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ABSTRACT

This Institute was based upon the premise that existing efforts to eliminate illiteracy must be dramatically increased across the country and this increase in effort and activity could be substantially achieved with existing resources through the creative and dynamic efforts of the State Directors of Adult Education. Consequently, the Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans of action" to maximize the effective use of resources in adult basic education. The participants in the Institute were involved in a variety of pre-conference planning activities prior to their involvement in a human relations-problem solving 2-week residential workshop. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of adult basic education. (Author)

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NATIONAL INSTITUTE ON RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION

(Final Project Report)

**Florida State University
College of Education
Department of Adult Education
Tallahassee, Florida**

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June 15, 1969 - June 14, 1970

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the U.S. Department of Health, Education and Welfare,
Office of Education.

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Adult Education Act of 1966, Section 309

RESOURCE DEVELOPMENT AND UTILIZATION IN
ADULT BASIC EDUCATION

Edited by
George F. Aker
and
Wayne L. Schroeder

Final Report of a National Training Institute

Conducted by
Department of Adult Education
Florida State University

In cooperation with
Office of Continuing Education
Florida State University

The project reported herein was supported by a grant from the
U. S. Department of Health, Education and Welfare, Office of Education

Office of Education Grant Number OEG-0-191209-4427 (323)
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FOREWORD

This document represents the individual and collective works of many individuals. The ideas and recommendations advanced here to improve the quality and effectiveness of adult basic education are now in various stages of implementation across the country.

The extent that the National Institute on Resource Development and Utilization in Adult Basic Education is achieving its goals is reflected in the innovative and creative approaches now gaining momentum in the various states and local communities.

We believe that the "working papers" which follow provide the framework for significant and positive change in adult education.

The magnitude of cooperation from the State Directors of Adult Education provided essential nationwide support and enthusiasm for the Institute. While space does not provide for the recognition of all who contributed above and beyond their responsibilities to ABE, we would like to give special thanks to Mr. Paul V. Delker, Mr. Eugene Sullivan, and Mr. John V. Griffin, all of the U.S. Office of Education for their invaluable contributions at all levels of planning and for their active participation in the residential workshops.

For much needed help in clarifying critical problems and for enriching the Institute leadership we appreciate the advise and counsel of Mr. James R. Dorland and Mr. Robert A. Luke.

The positive feedback about the quality and productivity of group interaction should be credited to Institute leaders: Dr.'s Donald Butcher, William Dowling, Kenneth Gordon, Glenn Jensen, Malcolm Knowles, Alan Knox, Barton Kreitlow, Wayne Richards and Curtis Ulmer.

Our very special thanks to the dedicated faculty and graduate assistants at FSU who provided the "hard work" of conference logistics, trouble shooting, and day to day program operations.

We owe much to Mr. Robert Theobald who set the stage for imaginative and critical examination of our issues and problems throughout the Institute.

And finally, a tribute to Mr. James H. Fling and the staff members of the Florida State Department of Education for providing more than we would ask from our hosts.

The Editors

TABLE OF CONTENTS

	Page
ABSTRACT.	1
Procedures	
Results and Conclusions	
RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION. NATIONAL INSTITUTE - FINAL REPORT PURPOSE AND RATIONALE	6
Procedures	
CRITICAL PROBLEMS IN ABE	17
WORKING PAPERS ADDRESSED TO SIX SELECTED PROBLEMS IN ADULT BASIC EDUCATION.	26
The Role of the State Director in the Evaluation of Adult Basic Education.	27
The Scope of the State Director's Role in Evaluation	
Management of State Evaluation	
The State Director's Consultative Role in Local Evaluation	
Coordination, Cooperation, and Integration of Efforts in Adult Basic Education.	51
National Survey on Interagency Coordination	
Cooperation and Coordination at the Federal Level	
Steps to Better Cooperation and Coordination in ABE	
The Public Image of Adult Education	67
Introduction	
Perceptions of the Image of Adult Basic Education	
Interpreting ABE to the Public	
Improving the Image of ABE	
Ideas about Improving the Image of ABE-- Results of the Brainstorming Session	
Suggestions for Putting New Ideas into Action	
Conditions which Underlie Image	
Recommended Procedure for Changing Image	
Force Field Analysis of Adult Education Nationally (1970)	
A Comprehensive Adult Education for all Citizens	

