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ABSTRACT

Student Taught Adult Basic Literacy Efforts (SPABLE) is a program which uses college students to teach adults in rural Appalachia who have little or no educational skills. Thirty Berea College Students who were given initial and inservice training in community relations and in methods and materials for teaching adults worked in 21 community locations. Emphasis was placed on recruitment of adult students and on the development of person-to-person relationships between teachers and students. Teaching was done in small groups, individual tutoring in homes, and using educational television, and was planned to be responsive to the needs of the participants. From August 1971 to August 1972 over 300 persons participated. Significant progress was made in subjects most often studied; during the spring term 60% of those studying mathematics advanced a year or more. Thirteen participants passed the GED test; 5 participants have been accepted by colleges and 4 are currently enrolled. The results show that functional illiterates and educational dropouts can be interested in education, that progress can be made by taking educational programs to the people, and that mature college students can be effective teachers. (Author/RS)

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STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS

REPORT

July 1, 1971 through September 30, 1972

BEREA COLLEGE

to

U. S. OFFICE OF EDUCATION

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AC 012 911

## REPORT

### Student Taught Adult Basic Literacy Efforts

Proposal Number V124151, Supported by Special Project Grant, OE Grant Number OEG 0-71-4382(324) under the Adult Education Act of 1966, Section 309, P.L. 89-750, U. S. Department of Health, Education and Welfare, Office of Education, to Berea College, Berea, Kentucky.

Grant period July 1, 1971, through September 30, 1972, as revised and extended June 7, 1972.

## ABSTRACT

Student Taught Adult Basic Literacy Efforts (STABLE) is a program which has demonstrated a means of relating to and teaching adults with little or no educational skills in rural Appalachian areas, using college students as teachers.

The participants being taught are among those who need education the most but yet find it most difficult to take advantage of existing educational opportunities. They are insecure and find it hard to adjust to the regular classroom routine, but they want more education and can be involved.

The purpose of the program is to develop effective methods of meeting the need for education among these Appalachian rural people.

Thirty Berea College upperclassmen were selected on the basis of interest and maturity to be STABLE teachers in this second year of the program. They were given initial training and in-service training in community relations and in methods and materials for teaching adults. They each worked ten to 15 hours a week during the school year through the Berea College Student Labor Program. During the summer, seven STABLE teachers worked full time and two worked part time. One volunteer worked six hours a week.

STABLE teachers worked in 21 community locations in four counties, usually in teams of two. Community surveys were made, and adult participants were involved in classes and tutoring at their homes, in community centers, and in other available places. Emphasis was placed on the development of person-to-person relationships between the teaching and participants, and between participants.

Several methods of recruitment and teaching were used. Recruitment was through other agencies already working in the areas, through community meetings, through publicity, and through organized surveys by STABLE teachers. It was found that the survey method was the most effective way to get initial enrollment. Continuing participation and enrollment depended on good public relations and progress made by those involved.

Teaching was done in small groups, through individual tutoring in homes, and in classes using lessons broadcast by Kentucky Educational Television. The curriculum was flexible so as to be responsible to the needs of participants. Participants asked for emphasis on reading, mathematics, and grammar. Many who had previous education in school felt that their education was deficient in these basics.

#### Results:

One hundred and thirty participants were involved August 1971 through February 20, 1972, and 180 were involved in the period January 1 through August 1972. Forty-two per cent in the spring and 50 per cent in the summer were Level I and II. A larger percentage were women, but a significant number of men were involved.

Significant progress was made by participants in the subjects most often studied. During the spring term, 60 per cent of those studying mathematics advanced a year or more.

Nineteen participants took the GED test during the summer of 1972, and 13 passed. Five participants have been accepted by colleges and four are currently enrolled.

This program has demonstrated that functional illiterates and educational dropouts are interested in education and can be involved; that progress is made by participants in rural areas in a program taking education to the people, and that mature college students with a background similar to the adults being taught are effective teachers.

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## REPORT

### I. General Description

Student Taught Adult Basic Literacy Efforts (STABLE) is a program working to demonstrate a means of relating to and teaching adults with little or no educational skills in the Appalachian region. The project is being conducted in four counties of the Cumberland Mountain foothills around and to the east of Berea College.

The basic hypothesis is that college students from low-income, rural homes can form an effective teaching relationship with adults from similar situations.

The applicant agency is Berea College, established in the foothills of the Appalachians in 1855 to educate mountain people to encourage them in their anti-slavery tradition, and to educate black people when they were freed. Berea College has, through its history, sought to serve the educational needs of the Appalachian region. Most of its students have traditionally come from this area. Currently 80 per cent must come from Appalachia.

Berea College has always sought to serve the region beyond its basic task of classroom teaching. In 1970 the college established an Appalachian Center to coordinate its Appalachian emphasis programs (see attached folder). Berea has a Student Labor Program, and all students are required to work at least ten hours a week. STABLE is a part of this student labor program.



It is because of the special nature of Berea College and the special nature of the students at Berea that Berea College and her students are qualified to run this project.

A. Objectives and Methods

1. The original objectives of the STABLE program are set forth in the Continuation Report, June 1, 1970 through August 31, 1971. The proposal for Fiscal 1971-72 listed the following objectives:
  - a. Development of more effective methods of education of illiterates and functional illiterates at Level I.
  - b. Development of more effective methods of education of "educational dropouts" at Levels II and III.
  - c. Development and adaptation of materials suitable for Appalachian adults.
  - d. Development of field-work techniques, in cooperation with the school system, which will lead to more effective promotion of Adult Basic Education programs.
  - e. Observation and reporting of community problems and attitudes which may assist in analysis of the school dropout problem that results in adult illiteracy.
2. The original method of working in communities, as reported in the 1970-71 Continuation Report, was continued during the second year, with additional emphasis on improvement of teaching methods, reporting, and relating participants to the existing educational and other community opportunities. See the Evaluation Report and STABLE Data Section.

B. Curriculum

See STABLE Data, Table 22, Table 23, and the preceding section on Participant Progress.

1. The Materials and Training Specialist broadened the curriculum and made the best material available. These materials were indexed and abstracted in a STABLE MATERIALS CATALOGUE, were stored on shelves in the STABLE office, and were used by STABLE teachers under supervision of the Materials and Training Specialist. See Appendix A-R.
2. STABLE teaching materials were developed. Topics of interest to the people who are being taught were used. Stories told by local people were tape recorded and used as resource material. See Table of Contents in Appendix B-R.

C. STABLE Teachers

Chapter II of the Evaluation Report provides information on STABLE teachers, including background, experience, teaching methods used, and the value of the experience to them.

1. The same recruitment methods reported on Page 11, Continuation Report, 1970-71, were used. The problem of turnover is reported on page 5-3 of the Evaluation Report.
2. Training. This is reported on pages 17, 18, 19 and 20 of the Evaluation Report.

D. Coordination with other agencies is reported in Chapter III of the Evaluation Report, pages 29-41.

E. Dissemination of Information: Proposals, materials and reports have been sent to the following:

Appalachian Adult Basic  
Demonstration Center  
Morehead State University  
Morehead, Kentucky

Appalachian Regional Commission  
1666 Connecticut Avenue, N. W.  
Washington, D. C.

Appalachian Semester  
Union College  
Barbourville, Kentucky

Berea College  
Berea, Kentucky

Bluegrass Area Development Dist.  
2134 Nicholasville Road  
Lexington, Kentucky

Commission on Religion in  
Appalachia (CORA)  
1114 West Clinch Avenue  
Knoxville, Tennessee

Council of the Southern Mtns.  
College Box 2307  
Berea, Kentucky

Cumberland Valley ADD  
Court House Annex  
London, Kentucky

Cumberland Valley WOC  
Pineville, Kentucky

Daniel Boone Development Cl.  
Manchester, Kentucky

Department of Adult Education  
Florida State University  
Tallahassee, Florida

Division of Adult Education  
Department of Education  
Commonwealth of Kentucky  
Frankfort, Kentucky

Eastern Kentucky Concentrated  
Employment Program  
Hazard, Kentucky

ERIC Clearinghouse on  
Adult Education  
107 Ramsay Lane  
Syracuse, New York

Estill County Schools  
Old School Building  
Irvine, Kentucky

Jackson County Schools  
U. S. 421 South  
McKee, Kentucky

Kentucky River Foothills  
Development Council  
P. O. Box 457  
Richmond, Kentucky

Madison County Schools  
707 North 2nd Street  
Richmond, Kentucky

Mountain Comprehensive  
Health Care Program  
Begley Building  
Hazard, Kentucky

Multimedia Center  
Adult Continuing Ed. Center  
14 Normal Avenue  
Montclair State College  
Upper Montclair, New Jersey

Rockcastle County Schools  
P. O. Box 217  
Mt. Vernon, Kentucky

U. S. Office of Education  
Region IV Office  
Adult Education Branch  
50 Seventh Street, N. E.  
Atlanta, Georgia

U. S. Office of Education  
Adult Education Branch  
7th and D Streets, S. W.  
Washington, D. C.

NALA  
Box 131  
Syracuse, New York

F. Continuation Plan for STABLE program 1972-73

1. With 175 participants involved in the first 15 months (see page 35, Continuation Report, June 1, 1970 through August 31, 1972), 130 involved August 1971 through February 29, 1972 (see Report, February 29, 1972), and 180 involved January through August, 1972 (see STABLE Data, Table 21, and preceding paragraph), in the four-county area, STABLE has demonstrated:
  - a. Functional illiterates and educational dropouts are interested in education and can be involved.
  - b. Progress is made by participants in rural areas in a program taking education to the people.
  - c. Mature college students, with cultural background similar to the adults being taught, are effective teachers.
2. Berea College is continuing the STABLE program under its Appalachian Center. Other outreach programs are Students For Appalachia and Mental Health Services. This program will be directed by Professor Dan Armstrong of the Sociology Department and Mr. James Avery, a senior level student, and is supported by institutional funds from private sources. Twelve teachers are employed through the Berea College Labor Program, and five volunteers are working. Additional volunteers will be recruited through the Appalachian Center and the Department of Religious Activities. These teams are continuing the program already in operation in 15 communities.

September, 1972, interest in the communities where STABLE is teaching is high. Requests are coming in to

the office and are made to teachers from new participants to be enrolled. The program is known, and recruitment does not require time and effort comparable to that required the first year.

