1968	
Jackson County		1967		1969
Jefferson County	1966	1967	1968	1969
Johnson County	1966	1967	1968	1969
*Knox County	1966	1967	1968	1969
Lake County		1967	1968	1969
Lauderdale County		1967	1968	1969
*Lawrence County	1966	1967	1968	1969
Lincoln County	1966	1967	1968	1969
Loudon County			1968	1969
McMinn County	1966	1967	1968	1969
McNairy County	1966	1967	1968	1969
Macon County	1966		1968	
Marion County		1967		1969
Marshall County		1967	1968	1969
Maury County	1966	1967	1968	1969
Meigs County	1966	1967	1968	1969

Monroe County	1966			
Montgomery County – Clarksville	1966	1967	1968	1969
Moore County		1967	1968	1969
Morgan County	1966	1967	1968	1969
Obion County	1966	1967	1968	
Overton County	1966	1967		1969
Perry County	1966			1969
Pickett County	1966			1969
*Polk County	1966	1967	1968	1969
Putnam County	1966	1967		
Rhea County			1968	1969
Roane County	1966	1967	1968	1969
Robertson County	1966	1967	1968	1969
Scott County		1967		
Sequatchie County	1966	1967		
Sevier County	1966	1967	1968	1969
*Shelby County – Memphis	1966	1967	1968	1969
Smith County	1966	1967		1969
Stewart County	1966	1967	1968	1969
Sullivan County	1966	1967	1968	1969
Sumner County	1966	1967	1968	1969
Tipton County	1966	1967		
Trousdale County	1966	1967		
*Washington County			1968	1969
Wayne County	1966	1967	1968	1969
Weakley County		1967		1969
*White County	1966	1967		1969
Williamson County		1967	1968	1969
Wilson County		1967		1969
Unicoi County	1966	1967	1968	1969
Union County	1966			
Brushy Mountain Prison			1968	1969
Tennessee School for Blind		1967	1968	1969
*Tennessee State Prison	1966			
Bristol			1968	1969
Cleveland				1969
Greenville		1967	1968	1969
Harriman		1967	1968	1969
Humboldt		1967	1968	1969
*Jackson		1967	1968	1969
*Johnson City			1968	1969
Kingsport		1967	1968	1969
Knoxville		1967	1968	1969
Lenoir City	1966		1968	1969
McMinnville				1969
Maryville		1967	1968	1969
Milan		1967	1968	1969
Morristown	1966		1968	1969
Murfreesboro			1968	1969
Oak Ridge	1966	1967	1968	1969
Rockwood	1966	1967	1968	
Shelbyville		1967		1969
*Sparta				
Sweetwater	1966			
Union City	1966	1967	1968	1969

*Stratified sample of ABE programs for on-site visitation, 1970.

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