TABLE OF CONTENTS.--Continued

	Page
Resources for Staff Development in Adult Basic Education	85
Introduction	
Rationale	
Plan 1--Orientation Program for Newly Appointed School District Adult Education Directors and/or Coordinators	
Plan 2--A Trial Teaching Experience Before Employment	
Plan 3--Observation of a Professionally Run ABE Program	
Plan 4--Develop Support Staff Flexibility as a Means of Freeing up the Learning Process	
Plan 5--A Materials Kit for the ABE Teacher	
Plan 6--Development of Local Superintendent Commitment to ABE	
Plan 7--Workshop for State Department of Education Personnel	
Plan 8--Adult Education Certification which Leads to Increased Increments in Salary	
Plan 9--Regional Demonstration Centers	
Plan 10--Association Sponsored Staff Development for Adult Education	
Plan 11--Regional Program to Develop Competencies of New State Staff	
Plan 12--An ABE Internship	
Plan 13--Professional Pre-service Preparation	
Plan 14--Preparing the Instructional Aide	
Plan 15--Establish College Courses in ABE	
Professional Development Plan for Adult Educators	127
Introduction	
Report	
Qualifications for adult educators	
Advanced study programs	
Recommendations	
A Model to Provide Complete Educational and Supporting Services for Underliterate Adults	147
Assumptions	
Objectives of the model	
Responsibilities of the Director	
Information - Services (local level)	
Coordination - Services	
Public Relation - Services	
Human Relations Training--Resources for Participation and Communication	154
Resources for Participation and Communication	

TABLE OF CONTENTS.--Continued

	Page
The training of advisory committee members	
The training of ABE teachers and paraprofessionals	
THE RELATIONSHIP BETWEEN YOUTH EDUCATION AND ADULT EDUCATION--NEW CHALLENGES FOR OUR PUBLIC SCHOOLS. .	158
PRELIMINARY INSTITUTE EVALUATION.	177
Evaluation Summary	
Results	
Other observations relevant for future planners	
CONCLUSIONS	188
A PROPOSED PHILOSOPHY OF ADULT EDUCATION AS IT RELATES TO ABE.	192

TABLE OF CONTENTS

APPENDIX

	Page
A. INSTITUTE PROGRAM	195
B. EVALUATION FORM	213
C. NATIONAL SURVEY OF CRITICAL PROBLEMS IN ADULT BASIC EDUCATION	218
D. BIBLIOGRAPHY OF MATERIALS AVAILABLE FOR GROUP STUDY	227
E. SAMPLE OF PRE-INSTITUTE PLANNING MATERIALS.	242
F. ROSTER OF INSTITUTE PARTICIPANTS.	274

ABSTRACT

Purpose:

This Institute was based upon the premise that existing efforts to eliminate illiteracy must be dramatically increased across the country and that this increase in effort and activity could be substantially achieved with existing resources through the creative and dynamic efforts of the State Directors of Adult Education.

Consequently, the Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans of action" to maximize the effective use of resources in adult basic education. The participants in the Institute were involved in a variety of pre-conference planning activities prior to their involvement in a human relations-problem solving 2-week residential workshop. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of adult basic education.

Procedures:

Specific procedures were developed to satisfy selected criteria in the following areas: program planning, staff selection and development, identification of "critical problem areas", development of materials and research library, participant involvement, conference management and evaluation.

Program planning and evaluation were viewed as continuous processes and were implemented simultaneously at the national, regional, state and local levels. Major program decisions pertaining to the selection of participants, conference procedures, content, use of staff and resource personnel, etc., were made in consultation with widely known national and regional leaders in ABE. Final determinations were based upon the majority expressions of the target audience - the State Directors of Adult Basic Education.

National advisory committees (consisting of representatives of the U. S. Office of Education, State Directors of Adult Education, decision makers in related agencies, and Teacher Trainers and Researchers in ABE), The National Council of State Directors of Adult Education, The National Association for Public School Adult Education, The Adult Education Association of the U.S.A., and Regional Associations of State Directors were heavily relied upon

to acquire input for each phase of the Institute. Information thus obtained was presented to and reviewed by the State Directors of Adult Basic Education by means of mailed questionnaires and during a pre-institute planning conference held in conjunction with the Galaxy Conference on Adult Education in Washington, D. C, in December, 1969.