## II. Communities Report: Summary

Community surveys were made in the Southern Madison County area of Scaffold Cane and Gabbardtown, and in Pea Ridge in Estill County. Complete reports on these surveys were made in the report to the U. S. Office of Education, February 29, 1972.

In both of these surveys, STABLE teachers went from house to house in a systematic way, informing people about STABLE, and recruiting participants. STABLE has found this to be the most effective method of recruitment. These surveys and other less complete survey work in the Kirksville area and in Brush Creek in Rockcastle County provided the enrollment we have in those communities.

Enrollment in the other communities was continued through sustained work by the teachers from the first year of the program.

A report of the work in the communities follows.

A. ESTILL COUNTY

Barnes Mountain: The Barnes Mountain work was reviewed the end of February. Interest had lagged, with only one participant at that time, after having several involved during the preceding months. The community people lost faith in the community action program after the closing of the community center. It became difficult for participants to see any immediate practical value of education to them. The work was suspended in March when the teachers felt that the results were no longer justifying the cost of the effort.

Pea Ridge: Because of renovation, the community building was not available to STABLE in the fall. Community contact was kept up, however, and a comprehensive survey was made in December. As a result, classes were set up in the community and in homes with four teachers and an enrollment of 19. The work continued through the summer and will be continued with two teachers in the fall of 1972. Three people passed the GED test.

B. MADISON COUNTY

STABLE worked cooperatively with the Department of Economic Security, Division of Public Assistance, in Madison County to set up classes in Richmond and Berea for adult women, using the lessons broadcast by Kentucky Educational Television called "Community High School." Classes began February 10 and continued twice each week on Tuesdays and Thursdays through June 29 in two locations, i.e. Open Concern Community Center in Richmond and the Berea College Alumni Building in Berea.

Teachers: Richmond, Ken Shuler through May 11, then Ernie Walker, Bill Oakland, and Jackie Grisby. Berea, Jackie White. Method: Each participant took the Metropolitan Achievement Test at the Kentucky Employment Service office in Winchester, for placement purposes in the beginning. Classes and teachers viewed each lecture once together, meeting twice a week. The materials packet from KET was provided to each participant, and the Cowles-Regnery GED preparation series and other materials were used as supplements. A lesson period of one and one-half hours with the STABLE teacher followed each lecture.

Enrollment: Four participants in Berea and four in Richmond continued throughout the series. One new participant joined in Richmond for the last segment of mathematics. Four others attended sporadically in Richmond.

Results: Three participants, all in the Richmond class, received diplomas and were accepted at Eastern Kentucky University, but one is awaiting financial arrangements with the college. The fourth full-time participant in Richmond had difficulty which indicated overplacement. The four participants at Berea all took their GED tests. Their scores in most areas were passing level, but not sufficient for an average of 45. All four had greatest difficulty in mathematics.

In addition, KET materials were used by ten other participants. In only one case was tutoring conducted in conjunction with the television program. This participant received her diploma in July. In the other cases,

it was not possible to schedule teaching when the program was shown. There seemed to be a tendency on the part of participants in this situation not to watch the TV program with the same frequency as those who had a tutor present. However, one woman did receive her GED diploma through home study using KET materials and the program. STABLE provided initial counseling and supplemental materials in this case, but did no tutoring. (See Tables 13, 14, and 15 in STABLE Data.)

Evaluation by STABLE Staff: Reactions to the KET Community High School were collected from the participants. These have been incorporated in the following reports:

Community High School, Reactions to the KET Program:  
Report by Bill Oakland, August 15, 1972

Advantages:

1. A definite goal is set and a time period established for achieving it. This serves as an excellent motivational device.
2. The pacing effect of the TV lectures forces the participant to do more work than she or he might otherwise do.
3. Instruction is restricted to the material essential for passing the GED. Time isn't wasted on skills that are not needed for this task.
4. Multiple airing of each lesson affords an opportunity for review.



**faults:**

1. **Inflexibility.** While it was stated above that the rapidity with which the course is taught is an advantage for the average learner since it forces him to keep up with the lessons, it is also true that the slower learner has difficulty in maintaining the pace. The program might be more effective if aired on two or more schedules, with perhaps only one program shown a week on one schedule, so that tutors would have more opportunity to work with slower participants in each area.
2. **Technique.** The gravest fault of the program was that it didn't begin to exploit the potential of TV as an educational device. The lecture method was used much too frequently. The inclusion of more visuals (the use of slides, films, and recordings) could have made the presentation much more interesting and meaningful. The lectures themselves often resembled preaching rather than teaching. The goal too often seemed to be the imparting of facts rather than the teaching of skills. This was especially true in the social studies area. Since the GED is a test primarily of reading skill, this is a deficiency. The lecturer himself did a remarkably good job, considering the scope of the material covered, but along with reducing the role of the lecturer, we would recommend that a variety of instructors be used to present the course in order to avoid the monotony of seeing the same face for five months.

3. The Materials. The books are good, but we would recommend the following changes:
  - a. Construct grammar and spelling exercises more like those on the GED.
  - b. Include more vocabulary drill in reading areas.
  - c. Use longer reading selections such as those on the GED. Two participants who used both these materials and the Cowles-Regnery books preferred the latter.

Recruitment and Schedule: Ernest H. Walker, August 22, 1972

The STABLE experience has brought out one overriding factor in all adult education programs, including the Community High School. It is that education is available to all who can accept it and adjust to the schedule and format of the classroom or the lesson, but the potential participants who most need the education are those who are least likely to respond, and who have the greatest difficulty adjusting to standardized procedures. They are insecure, and convinced that the tasks of study required to succeed in adult education are beyond them. Therefore, they are least likely to enroll, and if they do, they tend not to keep regular appointments with the broadcast lectures.

Community High School is only one phase of the required program. If we are to reach the thousands who are in greatest need, another phase is needed. Participants need to be recruited and counseled. Recruitment must take into consideration the reluctance of people with limited education to expose themselves. Schedules

which are compatible with employment and family responsibilities must be worked out. A regular schedule of viewing the program must be set up and maintained.

Teachers are needed to work directly with the participants as they work with the materials, giving assistance with problems, and encouragement. There must be a means of securing a commitment to the program. A class such as those held by STABLE can do this.

The Community High School using television is a valuable tool and resource, but it will be largely wasted unless it is supported in the community with organized recruitment, counseling, and teaching.

Berea: Berea College employees and community people were taught at the STABLE offices. STABLE cooperated with the Low Income People's Center, teaching at the Center and in Middletown.

Richmond: The work begun in the Race Street Community Center in the summer of 1971 continued through the year, with definite progress by these low-income participants. This work with two teachers will continue during 1972-73. Support for one will be provided through the local community action program.

Kirksville: Teaching moved from the Baptist Church to homes, and a survey was made in December and January. Teaching was continued through the summer, and will continue this fall with two volunteer teachers.

Scaffold Cane: Work in this area in Madison County was initiated through a survey in January. Participants were taught in homes and in the community center. Several Level I participants made marked progress, learning to read in six weeks.

Log Cabin Road: A 56-year-old mother of a large family after slow progress for nearly a year was able to send a Christmas card to the STABLE office, a signal success.

#### C. ROCKCASTLE COUNTY

Bloss: A class of five met regularly, with marked progress by the participants. This second year was more successful than 1970-71 in terms of actual enrollment.

Brush Creek: Recruitment efforts developed an enrollment of 16, of whom five were Level I. Participant progress has been good. This is a rural valley with branching hollows and ridges. STABLE has found the need great and the interest high. This class is continuing.

Climax: The work begun last year continued, with good progress shown, and with four participants. The class will continue.

Chestnut Ridge: This is a remote area south of Mount Vernon. People live on a road along the ridge and down into a valley in Daniel Boone National Forest for five miles. A class was set up there in a home the first week of October, then was moved in February to another home when the hostess in the first home

became ill. Enrollment in February was 16. The people in this community put forth an unusual effort, holding class late in the evening in order to include participants who had jobs far from home. The class included six at Level I and II.

Mount Vernon: The team teaching in Chestnut Ridge taught participants in the Mount Vernon area. In addition, a Berea College faculty wife volunteered to teach as a part of her graduate work at Western Michigan University. The following is excerpted from her report:

"How does all this work? The obstacles and frustrations are almost overwhelming at times. Often a husband will command his wife to stop coming just when she's doing well. Illnesses, sometimes in the form of nervous breakdowns, occur; marital problems interfere; people move out of the area unexpectedly; and general apathy and fatigue discourage many. Sometimes a whole class will be missing and it will turn out that STABLE could not compete with the revival meeting at the church next door.

"But more remarkable to me is the fact that a good number of students do stay with the program, learn from it, maybe get jobs, and change significantly. A prime example is Vernon Abner, testing at second grade level in some areas when STABLE found him, and now enrolled as a freshman at Berea College. He walks ten miles a day to his ride, and he somehow has to support his wife and five children, but he's managing very well."

Sand Springs: The team teaching in Bloss made a regular stop here to teach. These communities are both in a remote section of Rockcastle County.

#### D. JACKSON COUNTY

Clover Bottom: STABLE recruited participants for the ABE class at Sand Gap.

Kerby Knob: Recruitment efforts there resulted in one dropout returning to high school this year.

McKee: STABLE taught four participants; progress was good. Glasses were provided for Level I participant through a private fund.

Moore's Creek: STABLE taught during the school year, but interest lagged. Our efforts to enroll Level I participants we located were not successful.

Morrill: STABLE worked in the community to recruit; one participant was involved. She completed her GED and is now enrolled at Berea College.

Sand Gap: Three teams taught in three communities in the Sand Gap area, with 22 participants.

STABLE worked cooperatively with the Jackson County School Board in an experimental effort to bring participants to the ABE class at Sand Gap School. One STABLE team worked with the ABE teacher. STABLE participants were brought to the school during the spring semester.

Results: Five participants involved in this experiment made significant progress. These were Level III and IV. Four of these received GED diplomas, and all four are now employed. One is now continuing her education, and two plan to do so. STABLE assisted in getting glasses for one.

The Level I and Level II participants involved did not respond well to the school routine. They were willing to work with the STABLE teachers on a one-to-one basis, but did not adjust to a classroom situation. Although they remained at the school for 60 to 90 minutes each time, they could not remain at desks for longer than 30 minutes at a time. Most of them made some progress, some more than others. They generally required individual tutoring. Some learned to read, others progressed into the upper elementary grade levels. None of them has regular employment, but they work occasionally at day work.