The foregoing procedures provided continuous feedback for corrective actions throughout the Institute. Although maximum involvement by those to be affected by the program resulted in several deviations from original plans (e.g. problem areas treated in the Institute, time and duration of the residential conference, conference format, etc.,) it is believed that strict adherence to the concept of participant involvement in decision making increased the productivity of the participants, secured maximum attendance, and greatly contributed to the "success" of the Institute.

Results and Conclusions:

As a result of the Institute, there now exists a priority listing of what noted authority and research have established as 46 critical problem areas in ABE.

Sixteen of the problems deemed most crucial to the full utilization of resources in ABE were reduced to 6 priority areas which provided focus and direction for

the Institute. An intensive working library and numerous research documents were developed around the problem areas. Most importantly, 64 participants, representing key decision makers in ABE from a majority of the States and Territories and 41 highly skilled consultants and leaders collectively explored the problems to develop strategies, recommendations and plans of action for their solution.

Each State and Territory has access to the collective thinking of the Institute participants and each participant has a specific plan directed toward a particular priority problem in his program for follow-through implementation.

As documented by follow-up letters and evidenced by personal contacts with the participants, a significant outcome of the Institute was the opportunity afforded to enhance communication skills, to share and create new ideas with others and to develop new heights of professional zest for one's administrative career in adult education.

It was recommended that the format employed in this Institute be adopted within the various states for subsequent in-service training activities designed to identify and solve problems affecting program operations at the state and local levels.

Several models for improving adult basic education were developed, priorities for further management training on the part of state staff members were identified and directions for needed behavioral science research in adult basic education were recommended.

RESOURCE DEVELOPMENT AND UTILIZATION
IN ADULT BASIC EDUCATION

National Institute - Final Report

-PURPOSE AND RATIONALE-

This proposal and project was based on the belief that dedicated men and women through mutual and individual creative efforts can develop and apply the resources, processes, and programs necessary to resolve the problem defined by more than 20 million functionally illiterate American adults.

Much has been written about the eight million adults in our society who cannot write their names, the thirteen million who cannot fill out a job application form or read a newspaper effectively, and the 24 million who function below the eighth grade ability level. Over the past several years, behavioral scientists, economists, educators, the business world and political leaders have defined the dimensions of the problem and described the ever present relationships that exist between undereducation, low levels of aspiration, discrimination, poor health, social alienation, poverty and despair.

The general public, more than ever before, is aware of the social burden, economic drain and human losses

which result from these interrelated forces. And the question of how long this society, the most affluent and powerful one in the world, can endure when nearly one-fifth of its adult population can be classified as "disadvantaged" or "underprivileged" in various ways may be the most significant question of the Century.

Since 1965, much has been learned about adult basic education. Unprecedented sums (though they have been minor in relation to the magnitude of the problem) have been invested. A multitude of useful materials and technologies have been developed; several approaches to recruitment, programming, instruction and learning have been tested, and a small but knowledgeable corps of educators have been trained for ABE.

During the orientation period of the past four years ABE, as developed and administered through 50 State Departments of Education, has reached approximately 1.3 million of the 24 or more million representing its target audience.

It is believed that the orientation period has been perhaps even more effective than anticipated. However, it is also assumed that there now exists sufficient knowledge, technology and manpower to enable the states to multiply their impact several fold by maximizing the use of the resources which are now available and will become

available in the foreseeable future. Consequently, the key assumptions of this project are:

1. That the dynamic and creative efforts of the State Directors of Adult Education are critical factors in significantly increasing the output and effectiveness of adult basic education.
2. That the State Directors are generally knowledgeable about the behavioral science theory and research having implications for teacher training, participant recruitment, testing, counseling, material utilization, teaching and evaluation in ABE.
3. That state-wide programs for ABE are not now making the greatest or most effective use of potential resources available for ABE, nor are they contributing near their potential to other groups, organization and agencies which need their help for a total attack on illiteracy, social disorganization, under-employment and related concerns.
4. That the State Directors are willing and capable of devising better ways to make greater use of what is already known about and available for ABE.

5. That the State Directors, because of their leadership positions, their experiences and their desires to create and energize resources (human, physical and financial) for ABE can do as much as any other single professional group to win the battle against ignorance and its attending social and economic ills.