A social attitudinal problem developed in the class. Several participants who were doing well dropped out abruptly when some other new recruits were brought in. These were all people of the same race, but apparently of different social standing in the community. Both groups dropped out of the class eventually, but STABLE was able to continue with the first group at home later.

Evaluation: It seems that hard-core Level I adults find it difficult to return to class in school in the orthodox way. They do respond and make some progress with special tutoring, either at home or at the school location.

## STABLE DATA

The following sets of data detail the composition of STABLE classes during the spring and summer terms. The spring term encompassed a period from January 1 to May 19. The summer term ran from May 22 to August 22.

## INTERPRETATION

### Level I.

During the spring term, 42% of the participants were at Level I and II (Table 1). During the summer, 50% of the participants were at Levels I and II (Table 2). This indicates that a slightly higher percentage of upper level participants chose not to continue during the summer. During the spring, Estill county had the largest percentage of Level I and II participants -- 53%. In the summer term, Jackson and Rockcastle counties had the largest percentage of these participants -- 54% in each county. During both spring and summer, Madison county had the smallest percentage of Level I and II participants -- 32% in the spring and 46% in the summer. This reflects STABLE involvement with the Community High School program and also the lesser degree of functional illiteracy in this county.

Table 1  
Level - Spring Term

Level	Madison	Estill	Rockcastle	Jackson	Total
I	9	3	5	9	26
II	7	7	15	11	40
III	21	6	11	13	51
IV	13	3	10	12	38
<b>Total</b>	<b>50</b>	<b>19</b>	<b>41</b>	<b>45</b>	<b>155</b>



Table 2

Level - Summer Term

Level	Madison	Estill	Rockcastle	Jackson	Total
I	11	2	5	3	21
II	12	6	13	11	42
III	22	6	10	6	44
IV	5	2	5	6	18
Total	50	16	33	26	125

Age.

The majority of the participants were eighteen years and older -- 85% during the spring (Table 3), and 82% during the summer (Table 4). Only four participants in each term were over sixty years of age. Thus, most STABLE participants fell in the age range in which their learning would have vocational applications. The majority of those seventeen or younger were members of families in which adults were being tutored. However, at least five high school age mothers participated. These girls had to drop out of school when they became pregnant and subsequently had not been able to finish their schooling. The schools discouraged their reenrollment in regular classes. Other girls felt unwelcome in such a setting even though the school allowed them to attend. In the area served by STABLE, there are no alternative means of securing a regular high school diploma, and people who are ostracized in the day school setting must wait until their nineteenth birthday to be awarded a GED and receive any additional training that may depend on high school completion.

Table 3  
Age - Spring Term

Age	Madison	Estill	Rockcastle	Jackson	Total
1-12				2	2
13-17	2	7	5	7	21
18-30	22	8	6	18	54
31-60	24	4	28	18	74
60-	2	0	2	0	4
<b>Total</b>	<b>50</b>	<b>19</b>	<b>41</b>	<b>45</b>	<b>155</b>

Table 4  
Age - Summer Term

Age	Madison	Estill	Rockcastle	Jackson	Total
			1		1
13-17	6	4	1	10	21
18-29	19	11	4	8	42
30-59	23	1	25	1	57
60-	2		3		4
<b>Total</b>	<b>50</b>	<b>19</b>	<b>41</b>	<b>45</b>	<b>125</b>

Sex.

Women formed the majority of STABLE students -- 60% in spring (Table 5), and 70% in summer (Table 6). The increased percentage of women participants during the summer might be explained by the increased employment of women teachers during this time. In general, it appears that women teachers tend to recruit more women than men. This factor should probably be a consideration in the planning of Adult Basic Education programs. An analysis of STABLE classes supports this conclusion in that men teachers are teaching men and women teachers are instructing women. The cultural mores of the participants seem to influence this to the extent that in Appalachia sex roles are more clearly separated than in the nation at large. Women are not expected to have the same interests as men, and teachers find many more points of common interest with participants of the same sex.

Table 5  
Sex - Spring Term

Sex	Madison	Estill	Rockcastle	Jackson	Total
Male	16	10	13	23	62
Female	34	9	28	22	93
Total	50	19	41	45	155

Table 6  
Sex - Summer Term

Sex	Madison	Estill	Rockcastle	Jackson	Total
Male	9	8	8	12	37
Female	41	8	25	14	88
Total	50	16	33	26	125

Marital Status.

During spring and summer terms, respectively, 65% and 67% of the participants were married (Tables 7 and 8). In roughly one-third of the cases, both husbands and wives (about thirteen married couples), were tutored. Otherwise, just one member of the family was being taught. In some cases, wives would help teach their husbands.

Less than 9% of the participants were divorced.

Table 7  
Marital Status - Spring Term

Status	Madison	Estill	Rockcastle	Jackson	Total
Married	32	10	33	26	101
Single	7	8	6	15	36
Widowed	2	0	2	2	6
Divorced	9	1	0	2	12
Total	50	19	41	45	155

Table 8  
Marital Status - Summer Term

Status	Madison	Estill	Rockcastle	Jackson	Total
Married	27	13	32	12	84
Single	13	2	1	12	28
Divorced	8	1		1	10
Widowed	2			1	3
Total	50	16	33	26	125

Employment Status.

During the spring term, five participants who had been unemployed and four participants who had not been part of the labor force began working full time. An additional four participants, who had been unemployed, found parttime work. STABLE was instrumental in securing full time jobs for four of these participants (Tables 9 and 10).

In the summer, four previously unemployed participants found full time work. In addition another unemployed participant and one who was out of the labor force began work on a parttime basis. STABLE directly assisted one of these participants in getting a full time job (Tables 11 & 12).

In all, 7% of the spring participants and 4% of the summer participants improved their employment status.

Table 9  
Employment Status - Spring Term

Status		Madison	Estill	Rockcastle	Jackson	Total
Full time	Initial	19	3	0	8	36
	Final	19	4	11	11	45
Part time	Initial	5	2	1	9	17
	Final	5	3	2	9	19
Unemployed	Initial	15	1	12	6	34
	Final	15	1	8	3	27
Not in labor force	Initial	11	13	22	22	68
	Final	11	11	20	22	64
Total		50	19	41	45	155

Table 10  
Employment Directly Assisted By STABLE

Location	Madison	Estill	Rockcastle	Jackson	Total
	0	0	3	1	4
Total	0	0	3	1	4

Table 11

Employment Status - Summer Term

Status		Madison	Estill	Rockcastle	Jackson	Total
Full time	Initial	18	2	3	3	21
	Final	13	3	5	4	25
Part time	Initial	3	1	3	3	10
	Final	3	3	3	3	12
Unemployed	Initial	19	5	7	7	38
	Final	19	3	5	6	33
Not in labor force	Initial	15	8	20	13	56
	Final	15	7	20	13	55
Total		50	16	33	26	125

Table 12  
Employment Directly  
Assisted By STABLE

Location	Madison	Estill	Rockcastle	Jackson	Total
	0	0	1	0	1

### Eighth Grade and GED Tests.

During the spring term, two participants took and passed the Eighth Grade Equivalency test given by the Jackson county school district and were awarded eighth grade diplomas. Two other Jackson county participants took the GED test and one of them passed. (Table 13)

During the summer, nineteen participants took the GED test. Eleven of these had used the KET program and material. Five of these passed. Eight additional students took the GED and passed it. (Table 14) Those participating in the KET program took each segment of the test immediately after completing the lessons pertaining to it. In many cases the participants were still not ready. This indicates that pretesting, such as that given to the eight participants not using the KET program, should be administered at the end of each unit of study to those students using the KET program.

Four participants who passed the GED have been accepted by colleges. (Table 15) Two women plan to enter Eastern Kentucky University's two-year Nursing program, and another plans to enter a four-year curriculum at that school. The fourth woman is entering Berea College this fall.

In November, 1971, one participant had been admitted to Berea College. This means a total of five participants have been admitted to a college or university.

Table 13  
Eighth Grade And GED Diplomas  
Spring Term

	Madison	Estill	Rockcastle	Jackson	Total
Eighth Grade Exam	0	0	0	2	2
Took GED	0	0	0	2	2
Passed GED	0	0	0	1	1



Table 14  
GED Diplomas  
Summer Term

	Madison	Estill	Rockcastle	Jackson	Total
Took GED	11	3	0	5	19
Passed GED	5	3	0	5	13

Table 15  
STABLE GED Candidates Accepted By Colleges  
For Fall Semester, 1972

Madison	Jackson
3	1

Drivers' Licenses.

Six participants have received drivers' licenses after instruction from STABLE -- three during each term. (Tables 16 and 17)

Table 16  
Drivers' Licenses Obtained With STABLE Assistance  
Spring Term

Madison	Estill	Rockcastle	Jackson	Total
0	1	0	2	3

Table 17  
Drivers' Licences Obtained With STABLE Assistance

<u>Summer Term</u>				
Madison	Estill	Rockcastle	Jackson	Total
0	2	0	1	3

Dropouts.

During the spring term there were thirty STABLE participants who chose not to continue in the program. In some cases family members were opposed to participation in STABLE; in others the participant lost interest. A few participants had jobs that conflicted with the times that the STABLE teacher was available to teach them. Others moved away. There was no single predominant cause. Of the one hundred and twenty-five people participating at the end of spring term, twenty-five did not study during the summer. Some of these participants did not want to make the transition to a new teacher. Where teaching is predicated upon a close friendship between teacher and student, as it is in STABLE, a change of teacher can present special problems. Also many participants had to devote more hours to their farms and gardens. This was also the reason given by most of the sixteen participants who dropped out during the summer. (Tables 18 and 19)

Table 18  
STABLE Dropouts  
 Spring Term

Total Dropouts	30
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Table 19  
Dropouts Between May 22 and Aug. 22

Madison	Estill	Rockcastle	Jackson	Total
7	4	1	5	17

Referrals To ABE Classes.

During the spring nineteen participants were referred to ABE classes. Fourteen of these enrolled in, or were taken to, the classes. The majority of these referrals occurred at Sand Gap in Jackson county and the results of this effort are described elsewhere in the final report. (Table 20)

Public school ABE classes were not continued during the summer.

Table 20  
STABLE Referrals To ABE

Attempted referrals	19
Successful referrals	14

New Participants.

Twenty-five new participants began studying with STABLE this summer. In Estill county, half of the participants began studying this term while in Rockcastle county. no new students were recruited. (Table 21) In general, less recruitment was done this summer than in previous terms because of the anticipated teacher shortage this fall.

Summary: One hundred fifty-five adults and youths studied with STABLE during spring term, and one hundred and twenty-five during summer. From January 1, 1972, to August 22, 1972, one hundred and eighty adults were involved in the program.

Table 21

New Participants Between May 22 and Aug. 22

Madison	Estill	Rockcastle	Jackson	Total
13	8	0	4	25

Participant Progress.

The progress made by STABLE participants was determined in a number of ways, some more subjective than others. With participants at Levels III and IV, the California Tests of Adult Basic Education were used initially for placement purposes and periodically to check progress. Grade level differentials from such testing were one criterion for progress.

Table 37. Distribution of STABLE teachers according to their knowledge of selected community leaders

Leader	Knowledge of			
	Number	Yes Percent	Number	No Percent
ABE teachers	3	10.7	25	89.3
Superintendent of schools	4	14.3	24	85.7
County judge	3	10.7	25	89.3
CAP director	3	10.7	25	89.3

#### ABE referrals

Approximately one-third of the STABLE teachers indicated that they had made referrals to ABE teachers in the area. Sixty percent of those STABLE teachers making referrals indicated that the referrals were successful. Three teachers indicated their referrals did not remain in the ABE program. See Tables 38 and 39.

Table 38. Distribution of STABLE teachers according to number of students referred to a regular ABE program

Number of students	Number	Percent
One	2	7.1
Two	2	7.1
Three	2	7.1
Four	1	3.6
Six	2	7.1
More than eight	1	3.6
No response	<u>18</u>	<u>64.3</u>
Total	28	100.0

Table 39. Distribution of STABLE teachers according to students remaining in the ABE program

Students remaining in program	Number	Percent
Yes	6	21.4
No	3	10.7
Not applicable or no response	<u>19</u>	<u>67.9</u>
Total	28	100.0

### Summary

The STABLE project was unable to develop a successful referral program. The STABLE staff should be commended for recognizing their failure and developing the agency handbook. It appears, however, that giving the handbook to teachers does not assure its use. Increased attention must be given to this particular objective.

The evaluation committee came up with two possible hypotheses for lack of referrals to the regular ABE program. One possible explanation is that the STABLE teachers were told that the ABE teachers were failing to reach the disadvantaged adults, and did not want to commit their students to a failure situation. The second possible explanation is that locating adults who are willing to participate in the program is extremely difficult. A teacher who refers his or her students to the regular ABE program must locate other students. Therefore, it is probably easier on the teacher not to refer students.

The evaluation committee acknowledges that some adults resist referrals to the regular ABE program. However, this is one of the major objectives of the project and means to overcome this resistance should be developed.

In addition to the information collected from STABLE teachers concerning referrals, 25 agencies were contacted to determine the extent of their relationship with STABLE. Of the 25 agencies receiving questionnaires, 17 responded for a 64 percent return. One other agency returned the questionnaire unanswered because of turnover and being unfamiliar with the project. See Appendix C.

Thirty-five percent of the agencies indicated that they were very familiar with the STABLE project. Almost one-half indicated that they were aware of the project, with only three agencies indicating that they were unfamiliar with the project. See Table 40.

Table 40. Distribution of agencies by familiarity with STABLE project

Familiarity	Number	Percent
Very familiar	6	35.3
Some familiarity	8	47.0
Unfamiliar	<u>3</u>	<u>17.7</u>
Total	17	100.0

Table 41 indicates the effort made by the STABLE staff to engage the agencies in the project. Over 76 percent of the agencies had been contacted by the STABLE staff.

Table 41. Distribution of agencies contacted by STABLE office staff

Contacted	Number	Percent
Yes	13	76.5
No	<u>4</u>	<u>23.5</u>
Total	17	100.0

Table 42 lists a variety of services requested from the agencies by the STABLE office staff. Thirty-five percent of the contacts made were not for service requests but to inform the agency about STABLE. Five agencies were asked to refer students to the STABLE project.

Table 42. Distribution of agencies by services requested by STABLE office staff

Service requested	Number	Percent
Name of adult students	1	5.9
Cooperation	1	5.9
Consultant services	1	5.9
Tutoring	1	5.9
Information about program	1	5.9
Referrals	5	29.4
None requested	6	35.3
No response	<u>1</u>	<u>5.9</u>
Total	17	100.0

Contacts with agencies were not restricted to the STABLE office staff. According to the data in Table 43, 58 percent of the agencies had been contacted by STABLE teachers.



Table 43. Distribution of agencies contacted by STABLE teachers

Contacted	Number	Percent
Yes	10	58.8
No	<u>7</u>	<u>41.2</u>
Total	17	100.0

The agencies were contacted by the teachers for a wide variety of reasons. Five agencies were contacted to inform them about STABLE and no services were requested. See Table 44.

Table 44. Distribution of agencies by services requested by STABLE teachers

Service requested	Number	Percent
Name of adult students	1	5.9
Information about students	1	5.9
Tutoring	1	5.9
Information about program	1	5.9
Visit prospective students	2	11.8
Pay employees to attend class	1	5.9
Referrals	3	17.7
None	5	29.4
No response	<u>2</u>	<u>11.8</u>
Total	17	100.0

The agencies were asked to identify services they could provide which would be helpful for participants in the STABLE project. A number of different services were listed which would be of great value to the STABLE project.

The project staff should review this list of services to determine if they are taking full advantage of the agencies. See Table 5.

Table 45. Distribution of agencies by services which might be helpful to participants in STABLE project

Service available	Number	Percent
ABE classes	1	5.9
GED TV	1	5.9
Jobs when available	1	5.9
Vocational training	1	5.9
Training in new business	1	5.9
Self-help employment program	1	5.9
Meeting space	1	5.9
Equipment	1	5.9
Transportation	1	5.9
Records	1	5.9
Low-income housing	1	5.9
Youth scholarship	1	5.9
None	1	5.9
Not applicable	3	17.7
Not familiar enough to say	1	5.9
Total	17	100.0

Table 46 reveals that over one-half of the agencies were very satisfied with their working relationship with STABLE. Five agencies indicated that there was no working relationship with STABLE.

The agencies were asked for suggestions on improving working relationships with STABLE. As always, the problem of communication was present. Twenty-three percent indicated that relations could be improved by keeping each other better informed. Three agencies indicated that the working relationship was acceptable, with one other agency indicating that the working relationship was improving. See Table 47.

Table 46. Distribution of agencies by satisfaction of working relationship with STABLE project

Satisfaction	Number	Percent
Very satisfactory	9	52.9
Satisfactory to some degree	2	11.8
Not satisfactory	0	00.0
Non-existent	5	29.4
No response	<u>1</u>	<u>5.9</u>
Total	17	100.0

Table 47. Distribution of agencies according to how working relationship could be improved

Improving working relationship	Number	Percent
Relationship all right	3	17.7
Keeping each other better informed	4	23.5
Greater utilization of each other's services	1	5.9
Joint development of training and employment program	1	5.9
Relationship improving	1	5.9
No relationship exists	1	5.9
Not applicable	2	11.8
No response	<u>4</u>	<u>23.5</u>
Total	17	100.0

Only about one-third of the agencies actually indicated a need for particular types of information in order to provide more services. Agencies wanting information on STABLE goals numbered four, while two agencies wanted information related to the students being served. See Table 48.

Table 48. Distribution of agencies according to type of information needed in order to provide more services

Information needed	Number	Percent
Names of students	1	5.9
Purpose and function of STABLE	4	23.5
Student progress report	1	5.9
None	1	5.9
Not applicable	2	11.8
No response	<u>8</u>	<u>47.0</u>
Total	17	100.0

Table 49 reports data collected from agencies on how contact was maintained with STABLE. Four agencies indicated that contact was maintained by personal visits, telephone, and correspondence. Four other agencies indicated no maintenance of contact. Contact was maintained in some instances by participation of STABLE teachers and staff in community affairs.

It is often important to obtain opinions and advice of agencies who have had experience in working with disadvantaged adults, especially if you would like to develop joint working arrangements. The data in Table 50 indicate that approximately one-third of the agencies were requested to assist in identifying problems contributing to illiteracy.

Table 49. Distribution of agencies according to contact maintenance

Contact maintained	Number	Percent
Personal contact, telephone, and correspondence	4	23.5
Through agency	3	17.7
Teachers visited community meetings	1	5.9
Teachers attended community events	2	11.8
No maintenance	4	23.5
Not applicable	1	5.9
No response	<u>2</u>	<u>11.8</u>
Total	17	100.0

Table 50. Distribution of agencies requested to assist in identifying factors contributing to illiteracy

Assistance requested	Number	Percent
Yes	6	35.3
No	10	58.8
Other	<u>1</u>	<u>5.9</u>
Total	17	100.0

The agencies were requested to evaluate the effectiveness of the STABLE project. Approximately one-third of the agencies indicated that the STABLE project was very effective, while another one-third indicated that they were not familiar enough with the project to evaluate. See Table 51.

#### Summary

It appears that most of the agencies feel that they do have services which would be beneficial to the STABLE project.

Table 51. Distribution of agencies by evaluation of the effectiveness of STABLE project

Effectiveness of STABLE	Number	Percent
Very effective	6	35.3
Effective to some degree	4	23.5
Not very effective	1	5.9
Ineffective	0	0
Not familiar enough to evaluate	<u>6</u>	<u>35.3</u>
Total	17	100.0

An attempt has been made on the part of the staff and some teachers to utilize some of the services. In order to more successfully meet the needs of the adult students, it appears that both agencies and STABLE will have to learn more about each other.

## CHAPTER IV

### Adult Students

The STABLE project was designed to help the very poor and the most illiterate to take a first step up the ladder to social and economic self-sufficiency. It was to prepare the disadvantaged adult with a foundation many do not presently have of inner resources for taking a second step. The second step which was to be emphasized in the STABLE project was enrollment in regular ABE classes. There were, however, alternate steps up the ladder, or perhaps four different ladders. Depending on individual circumstances, STABLE students might also "graduate" into various vocational education programs, or directly into jobs, or if none of these events occurs, they will be prepared to function more effectively in their home and community.

#### Age

The data on the age of students are presented in Table 52. Approximately 15 percent of the students could be classified as school-age. Some of these students are in fact attending public school and receiving assistance from STABLE teachers during the evenings. Nearly one-half of the participants are in the 31 to 60 age bracket.

#### Sex

Table 53 reveals that a majority of participants are female. This is consistent with the trend at the national level in adult basic education.