Given the foregoing assumptions, the Institute was designed to provide the State Directors an opportunity to view their efforts from new perspectives, to learn to better communicate among themselves and with those who represent the vast potential and underdeveloped community resources for ABE, and to become the catalytic agents of a learning society.

The primary purpose of the National Institute was to enable the State Directors to plan and participate in a series of experiences that would help them discover their problems and limitations on the one hand and develop new levels of creative thinking, problem solving capacities, and improved arrangements for ABE on the other.

More precisely, the specific objectives of the Institute were:

1. To provide human relations experiences to enhance the communicative, affective, and creative capacities of the participants.

2. To provide the participants an opportunity to use a wide range of human and material resources in the identification and resolution of significant problems, in strengthening existing programs, and in developing new and creative approaches for adult basic education.
3. To provide the participants experiences to expand the perception of their responsibility in helping other groups and agencies become energizing and active forces in adult basic education and related areas.
4. To provide experiences in which the participants could create new concepts and improved systems for staff training and enhance the movement toward professionalism in the field.
5. To provide experiences which would enable participants to more adequately fulfill their responsibilities for action research and to serve as key linkages between research and practice.
6. To develop within the participants increased capacities for mutual cooperation, for friendly and spirited competition, for deeper personal commitment to their professional responsibilities, and for self-renewal and continuing learning.

7. To determine the future needs for professional training and staff development among State Directors, local directors, and other key administrative staff in Adult Basic Education.

-Procedures-

A variety of procedures was employed in planning and conducting the Institute. Consultants, selected on the basis of specialized knowledge and abilities, provided valuable input during each planning phase.

The first phase in planning the Institute was to determine the existing use and need for resources in ABE and to identify areas of underutilization and resource areas of high potential which were presently undeveloped. Information for this activity was gathered by the following means:

1. An exhaustive review of the literature.
2. Observations of ABE programs
3. Interviews with ABE practitioners from national to local levels and interviews with ABE students.

Data thus obtained were analyzed and synthesized by the research associates on the central staff. Preliminary information yielded by this process was then transmitted to selected advisory committees during the second planning phase. The advisory committees were asked to redefine problems, clarify issues and develop specific working papers and recommendations for use in designing the Institute around critical problems in the field.

The following groups participated in the foregoing activities:

1. Professional Development Committee of NAPCAE, Denver, Colorado, June 28.
2. USOE Task Force on ABE, Washington, D. C., July 25.
3. Southwestern Cooperative Education Laboratory, Albuquerque, New Mexico, September 11.
4. Region VII State ABE Directors, September.
5. National Institute Advisory Committee
(Professors of Adult Education and Representatives of Agencies of ABE), Madison, Wisconsin, September 26.
6. National Institute Advisory Committee
(Representatives of State Directors, USOE, ABE Consultants), Washington, D. C., October 6.
7. Executive Board, NAPCAE, Chicago, October.

As a result of the input from the above groups, a comprehensive survey was undertaken during the third planning phase. Through this survey the State Directors of Adult Education were asked to determine the relative importance of 46 selected problem areas in ABE having implications for the use or development of resources. The State Directors were also asked to verify and clarify their actual and ideally perceived job roles and responsibilities and to express their preferences as to

choice of learning arrangements in order to achieve the educational objectives of the Institute.

The findings of the National Survey were presented to and discussed by the members of the National Council of State Directors of Adult Education during their annual meeting held in conjunction with the Galaxy Conference on Adult Education in Washington, D. C., in December, 1969.

As a result of feedback from the State Directors, final decisions were made as to the educational objectives of the forthcoming Institute, conference design, resource persons, group leaders, content and materials.

For purposes of generating interest and motivation among the participants, to make maximum use of their expressed needs and wants and to create a favorable "set" for learning, periodic communication was maintained with them via circular and personal letters, telephone and telegram messages and by distributing selected pre-conference materials.

During the fourth and final planning phase arrangements were made for the preparation of 33 especially designed learning documents or working papers and for the acquisition of selected commercial materials in the areas of motivational psychology, organizational management, leadership, adult basic and continuing education, the sociology

of poverty and projected socio-cultural conditions of the immediate future.