Table 52. Distribution of Students by Age

Age	Number	Percent
1-12	2	1.3
13-17	21	13.5
18-30	54	34.8
31-60	74	47.7
60 and over	<u>4</u>	<u>2.6</u>
Total	155	100.0

Table 53. Distribution of Students by Sex

Sex	Number	Percent
Male	62	40.0
Female	<u>93</u>	<u>60.0</u>
Total	155	100.0

Data on marital status are presented in Table 54. Approximately two-thirds of the participants were married.

Table 54. Distribution of Students by Marital Status

Marital Status	Number	Percent
Married	101	65.1
Single	36	23.2
Widowed	6	3.9
Divorced	<u>12</u>	<u>7.7</u>
Total	155	100.0



## Employment

Data on employment status of participants at the beginning and at present are presented in Table 55. There has been a slight increase in the total number of participants fully employed. STABLE has been directly involved with securing employment for four participants.

Table 55. Distribution of students by initial and current employment status

Employment Status	Initial		Current	
	No.	%	No.	%
Full time	36	23.2	45	29.0
Part time	17	11.0	19	12.3
Unemployed	34	21.9	27	17.4
Not in labor force	<u>68</u>	<u>43.8</u>	<u>64</u>	<u>41.3</u>
Total	155	100.0	155	100.0

## Entry level

The STABLE project's target population were the adults at Level I. Table 56 reveals that 16.8 percent of the participants were functioning at the beginning level. Almost 60 percent of the students were at Levels III and IV. Although the education of students at all levels is extremely important, it would appear that for the purpose of this demonstration project, the concentration of Levels III and IV is too great.

Table 56. Distribution of students by entry level

Level	Number	Percent
I	26	16.8
II	40	25.8
III	51	32.9
IV	<u>38</u>	<u>24.5</u>
Total	155	100.0

#### Examinations

A number of students have taken and passed various examinations as a result of STABLE effort. Two students have passed the eighth grade equivalency test. Two students have taken the G.E.D. with one passing while nine others have taken three parts of the G.E.D. with eight passing. Three students have also received driver's licenses while participating in STABLE.

#### Participant Progress

The data on student progress were completed by the STABLE staff. The progress was determined in a number of ways, some more subjective than others. With participants at Levels III and IV, the California Tests of Adult Basic Education were used initially for placement purposes and periodically to check progress. Grade level differentials from such testing were one criterion for progress.

In reading, the primary criterion was the difference between initial and current independent reading levels as ascertained from the difficulty of the material being read.

STABLE teachers record the objectives that their participants are trying to attain, and their achievements. Using these records, an attempt was made to determine the amount of progress in terms of grade equivalence differentials.

According to the data presented in Table 57, students in the STABLE project have made progress. There are two interesting bits of information in the Table. First, the impressive list of content areas. The curriculum was not limited to the three "R's." The second thing one sees in the Table is the relative lack of participation in Consumer Education, Health, and Vocational Education. One would have originally thought that this would be the area where concentration of effort would be made to prepare students for entry into ABE and other steps in the ladder described at the beginning of this chapter.

Table 57. Distribution of students by progress in subject areas

Subject area	Limited	1 year	2 years	3 years	Total
Reading	39	25	13	4	81
Handwriting	29	10	13	3	47
Spelling	30	12	10	4	56
Grammar	32	14	10	6	62
Literature	30	14	2	0	46
Composition	18	7	3	1	29
Math	47	45	18	7	117
Science	22	13	3	1	39
Social Studies	39	8	2	5	54
Consumer	20	2	0	0	22
Health	9	2	0	0	11
Vocational	10	3	0	0	13
Typing	3	0	0	1	4
Sewing	3	2	0	0	5

## Hours of Instruction

Table 58 presents a summary of the utilization of time by STABLE teachers. Only about one-half of the time was spent actually teaching. The remaining time was used for in-service training and meetings, lesson preparation, and travel. It is very likely that if changes recommended in Chapter VI are adopted, the teaching time will be further reduced.

Table 58. Distribution of time

Activity	Total Hours	Hours per Teacher	Percent of Time
Teaching	2,102	75	53
Travel	875	31	22
Noninstructional services	464	16	12
Lesson preparation	462	16	12
Other	<u>59</u>	<u>2</u>	<u>1</u>
Total	3,962	140	100

## Student Dropouts

One of the major problems in the regular ABE program is dropouts. The estimate on dropout rate ranges from one-third to one-half. A total of thirty students did not remain with the STABLE project. This is a dropout rate of approximately 20 percent.

## STABLE Student Response

A limitation on time and funds prevented the evaluation team from contacting students to obtain their reaction to the STABLE experience. Although realizing the difficulty of getting responses

on mail questionnaires from adults with educational deficiencies, the team decided to develop a post-card containing six questions to be sent to the students. The post cards were mailed to 75 students and returns were received from 25, or one-third of the students. The small return does cause the validity of the data to be suspect; however, it is hoped that the information secured will provide some indication of student reaction to STABLE. See Appendix D.

The reasons given by students for participating in STABLE are very similar to reasons given by students in the regular ABE program. One would not think that students enrolled in a "pre" ABE program would be preoccupied with the G.E.D. However, Table 59 indicates that over one-third of the students were in the program to receive their G.E.D.

Table 59. Distribution of students by reasons for participating in STABLE

Reason	Number	Percent
To get a job	5	20
To get a better job	6	24
To get a G.E.D.	9	36
Other	<u>5</u>	<u>20</u>
Total	25	100

Table 60 should be very encouraging to STABLE staff and teachers. All of the students responding indicated that the program and the books and materials had been helpful.

Table 60. Distribution of students by helpfulness of STABLE

	Helpful	Percent
Program	25	100
Books and materials	<u>25</u>	<u>100</u>

Time

Information on the length of each visit is presented in Table 61. Eighty-eight percent of the teachers spent at least one hour with the student on each visit. The evaluation team felt that one hour was a minimum length for teaching sessions. This decision was not based on learning theory, but on the time and distance in traveling to the rural isolated homes.

Table 61. Distribution of students by time per visit by teacher

Time	Number	Percent
30 minutes	1	4
45 minutes	2	8
1 hour	10	40
More than 1 hour	<u>12</u>	<u>48</u>
Total	25	100

Eighty percent of the students indicated that they were satisfied with the length of the teachers' visit. All of the students requesting a change in time, requested an increase in time. See Table 62.

Table 62. Distribution of students by change in time.

Time change	Number	Percent
Yes	5	20
No	<u>20</u>	<u>80</u>
Total	25	100
a. increase	5	20
b. remain same	20	80
c. decrease	0	0

The students were asked to evaluate the promptness of their teacher. Ninety-six percent of the students indicated that their teacher came on time. See Table 63.

Table 63. Distribution of students by promptness of teacher

On time	Number	Percent
Yes	24	96
No	<u>1</u>	<u>4</u>
Total	25	100

#### Summary

The students appear to be making progress under Project STABLE. All students responding to the post card questionnaire indicated that the program and materials had been helpful. The evaluation committee would have liked to see more students at Levels I and II, and a lower percentage of students at Levels III and IV.

CHAPTER V  
Administration

STABLE is administratively responsible to the Appalachian Center, and is one of three student outreach programs. A committee of Berea staff and STABLE teachers advise the director of STABLE. The ultimate responsibility for the project is in the hands of two sincere men, dedicated to the successful operation of STABLE. They have been in the field as much, if not more, than most of their teachers. They have been involved in the identification of students through community surveys. They have contacted agencies in the area to solicit support. In addition, they have been responsible for the identification of training needs of teachers and designing training programs to meet these needs.

The administration staff developed a report of activities related to objectives outlined in the project proposal. This report is contained in Appendix E. Perhaps their work could be understood better by reviewing the weekly reports which follow.

Before turning to the weekly reports, however, there were two major problem areas which should be discussed. The first problem is transportation. Transportation is also one of the major problems found by students in the regular ABE program. In STABLE, the transportation problem was shifted from the students to the teachers. In many cases the teachers had difficulty getting cars. The poor roads and isolated homes also added to the transportation problem. The second major problem was the high turnover rate among teachers between the first and second year of the project.



Many students had been assigned to other labor programs before notice of funding had been received. This added tremendously to the work of the staff, requiring that they train many new teachers to work in STABLE during phase two.

Below is a breakdown of data related to the reasons for turnover among STABLE teachers who did not return to teach in September of 1971.

1. Graduated, 4
2. Married and left Berea, 2
3. Conflict with academic schedule, 2
4. Left STABLE for other college labor by choice, 2
5. Dropped out of school, 2
6. Contract not renewed by STABLE, 2
7. Volunteers who did not return, 2

Three more experienced teachers and two new recruits dropped out in October 1971.

1. Not willing to accept required training, 2
2. Participate in church-related program off-campus, 1
3. Dropped out of school, 2

## REPORT

Week of August 30-September 4

Program being shifted to winter schedule. Bill Oakland here for interview.

Week of September 6-11

New STABLE teachers being trained by Ernie Walker in Laubach method. New assignments made, and work expanded to 30 STABLE teachers. A class is being set up for college employees. STABLE meeting to make assignments on September 8.

Week of September 13-18

Bill Oakland began as Materials and Training Specialist on September 13. New STABLE teachers are working.

Week of September 20-25

Teaching in communities. Planning for training with Bill Oakland. Set up space for materials in another office. Arrangements made for transportation of STABLE teachers.

Week of September 27-October 2

1. Final reports being made. Files on each participant are being developed. Spot announcements for STABLE are being broadcast on the local radio station.

2. Advisory Board met September 27.

2.1. The summer program was discussed.

2.2. Plans were made for training STABLE teachers.

2.3. A handbook of information for STABLE teachers will be prepared.

2.4. Report and new proposal were discussed.

Week of October 4-9

STABLE was on WEKY Breakfast Club (Richmond) on Monday.

A new class is being set up on the Chestnut Ridge Road in a private home, with teaching at Level I and Level II. Interest is high.

Bill Oakland and Ernie Walker spent a day in training at Morehead, with Dr. Eyster, Dr. Rose, Dr. Qazilbash, and in the Learning Center.

Week of October 4-9  
(continued)

Upon examining teacher reports for the purpose of collecting data for our continuation report, it was discovered that the information received in the narrative reports was not consistent. Therefore, report forms asking for specific information were developed in order to better ascertain overall program success and participant progress. Bill Oakland developed daily logs, participant progress reports, and semester reports which will be explained to the teachers at the second training session.

Week of October 11-15

1. STABLE personnel
  - 1.1. Connie Baird, teacher, withdrew from program with request to be considered later.
  - 1.2. Training plans are being made with Dr. Rose at Morehead.
2. Program Planning
  - 2.1. Preparation of reports for evaluation.
3. Community Work

Classes are being taught in communities. Work in Pea Ridge lapsed after summer work; Head Start has renovated the building and we have not been able to get a key. Boone Tavern employees are being taught by a STABLE teacher. Work has begun in Scaffold Cane. Four are meeting in Mrs. Gertrude Cain's house.

Week of October 18-23

1. Training

Friday, 6:30-9:30 PM, C. J. Bailey and Ollie Calvert instructed in reading placement. Saturday, 1:00-4:00 PM, Max Way discussed Southern Ohio program using non-professional ABE teachers.
2. Evaluation

The committee met October 23, discussed the program, and set new recommendations.
3. Personnel

Withdrawn: Faurest Klinglesmith and Marcella Daniels, October 20; Sue Reneau and Janice Herrell, October 18.
4. Community Work
  - 4.1. One participant has been enrolled on Crooked Creek off Brush Creek.
  - 4.2. J. Lainhart, participant, is out of jail and is requesting our help to get work.

Week of October 25-30

1. Public Relations

Bill Oakland, Rita Scott, and Richard Lemaster aided a CBS Saturday evening news crew in filming classes at Sand Gap.

2. Community Work

2.1. Classes continue. Bill Oakland is teaching at Sand Gap and Kirksville.

2.2. Dick Lemaster met with Paul Chappell to try to find employment for J. Lainhart.

Week of November 1-6

1. Training

1.1. Teachers missing the training sessions are being given individualized instruction by Bill Oakland.

1.2. Training session November 2. Discussion of materials available.

2. Community Work

2.1. Classes continue.

2.2. Roger Tompkins has developed working relationship with Mr. Scalf, ABE teacher at Sand Gap.

2.3. Ernie Walker and Bill Oakland had conferences with: Mr. Alexander, ABE Director, Estill County, Mr. Whitaker, ABE Director, Madison County, Mr. Parsons, Superintendent of Schools, Rockcastle County, and Mr. Otis Johnson, Superintendent of Schools, Jackson County.

2.4. Participant services

Met with Paul Hager, Director of Testing and Special Services, Berea College, to arrange to have Mr. Vernon Abner admitted to Berea College.

3. Planning: Advisory Board Meeting November 5

3.1. Transportation using college cars was discussed.

3.2. Mrs. M. Hilberry's proposal to work with STABLE was discussed. She is doing graduate work, and will be accepted as a volunteer.

3.3. The Evaluation Plan was discussed and plans for improvement suggested.

Week of November 1-6  
(continued)

- 3.4. Training problems were discussed.
- 3.5. Reporting and data collection plans were reported.
- 4. Personnel
  - 4.1. Fred Surber employed as STABLE teacher.
  - 4.2. Sharon Tolbert employed as STABLE teacher.

Week of November 8-13

- 1. Training
  - 1.1. Training Session November 9. C. J. Bailey and Ollie Luster conducted a training session dealing with word attack skills and the use of the Cloze procedure as an indicator of comprehension. Only six teachers were in attendance.
  - 1.2. Makeup training was given to six teachers on word attack and Cloze procedure, and to one teacher on informal reading placement inventories.
- 2. Teaching

Classes and teaching in homes continue.
- 3. Community Work

Madison County Community Action Council meeting; discussion of possibilities for community centers.
- 4. Planning: Advisory Board Meeting November 12.
  - 4.1. Discussion of training.
  - 4.2. Plans to work with ABE in schools.
  - 4.3. Recruitment of volunteers.
  - 4.4. Discussion of proposal for fiscal year 1972-73.

Week of November 15-20

- 1. Training
  - 1.1. Tuesday 7:00-9:00 PM, C. J. Bailey and Ollie Luster trained 13 teachers in placement and program planning in mathematics.
  - 1.2. Makeup training. Three teachers received training on the teaching of word attack skills.

Week of November 15-20  
(continued)

- 1.3. Staff training. The Annual Conference of the Kentucky Association for Continuing Education was attended by Bill Oakland. It enabled him to meet other Kentucky adult educators and gain an overview of continuing education in Kentucky.
2. Personnel  
Mrs. Marion Hilberry begins work as volunteer.
3. Agency Coordination
  - 3.1. Meeting with Mrs. Ida Bowman and Mr. Don Scalf at Jackson County School Board office. Present: STABLE teachers Roger Tompkins, Ava Coffman, Dwain Montgomery; Staff: Bill Oakland and Ernie Walker. Purpose of meeting was to plan coordinated effort to bring participants to the ABE classes.
  - 3.2. Participation in presentation to Sociology class, Berea College, at request of STABLE teacher Elaine Wormley.
4. Teaching
  - 4.1. Classes continue.
  - 4.2. Vernon Abner in office to see about Berea College. Met with Mr. Paul Hager and Mr. Allan Morreim, Admissions Director. Arrangements being made to establish eligibility.
5. Report and Proposal  
The report for the first 15 months was completed, and work is being done on a new proposal for fiscal year 1972-73.

Week of November 22-27

1. Training
  - 1.1. Makeup training. Two STABLE teachers made up training on word attack skills and Cloze procedures. Two teachers received training on placement and program planning in mathematics.
2. Teaching  
Classes met early in week; last of week classes cancelled for vacation.

Week of November 22-27  
(continued)

3. Planning

- 3.1. Continuation Report and Abstract of Report completed.
- 3.2. New proposal for fiscal year 1972-73, the third STABLE proposal, was completed.
- 3.3. Report and proposal were shown to Mr. Ted Cook, who signed letter of endorsement.

Week of November 29-Dec. 4

1. Personnel interviews were held with each STABLE teacher, on appointment, beginning this week. Each interview covered:
  - 1.1. Plans for work in Short Term and Spring Term, including number of hours per week.
  - 1.2. Reports to be made by STABLE teachers.
  - 1.3. The STABLE report and new proposal.
  - 1.4. Training, makeup training, suggestions for improved training.
  - 1.5. Independent Study.
  - 1.6. Rates of pay.
  - 1.7. Evaluation of work.
  - 1.8. Any other interest of STABLE teacher.
2. Training

Makeup training. One teacher received training in all areas previously covered.
3. Labor Office, Berea College
  - 3.1. Labor Office training sessions were held for staff, attended by Ernie Walker and Bill Oakland.
  - 3.2. Short Term plans were made for January 1972.
4. Planning

Continuation Report and New Proposal were sent to the Office of Education in Washington.
5. Teaching was resumed after vacation.

Week of Nov. 29-Dec. 4  
(continued)

6. Community Work

- 6.1. Planning and conferences at Pea Ridge to get classes started again.
- 6.2. Work in Brush Creek to expand classes there.

Week of December 6-11

1. Personnel

- 1.1. Interviews continued with STABLE teachers.
- 1.2. Training makeup; one teacher made up training in all areas.

2. Teaching continued in communities and at Berea.

3. Community Work

- 3.1. Madison County Community Action Council meeting; a STABLE proposal was presented and discussed.
- 3.2. Brush Creek development work continued.
- 3.3. Low Income People (LIP) meeting in Berea; we gave assistance in writing proposal for community center here. Provision for STABLE class is included.

4. Public Relations

Berea College was on CBS national news hook-up with Roger Mudd at 6:00 PM on Saturday. About half of the program featured STABLE teaching and Vernon Abner, participant.

Week of December 13-18

1. Teaching: Classes continued first of week until college was closed. Teaching began in Orlando and Brush Creek.

2. Personnel

- 2.1. Interviews with students continued.
- 2.2. Training: Bill Oakland and Paul Owens visited the Adult Learning Center at London to examine materials and to learn about the programs offered there. This center is relatively close to STABLE participants in Southern Rockcastle and Jackson Counties.



Week of December 13-18  
(continued)

3. Community Work
  - 3.1. To Mt. Vernon with Gracie Vaughn.
  - 3.2. LIP meeting and committee conference. Proposal completed and sent to MCCAC.
  - 3.3. Planning session concerning Pea Ridge survey.
4. Materials
  - 4.1. Handbook compilation completed.
  - 4.2. Bill Oakland began to collect National Multimedia Center for ABE abstracts of material that STABLE teachers are using, and began abstracting additional material, using the same format, in order to compile an indexed catalogue for STABLE teachers.

Week of December 20-24

1. Community Work
  - 1.1. Pea Ridge survey begun (see report).
  - 1.2. Work in Rockcastle County continued by Terry and Gracie (Vaughn) Sammons.
2. Office open.

Week of December 27-31.

1. Community Work
  - 1.1. Survey of Pea Ridge community by Mike Collins and Ernie Walker.
  - 1.2. Rockcastle County work continues.
  - 1.3. Observation of Barnes Mountain work and evaluation of difficulties.

Week of January 3-8, 1972

1. Personnel
  - 1.1. Short Term personnel were employed (see list of Short Term teachers).
  - 1.2. Interviews with STABLE teachers not already interviewed.

Week of January 3-8  
(continued)

- 1.3. Training: Three training sessions were conducted. The first was a discussion of the history and objectives of STABLE. The second training session utilized role-playing as an impetus to discussion of the community relations and recruitment aspects of STABLE work. Tom Mustard was the trainer. The third session included training for new teachers in all areas previously covered, including the Laubach method.
2. Community Work
  - 2.1. Scaffold Cane survey begun (see report). Planning with Students For Appalachia to coordinate work.
  - 2.2. Race Street Center classes for Short Term set up.
3. Teaching: STABLE teams continued teaching with new teachers filling vacancies.

Week of January 10-15

1. Community Work
  - 1.1. Scaffold Cane survey continued, and data compiled.
  - 1.2. Pea Ridge community meeting held and classes set up.
  - 1.3. LIP in Berea plans approved to open Center.
  - 1.4. Brush Creek survey (see report).
  - 1.5. Kirksville survey (see report).
2. Teaching
  - 2.1. Classes continue in communities, including Scaffold Cane. Plans for revival and expansion in Pea Ridge and Brush Creek.
  - 2.2. Conference with Department of Public Assistance in Richmond to set up plans for classes using Kentucky Educational Television (KET) broadcasts; instruction and materials supplied.