Clinics and Institute briefing sessions were held for the human relations resource personnel and Institute leaders prior to the Institute which was held in Tallahassee, Florida, April 5-7, 1970.

The fifth phase of the Institute entailed a residential 2-week conference attended by 64 representatives of the various states and territories and 41 selected guests, resource personnel (who frequently assumed a dual role as participant-consultant) and group leaders.

Logistical arrangements for the conference were provided by selected staff members, graduate assistants, and the Office of Continuing Education of Florida State University. Educational technologies employed during the Conference included many variations of small group discussions, brainstorming, role playing, trips, buzz sessions, panel discussions, audio tapes and 16 mm films, library study and research, skits, demonstrations. lecture-discussions, etc.

The opening session of the Institute consisted of a lecture and informal discussions led by Mr. Robert Theobald, noted socio-economist, futurist and political scholar. The opening session, judged to be highly effective and relevant to the needs of the participants, set the stage for the 2 weeks of problem solving, idea

exploration activities which followed. Throughout the course of the Conference, every effort was made to practice the principle of flexibility as emerging problems and needs indicated needed changes in methods, procedures, resources or materials.

CRITICAL PROBLEMS IN ABE

As described in the preceeding section, a variety of procedures were employed during the first three phases of the Institute to identify areas which are critical to the full implementation of resources in adult basic education. In Table 1 can be seen the rank order distribution of the 46 problem areas judged most crucial.

TABLE 1. Critical Problems in Adult Basic Education

	Problem Area	Score 4 pt. Scale	(Number Reporting)			
			Very Imp.	Some Imp.	Of no Imp.	
1	Meaning evaluation of effort	3.8	20	13	1	0
2	Coordination of efforts with other pub. community agencies	3.7	26	6	2	0
3	Image of Adult Education held by public	3.7	23	11	1	0
4	Local community awareness of and support for ABE	3.6	19	14	1	0
5	Staff development for supv., consultants, and specialists	3.6	14	14	3	4
6	Teacher training	3.6	19	15	1	0
7	Duplication of effort in ABE by a variety of agencies	3.6	21	11	2	0
8	Vertical opportunities for ABE participants	3.5	17	14	3	1

TABLE 1. Continued

Rank	Problem Area	Score 4 pt. Scale	(Number Reporting)			
			Very Imp.	Imp.	Some Imp.	Of no Imp.
9	Relationships with the private sector in ABE (Business)	3.5	19	13	2	0
10	Linkage of ABE to econ. development and job placement	3.5	18	16	0	0
11	Need for a practical and relevant curr. in ABE	3.5	22	9	2	1
12	Developing comprehensive program of A.E. for all citizens	3.4	21	7	5	1
13	Freedom to experiment and innovate through public school ABE	3.4	18	12	4	0
14	Need for Teacher Trainers	3.3	14	12	9	0
15	Recruitment of ABE participants	3.3	16	10	8	0
16	Use and selection of ABE materials	3.3	13	17	4	0
17	Program promotion	3.3	16	15	2	0
18	Human relations skills on part of State Admin. staff	3.3	14	17	3	0
19	Full use of Educ. resources in community	3.3	12	20	2	0
20	Knowledge and skills for Legislative change	3.3	14	16	4	1
21	Effective and efficient dissem. of ABE research findings	3.3	16	13	4	1
22	Long-range planning	3.3	20	10	1	0

TABLE 1. Continued

Rank	Problem Area	Score 4 pt. Scale	(Number Reporting)			
			Very Imp.	Imp.	Some Imp.	Of no Imp.
23	Community counseling services to disadvantaged adults	3.3	12	19	3	0
24	ABE for wage earners in consumer education	3.2	11	19	3	1
25	Training in creative leadership	3.2	14	15	5	0
26	Action or field research	3.2	8	21	6	0
27	Programming, planning budget systems	3.2	14	15	4	1
28	Status of ABE in the State organization	3.2	12	16	5	1
29	Career opportunities in Adult Education	3.2	5	16	15	0
30	Knowledge of other Federal ABE programs	3.1	11	17	5	1
31	Cooperation of colleges and universities for training and research in ABE	3.1	13	16	2	3
32	Capabilities of colleges and universities to assist State Dept. in ABE	3.1	10	20	2	3
33	Relationship between special project and state ABE Prog.	3.1	14	13	5	2
34	ABE for special audiences (prisons, hospitals)	3.0	9	14	9	1
35	Use of advisory committees	3.0	8	18	8	0
36	Clarification of roles and respon. of State Directors	3.0	12	12	7	1