Week of January 17-22

1. Community Work
  - 1.1. Scaffold Cane survey continued.
  - 1.2. Brush Creek recruitment continued.

Week of January 17-22  
(continued)

- 1.3. Patrons for Housing.
- 1.4. Nurses scheduled to go out with STABLE teachers.
2. Teaching continued in communities.
  - 2.1. Classes resumed in Pea Ridge, with a new afternoon class.
  - 2.2. Teaching in Brush Creek included new people recruited with new teaching team, Paul Owens, Judy Meadows, and Larry Bryson.

Week of January 24-29

1. Teaching: Classes continued. Rockcastle County work will need new teachers. Terry and Grace Sammons leave because of graduation. Ernie Walker went with Gracie to visit all participants.
2. Community Work.
  - 2.1. Surveys in Kirksville and Scaffold Cane completed (see reports).
  - 2.2. Community meeting at Gabbardtown with SFA and STABLE presenting programs to people.
  - 2.3. Planning for meeting to discuss Moore's Creek.
3. Planning
  - 3.1. Plans for Spring Semester, training for new teachers.
  - 3.2. Revised financial report sent to Office of Education.
4. Other: Manchester College group in Appalachian Semester were provided information period and discussion of STABLE.

Week of January 31-February 5

1. Personnel
  - 1.1. Four new teachers were employed. With returning Fall Semester and Short Term teachers, we have a total of 33 teachers (see list for Spring Term).
  - 1.2. Training: A training session was held Saturday, February 5, 12:30-4:30 PM. Twenty STABLE teachers were in attendance. This session dealt with behavioral objectives and their place in an instructional sequence. The participants' role in determining objectives was discussed. Vimcet Filmstrips 1 and 2, and Belton, Jerold F. were shown.

Week of January 31-February 5  
(continued)

- 1.3. Interviews completed with those missed.
- 1.4. Bob Heuck, volunteer, teaching in Scaffold Cane.
2. Teaching: Classes continued.
  - 2.1. Chestnut Ridge class and other Rockcastle County participants assigned to new teachers. Mrs. Hilberry is teaching in Mt. Vernon.
  - 2.2. Richmond class schedule changed.
3. Participant progress.
  - 3.1. Vernon Abner was enrolled in Berea College, having completed entrance tests satisfactorily.
  - 3.2. STABLE teachers have submitted reports on each participant.

Week of February 7-12

1. Teaching: Classes continue in communities.
  - 1.1. First meeting for KET classes.
  - 1.2. New teachers were taken to Chestnut Ridge and Mt. Vernon. New location must be found, because of illness of hostess. Community visits made.
  - 1.3. Service to Sand Gap participant, J. Lainhart, in difficulties.
2. Community Work
  - 2.1. Race Street meeting to assure that class can continue.
  - 2.2. Visitation in Chestnut Ridge.
3. Personnel training: New teachers received training in use of Laubach materials and in other areas previously covered.
4. Materials
  - 4.1. Betty Jones began an independent study program under the supervision of Bill Oakland, to locate reading selections of an Appalachian origin, appropriate for use in Adult Basic Education programs.
  - 4.2. Bill Oakland began the adaptation of folk tales and folk songs for use with participants reading at a first, second, third, or fourth grade level. It is hoped that by the end of this semester an annotated reading list and a reader at a second grade level will have been produced.

Week of February 14-19

1. Teaching: Classes continue.
  - 1.1. Participant enrollment increased at Pea Ridge, Brush Creek, Kirksville, and in KET classes.
  - 1.2. KET classes taught by Ken Shuler at Richmond and by Jackie White at Berea.
2. Public Relations

STABLE staff, teachers, and Vernon Abner interviewed for articles in the Lexington Leader, the Louisville Courier-Journal, the Berea Citizen, the Berea College Pinnacle, and newspapers in Ashland, Ky., Chicago, and New York.
3. Community Work
  - 3.1. LIP Center was opened. Class will be started when furniture can be found.
  - 3.2. A Thursday morning teaching appointment has begun in Brush Creek at the request of Level I participants (men) with Paul Owens teaching.
4. Planning

An Evaluation Committee has been formed, consisting of Dr. Harold Rose, Dr. Wallace Nave, Dr. Edythe Hayes, Dr. Kenneth Bean, Mrs. Ida Bowman, one STABLE teacher, and one participant. A meeting has been planned for Monday, March 20. Resumes of the committee members will be forwarded for approval.
5. Dissemination of Information
  - 5.1. The STABLE continuation report has been abstracted by National Multimedia Center on a 5" x 9" card and distributed to 309 research and demonstration centers.
  - 5.2. Reports are being sent to other ABE projects, to the county school superintendents, to Morehead, and to the Evaluation Committee members.

Week of February 21-26

1. Teaching: Continues in communities.
2. Materials
  - 2.1. Handbook completed.
  - 2.2. Catalogue of STABLE materials is completed.

Week of February 28-March 5

1. Teaching continues in all communities. See report of participants as of February 29.
  - 1.1. Bob Heuck closes work in Scaffold Cane.
  - 1.2. New insights come through response of individual participants. STABLE teachers must adapt to expectations of adults.
2. Community Work
  - 2.1. Barnes Mountain work evaluated. Progress hardly justifies cost. We will try to work through a local preacher to reach people, using materials which they use in church work to teach reading. Interest has lagged; people do not want to study, but they do enjoy our visits.
  - 2.2. Meeting with Mrs. Bowman in Jackson County being set up.
  - 2.3. Brush Creek interest is increasing.
3. Planning

Evaluation Committee meeting is set for March 20.  
Reports have been sent to the committee.

## CHAPTER VI

### Summary and Recommendations

#### Student Teachers

The basic hypothesis of this project was that college students from the same culture can develop effective teaching relationships with adults of similar backgrounds.

The personnel directing the project have attempted to secure teachers with backgrounds similar to those of the students who participate in the project. See Tables 1-7.

It was further proposed in the project that STABLE teaching would have two positive effects on college students: that student teachers would go into the field of teaching as a result of their experience in the project, and that this experience would reinforce classroom learning and thereby make classroom experiences more meaningful. Responses indicate that STABLE teaching did have a positive influence on the student teacher's future occupational decision and further, his teaching added meaning to his ongoing classroom experiences. See Tables 8-12 and Table 32. Data collected (Table 13) indicate that 50 percent of the STABLE teachers have a tenure with the program of less than nine months. The committee has some reservations about the effectiveness of the student teachers because of the turnover rate.

Tables 14 through 19 indicate time spent in travel, teaching, and training. The committee feels that attention needs to be given to these three elements so that a more equitable relationship between the three might be achieved.

Three project objectives relate to the development of more effective methods of education of illiterates, functional illiterates, and educational dropouts, and to the development and adaptation of materials suitable for Appalachian adults. Individualized instruction, flexible testing procedures, and teacher-made materials were positive indications of success in meeting these objectives. See Tables 27 through 31.

The last two objectives of the project refer to the development of fieldwork techniques and the observation and reporting of community problems to community agencies. These objectives imply the development of a referral system by the student teachers. While much of the data indicates that the student teachers have done a good job, Tables 33-38 indicate that much more attention needs to be given to the area of the relationships between STABLE personnel and other community agencies.

#### Recommendations (1 and 2)

As a means of increasing overall program effectiveness, student teachers should be recruited from the sophomore class so that some degree of continuity can be established. This would tend to minimize the number of new teachers recruited each year.

A definite training plan for teachers should be developed covering not only educational methods and procedures, but also a step-by-step procedure for agency involvement and cooperation.



## Community Agencies

The two project objectives were:

"Development of field-work techniques, in cooperation with the school system, which will lead to more effective promotion of Adult Basic Education programs."

"Observation and reporting of community problems and attitudes which may assist in analysis of the school dropout problem that results in adult illiteracy."

These objectives imply that existing community agencies should be made aware of STABLE and that STABLE personnel should know existing agencies and their programs. To maximize efforts, a strong interagency relationship should exist.

Agencies responding indicated a contact with and a positive feeling toward STABLE. Beyond this point there did not exist a clearly defined procedure for cooperative agency effort. This is evidenced by student teacher response (Table 37) and agency response as recorded in Tables 40-51.

## Recommendations (3)

A planned program of cooperation between STABLE and community agencies should be established, implemented, and continually evaluated.

## Students

The objective of STABLE as conceived by its founders was pre-ABE education, entry into organized classes, and relating education to jobs and everyday living. Even though these were the original objectives, over 35 percent of the student responses indicated their reason for being in the program was to get a G.E.D. See Table 59. Forty-four percent indicated that the reason for the participation was to get a job, a better job, or improve everyday living.

As indicated in Tables 60-63, the students were very positive in their feelings toward the program, books and materials, and staff. It should be pointed out that there was only a 33 percent response by the students to the questionnaire.

#### Recommendations (4)

Project objectives need to be evaluated and redefined for greater program effectiveness and efficiency, i.e., the shift toward more G.E.D. work should have been documented in line with the original project proposal.

#### Administration

Enough cannot be said about the dedication, cooperation, and willingness of the STABLE personnel in seeing that the project makes a significant contribution to the individuals, for the community, and in carrying out the objectives of the project. The project director and materials and training specialist have developed a complete resume of their activities for the year, and have indicated areas of progress and problems. This report is shown in Appendix E.

While the committee concurs in many of the concerns expressed in Appendix E, we have some additional points to make in the form of recommendations.

#### Recommendations (5, 6, and 7)

The project's advisory board should be activated in order to give better direction to STABLE and provide for a more efficient on-campus operation. It is advisory, not administrative. The advisory board should be actively involved in identifying

solutions to problems faced by STABLE; for example, a member of the transportation division should be included on the advisory committee. He should help identify the transportation problems of teachers and be involved in finding a solution. Members of various social agencies should be on the advisory board. They should assist in designing training programs to inform teachers of the services provided by each agency in the community.

Roles and responsibilities of project personnel need to be redefined and operationalized in keeping with the objectives of the project proposal. The administration appears to have spent an inordinate amount of time on small problems necessary for the operation of a program. "Significant others" should be involved in the solution of these problems while the project staff concentrates on achieving the goals of a demonstration project. The relationship of STABLE teachers to the staff, and responsibilities of STABLE teachers, should be clarified.

More accurate and complete records on the entire project need to be maintained in order that program accountability can be more easily evaluated.