TABLE 1. Continued

Rank	Problem Area	Score 4 pt. Scale	(Number Reporting)			
			Very Imp.	Imp.	Some Imp.	Of no Imp.
37	Basic Research	3.0	7	16	11	0
38	Knowledge of Federal fiscal procedures	2.9	7	16	10	1
39	Use of Volunteers in ABE	2.8	10	10	13	2
40	Use of career ladders for paraprof.	2.8	7	12	15	1
41	Career opportunities for ABE teachers	2.8	4	20	9	0
42	Use of resources within minority groups	2.8	6	17	9	2
43	Teacher turnover	2.7	4	15	14	1
44	Bureaucratic red tape	2.5	7	7	17	3
45	Certification of ABE teachers	2.3	1	2	19	2
46	Social/ethnic/racial discrimination	2.0	2	9	13	10

The foregoing 46 problem areas were reduced to 16 problem discussion topics by selecting for priority rank and by combining areas found to be high in identical elements. The results of this reformulation are presented in Table 2.

TABLE 2. Problem-Discussion Topics

Primary Rank	Secondary Rank	Problem (Sub-title in parenthesis)
1	1	Evaluation of efforts (Evaluation)
2	2	Coordination of efforts with other public community agencies
30		Knowledge of other Federal ABE programs
7		Duplication of efforts in ABE by a variety of agencies
33		Relationship between "Special Projects and State ABE Programs" (Coordination)
3	3	Image of Adult Education held by the public
4		Local community awareness and support for ABE
12		Developing Comprehensive programs in Adult Education for all citizens
17		Program promotion
28		Status of ABE in State organizations (Image of Adult Education)
5	4	Staff development for supervisors, consultants and program specialists
6		Teacher training
43		Teacher turnover
14		Need for teacher trainers (Staff Development)
8	5	Vertical opportunities for development and growth of ABE participants
10		Linkage of ABE to economic development and job placement
9		Relationships with the private sector in ABE (Educational and Supporting Services for Underliterate Adults)
11	6	Need for a practical curriculum
16		Use, selection and relevancy of ABE materials
24		ABE for wage earners and consumer education (Curriculum and Materials)

-22-
TABLE 2. Continued

Primary Rank	Secondary Rank	Problem (Sub-title in parenthesis)
13	7	Experimentation and innovation through public school ABE
26		Action or field research
21		Effective and efficient dissemination of ABE research findings (Action Research)
15	8	Recruitment of ABE participants
23		Community counselling services to disadvantaged adults (Recruitment-Counselling)
18	9	Human relations skills on part of state administrative staff
20		Knowledge and skills to perform as legislative change agent
25		Training in creative leadership for administrators
36		Clarification of roles and responsibilities of State Directors (Creative Leadership)
19	10	Full use of higher education resources in the community
31		Cooperation of colleges and universities for training and research in ABE
32		Capabilities of colleges and universities to assist State Department in ABE (Role of Higher Education)
22	11	Long-range planning
27		Planning - Programming - Budgeting Systems approach to ABE
38		Knowledge of federal financial procedures (Program Planning)
29	12	Career opportunities in Adult Education
41		Career opportunities for ABE teachers (Careers in ABE)

TABLE 2. Continued

Primary Rank	Secondary Rank	Problem (Sub-title in parenthesis)
34	13	ABE for special audiences, corrections, hospitals, aging, etc. (Special Audiences)
35	14	Use of resources within minority groups (Minority Group Resources)
39 40	15	Use of volunteers in ABE Use of career ladders for paraprofessionals (Volunteers-Paraprofessionals)
46	16	Social/Ethnic/Racial discrimination (Discrimination)

Research and study materials relative to the foregoing areas were developed, collected, cataloged and made available to the participants throughout the Institute.

In Table 3 are presented the 6 work-discussion areas which were used to focus the content and provide direction for activities during the Institute.

Eight to 12 participants were assigned to each of the problem-study groups. In most instances assignments were made prior to the Institute on the basis of special interests or needs of the participants.

Although problem discussion area No. 6, which involved sensitivity training in its format, was not identified as one of the highest priority areas, it was

included because it was ranked high in importance by 12 of the participants and they expressed considerable desire to organize their efforts around this particular area.

In general, problem areas in which there was little or no interest were not emphasized. An exception to this was the area of local/ethnic discrimination. Despite the fact that it appeared that most State Directors did not see this as a problem, the staff felt that discrimination of minority groups served by ARE programs was a real issue in all parts of the country. Therefore, materials on this topic were included in the reference library.

TABLE 3. Work-Discussion Groups

Group Leader and Consultants		Problem-Discussion Area
1.	Knox Ingham Hanberry	Meaningful evaluation of efforts
2.	Butcher Ulmer Jahns Semberger	Coordination of efforts with other public community agencies
3.	Jensen Smith Blakey	Image of adult education held by public
4.	Kreitlow Hendrickson Halverson	Staff development for supervisors, consultants, and program specialists

TABLE 3. Continued

Group Leader and Consultants		Problem-Discussion Area
5.	Dowling Hand Powell	Complete educational and supporting services for underliterate adults
6.	Richards Knowles Guimaraes Schroeder Gordon	Sensitivity session: Improving relationships between directors; use of advisory committees, sensitivity toward participants, knowledge of minority groups.

WORKING PAPERS ADDRESSED TO
SIX SELECTED PROBLEMS IN ADULT BASIC EDUCATION

In this section of the report are presented six working papers developed by participants in the Institute. Also included is a plan for the "Professional Development of Adult Educators" which was developed for the Institute by the National Association for Public School Adult Education.

Each working paper was produced by the combined efforts of the participants, group leader(s) and resource personnel assigned to a particular area.

The ideas, conclusions, suggestions and recommendations developed in the following papers have numerous implications for improving the quality, scope and use of resources in Adult Basic Education.

Each participant used his group report as a basis for developing his own "plan of action" to improve some aspect(s) of ABE in his state or territory. It is hoped that readers of the following reports will find equally productive ways of using these ideas to solve problems, better utilize resources, create new and improved resources, systems or institutional arrangements for ABE, or otherwise improve the quality of adult basic education.

THE ROLE OF THE STATE DIRECTOR IN THE
EVALUATION OF ADULT BASIC EDUCATION

Group Leader - Alan Knox
Consultant - Roy Ingham
Staff Associate - Gerry Hanberry

I. The Scope of the State Director's role in
Evaluation

A.--From the National Level--

Before a State Director begins an evaluation he should review the scope of the National problem and the intent of the legislation as specified in the guidelines. He should know what other agencies and Legislative acts relate to his state program; e.g. MDTA - WIN - CEP, etc. Using this information as background, he should recognize several specialized evaluation tasks at the Federal level. One is to assist in USOE reporting efforts by helping to establish what data shall be collected and how it should be collected. Another is to obtain and transmit information for annual national reports. A third is to cooperate in other national research and evaluation projects related to ABE.

B. At the State level --

The State Director must fully understand his State Plan, and minimize the conflict between that plan and the Federal Legislation. He must

relate to sources of state funding. He must be willing to support and cooperate with the evaluation effort by accumulating and providing information, including uniform minimum statistics within the state. He must know the process of contracting for an evaluation from his own program budget, in line with State fiscal policy. He must be fully aware of State resources available to do an evaluation within his own State. Further, as at the Federal level, he should know and be involved with other agencies which are related directly or indirectly to the programs he administers. Part of state-wide evaluation will be internal, and will be conducted by those who are involved. If this internal evaluation is to be useful, the State Director must provide resources of personnel, time and money for the purpose, and engage in a local-state partnership regarding the specification and implementation of what data to collect and how to do so. He must also engage in evaluation of state-level activities including the state ABE office, relations between state agencies, and policy making for state-wide ABE.

C. At the Local Level --

It is imperative that the State Director get to know the local directors. This means he

should know their professional background, their philosophies, their attitudes, their strong and weak points as administrators, their perception of the ABE program and evaluation, their ability to select, get along with and communicate with their teachers, their abilities and methods in gathering, transmitting and retaining program information. He should know what resources are available in given locales to aid local directors in program implementation, finance and evaluation. From much of the above, he should be able to anticipate and deal with problem areas in conducting an evaluation. The state office can provide assistance to evaluators at the local level through publications and direct consultation and assistance.