STABLE PROJECT EVALUATION  
FORM "B"

Agency \_\_\_\_\_

1. How familiar are you with the STABLE Project (Check one)?

- .1 \_\_\_\_\_ very familiar  
.2 \_\_\_\_\_ some familiarity  
.3 \_\_\_\_\_ unfamiliar

2. Have you been contacted by the STABLE office staff (Check one)?

- .1 \_\_\_\_\_ yes .2 \_\_\_\_\_ no

3. What services, if any, have you been requested to provide by the STABLE office staff (Please specify)? \_\_\_\_\_

\_\_\_\_\_

4. Have you been contacted by any of the STABLE teachers (Check one)?

- .1 \_\_\_\_\_ yes .2 \_\_\_\_\_ no

5. What services, if any, have you been requested to provide by the STABLE teachers (Please specify)? \_\_\_\_\_

\_\_\_\_\_

6. What services do you provide which might be helpful to participants in the STABLE Project (Please specify)? \_\_\_\_\_

\_\_\_\_\_

7. How satisfactory has your working relationship been with the STABLE Project (check one)?

- .1 \_\_\_\_\_ very satisfactory .3 \_\_\_\_\_ not satisfactory  
.2 \_\_\_\_\_ satisfactory to some degree .4 \_\_\_\_\_ non-existent

8. How might working relationships between your agency and the STABLE Project be improved (Please specify)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. In order to facilitate providing more services, what types of information do you require from the STABLE Project (Please specify)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

10. Please explain how contact with the STABLE Project has been maintained? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

11. Have you been asked by the STABLE staff to help identify problems which contribute to the school drop out and adult illiteracy rate (Check one)?

.1 \_\_\_\_\_ yes

.2 \_\_\_\_\_ no

.3 \_\_\_\_\_ other (please specify) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

12. How would you evaluate the overall effectiveness of the STABLE Project (Check one)?

.1 \_\_\_\_\_ very effective

.2 \_\_\_\_\_ effective to some degree

.3 \_\_\_\_\_ not very effective

.4 \_\_\_\_\_ ineffective

.5 \_\_\_\_\_ not familiar enough to evaluate

Thank you very much for your help.

APPENDIX C

May 3, 1972

Dear STABLE Student:

We are making a study of the STABLE project. We want to know how you feel about the project.

Please fill in the enclosed card and mail it back to us.

Remember! We need your reply!

Sincerely,

*Harold Rose*

Harold Rose

1. Why are you in the program? \_\_\_\_\_ to get a job  
\_\_\_\_\_ to get a better job \_\_\_\_\_ to get the GED  
\_\_\_\_\_ Other
2. Has the program been helpful? \_\_\_\_\_ Yes \_\_\_\_\_ No
3. Are the books and materials being used helpful?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. What is the average amount of time spent in each visit? \_\_\_\_\_ 30 minutes \_\_\_\_\_ 45 minutes  
\_\_\_\_\_ one hour \_\_\_\_\_ Other
5. Would you like to see the amount of time changed?  
\_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how? \_\_\_\_\_ Increased  
\_\_\_\_\_ Decreased \_\_\_\_\_ Remain the same
6. Do teachers come when they are supposed to?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

## APPENDIX D

### STABLE Report Prepared for Evaluation Committee April 26, 1972

May 25, 1971, proposal submitted by Berea College and funded by Grant No. OEG 0-71-4382 (324) June 30, 1971.

Report of activities relating to objectives outlined on Page 9 of the Project Proposal:

#### A. Development of more effective methods of education of illiterates and functional illiterates at Level I.

During the first year of the project major effort was given to the development of community relationships, the location of Level I people, and development of teacher-participant understanding. Surveys were done in Sand Gap, Middletown, and Moore's Creek.

During this year, the second, surveys were made in Scaffold Cane, Kirksville, and Pea Ridge, and to a limited extent in Richmond. Level I people were identified and initial contacts made.

STABLE teacher training included emphasis on the development of rapport between teacher and participant, and recognition of a counseling relationship, but with major emphasis on educational symbiosis, recognizing that teaching goes both ways. STABLE teachers have developed the kind of personal relationship which is the chief motivational factor in keeping Level I participants in the program. This confidence and trust provides strength to the participant to overcome insecurity, defeatism, and tendencies to see education as irrelevant.

The methods developed are:

1. Person-to-person relationship.
2. Emphasis on the egalitarian nature of learning.
3. Encouragement of the development of the interests, self-confidence, abilities, and initiative of the participant.

To do this has required continuity and greater results have been realized this second year than the first year. Statistics are now being prepared which will illustrate this. Hard-core Level I participants who could not read at all moved slowly for the first six to twelve months, but progress then improved markedly.

The reasons for lack of basic education vary. Some Level I participants have had failure experiences in school, and are negative toward the school system and education. We have found that varied and informal education centered on participant interests, and experiences that provide immediate satisfaction, are most effective. Progress for the first year is often slow, but improves in the second year.

Participants who missed the opportunity to go to school at all have been more highly motivated, and after initial fears are allayed and a beginning accomplished, progress is remarkably rapid.

B. Development of more effective methods of education of "educational dropouts" at Levels II and III.

These people tend to fall in several groups which could include:

1. Those who had difficulty in school, failed, and developed strong negative attitudes toward the school system.

Various reasons for this appear to casual observance, though we believe these causes may be much more complex than they appear. They seem to range from inadequate schools, teachers of limited ability or who have difficulty relating to students, and politics, to problems in the home such as poverty, health problems, lack of transportation, and cultural attitudes. This group usually is not highly motivated toward adult education, and must be recruited much as Level I people.

STABLE teachers have been able to encourage men in this category by relating the teaching to their economic interests. Help is given where possible to find jobs. The curriculum is definitely geared to that which will be of short-run benefit in job-hunting and in maintaining employment.

Many women participants are motivated in this same way. Others want to be able to keep up with their children in school. Level I women who cannot read and write want to learn to correspond with their children. While there are negative attitudes, education is generally a social status symbol, and women respond to this.

2. Those who dropped out of school after successful years in elementary school.

These are often motivated, and merely need to be given opportunities. Many have been referred to public school adult basic education classes. However, many have difficulty going back after many years. Transportation is a problem. Family responsibilities keep them from regular participation. Homework is difficult. They have difficulty relating to large classes, and to teachers who use the regular school routine of teaching.



We have had significant success with these participants by working with them individually at home initially; and then, after a beginning period of acclimatization to books and tests, the education they have gained by experience proves valuable and progress has often been rapid.

Since February, STABLE has been teaching classes in Richmond, Berea, and elsewhere, by utilizing the Kentucky Educational Television lessons. The teacher meets with the class, views the lesson, works with them in homework, and makes assignments. In other cases, the participant views the television lesson at home, and the teacher then meets with her for discussion later. The classes in which teachers and participants view the lesson together and then discuss it and work together are by far the most successful.

All but one of the students taking the GED have passed the first three sections.

#### C. Materials and Training Report:

My assignment in part was to develop and adapt educational materials for use with Appalachian adults in Adult Basic Education. Before beginning this task, it seemed wise to examine and field-test published materials in order to ascertain what the needs for additional materials were.

Many materials with good content such as the Addison-Wesley Reading Improvement kits were found to be impractical due to cost and format considerations. The same was true of most of the educational hardware examined. Due to logistic problems, material had to be inexpensive enough to be ordered in large quantities. I believe the Committee has a catalogue of the published materials we use; if not, I can send one.

Since highest priority was given to working with Level I and Level II participants, I decided that materials to be developed should be aimed at the functionally illiterate participants.

In the last five or six years, the quantity and quality of material designed for the ABE participant has markedly increased. Materials in math, science, and general social studies exist that are suitable for use with Appalachian adults. However, in the area of reading development most material is oriented toward urban participants or toward cultural minorities other than Southern Appalachian. Therefore, I decided that major emphasis should be given to the development of readers for adults reading at 2nd, 3rd, 4th, and 5th grade levels.

During this year several of our teachers have been using experiential reading techniques extensively. A good deal of the material to be included in the proposed readers will be transcriptions of stories and accounts told by our participants and others in the communities in which we teach.

We have recorded eight stories to date, and have transcribed and edited two. I anticipate using 16 narratives in all, with four at each level. In those cases where the recordings are of good quality, the tapes will be copies for use with these selections.

To further aid in the development of suitable material, Elaine Wormley, a STABLE teacher, and I are developing a questionnaire to assess the interests of our participants in terms of the reading matter, movies, television programs, and music enjoyed most. This should be helpful in the selection and adaptation of supplementary reading materials.

During this semester, Betty Jones, another STABLE teacher, has been taking an independent study course under me in which she is selecting and editing passages from the works of Appalachian writers, folk tales, and songs for inclusion in the proposed readers. It is hoped that all selections to be included in these readers will be collected by midsummer along with accompanying artwork which we are soliciting from STABLE teachers talented in that area. The finished product should be ready for use in August.

In addition, a shortened version of Wilson's Essential Vocabulary list of words found on signs and labels is being printed in 20-point type on perforated cardboard for use in book form, or as small flash cards.

A file of newspaper clippings of ads, cartoons, pictures, and articles is being used for the teaching of reading, mathematics, and study skills. Most of the above-mentioned materials can be inspected in rough draft at the May 23 meeting.

D. Development of field-work techniques in cooperation with the school system which will lead to more effective promotion of Adult Basic Education Programs:

STABLE has kept the county school officials in all four counties informed of our work. Referrals are made to the ABE classes where possible, and education has been encouraged. The schools have been cooperative, though there is some fear of this type of program in Rockcastle County.

A working relationship was developed in Jackson County with the school superintendent, the director of adult education, and the teacher at Sand Gap to work together in an experiment to try to move STABLE participants into the school. This has been done, but the results need to be further analyzed. The group brought in was one which was negative toward the school system, and while progress continued with STABLE teachers, there was minimal adjustment to the school system of teaching.

Further consultation with the school offices will be held to discuss this.

E. Observations and reporting of community problems and attitudes which may assist in analysis of the school dropout problem that results in adult illiteracy:

Community problems are being reported by the STABLE teachers and recorded. Where these problems directly involve STABLE, the Director and the Materials and Training Specialist consult with the teachers and work directly with the community. Problems are reported to the Advisory Board for discussion and decisions when needed.

Students For Appalachia and the Berea College Nursing Department with STABLE support have completed a Dental Health Survey of Scaffold Cane.

The problem of recruitment for Adult Basic Education is included in discussions with the schools. The final report will include a section on community attitudes toward education as observed by STABLE teachers.