D. Limitations --

1. Management of State Evaluation. The purpose of this statement is to provide a general guide which a State Director who may be unfamiliar in evaluation procedures could use in preparing himself for the task of managing an evaluation of his State's Program. As a guide, it leaves many gaps which individual state directors must fill as they apply the guide to their particular situations.

2. The local director depends on the State Director to familiarize and involve him in the total program of evaluation. Again the section covered in Part III is only a guide to the State Director for some of those steps in familiarization, involvement, and gaining cooperation. In this area, too, a suggested model is included which may be used as a means of communicating the process of evaluation to the local director and a means of communication between the evaluator, the State Director and the Local Director.

II. Management of State Evaluation

There is no single method or approach which will satisfy the evaluation needs of all State Directors of Adult Basic Education Programs. Certain factors, however, should be considered. These factors are presented and blank spaces are provided for the State Directors to list additional points which are relevant to their individual programs.

- A. The first step in evaluation for the State Director is to review the program activities that have been carried out in previous years. The purposes of this review are to:

1. Determine the types of data available
2. Decide on the extent to which the data are dependable
3. Identify gap areas where data are needed
4. Ascertain the existing standards of performance
5. Aid in refining program goals
6. _____
7. _____

B. Personnel qualified to conduct evaluation are found in the following sources:

1. Own staff (internal evaluation)
2. Outside agencies (external evaluation)
 - a. Universities
 - b. Private agencies
 - c. Professional associations
 - d. Peers
 - e. _____
 - f. _____

C. In selecting a particular source, the following advantages of using each source

should be considered:

1. Advantages in using own staff

- a. Less cost
- b. Greater familiarity with local program
- c. Minimizes communication problems
- d. Facilitates adoption of recommended practices
- e. Increases skill among staff
- f. _____
- g. _____

2. Advantages of outside agencies

- a. Greater objectivity
- b. Available evaluation skills
- c. Broader perspective for making decisions for program improvements
- d. Available time
- e. Will not interfere with rapport between state and local programs
- f. Relative advantages of each type of agency
- g. _____
- h. _____

3. Outside agencies

- a. University
 - (1) Mutuality of interest in ABE programs
 - (2) They may have collected

information from other evaluation studies about the program to be evaluated.

- (3) Less expensive than private firms
- (4) Greater resources; i.e., graduate students, computers

- (5) _____
- (6) _____

b. Private firms

- (1) Extensive experience in evaluation
- (2) More objective
- (3) _____
- (4) _____

c. Professional associations

- (1) Widespread publicity of evaluation
- (2) Substantive knowledge of Federal guidelines
- (3) _____
- (4) _____

d. Peers

- (1) Greater understanding of State Director's role
- (2) Able to use own experience as program administrators
- (3) _____
- (4) _____

The State Director may also use a combination of his own staff and outside agencies. This method enables one to take advantage of both sources, but increases difficulty of control and coordination.

D. Soliciting Proposals

1. When utilizing outside sources, proposals should be solicited. Information that must be made available to the proposal writers includes the following types of eventual uses of the evaluation results:
 - a. Planning
 - b. Program improvement
 - c. Satisfy Federal evaluation requirements
 - d. Public relations
 - e. Support document for program budget justification
 - f. Provide evidence of compliance with state plan
 - g. _____
2. Before making any final decisions on the proposal, State Directors should consult with Local Directors, taking the following points into account:

- a. Inform the local director of the need for evaluation to gain their support and cooperation.
 - b. Receive inputs for evaluation purposes; e.g., other types of data to be collected to gain support of teachers and students.
 - c. _____
3. The next step for State Directors is to review the proposals and make final selections. This selection should be based on the estimated effectiveness of the plan and qualifications of the evaluation staff. (If the State Director lacks skill in these areas, he should consult with an unbiased competent judge.)
- a. Those aspects of the plan to be judged include:
 - (1) Data collection techniques
 - (2) Data reduction techniques
 - (3) Data analysis techniques
 - (4) Interpretation of results
 - (5) Realistic costs
 - (6) Satisfactory timetable
 - (7) Management planning (PERT, PPBS)