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## ABSTRACT

The purpose of the handbook is to simplify the routine business of beginning and/or operating an Adult Basic Education (ABE) Program. It describes in some detail the planning of an ABE program and deals with: the demographic survey of the population; the creation of an advisory board; the determination of the educational needs of the community; the choice of program; the design of the program. In the general areas of the program and its goals; the priorities, regulations, and conditions under which the program will operate; and the responsibilities which local education agencies assume in conducting programs, it briefly deals with such topics as: tuition and fees, non-English speaking students, curriculum and instruction, teacher training, program director, guidance and counseling, testing, reporting and evaluating, and budgetary requirements. It offers detailed discussions of various aspects of program operation, including: finance, evaluation, recruiting, certificates and diplomas, preservice and inservice staff development, cooperative ventures, community communications. Finally it covers filling out regular reports, including: program proposal, monthly statement of expenditures, professional staff qualification, organization report of classes, monthly student attendance forms, annual program report; annual expenditure report, and sample forms. Seven appendixes comprise one-third of the handbook. (JR)

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HANDBOOK OF  
ADMINISTRATIVE POLICIES AND PROCEDURES  
FOR DIRECTORS OF  
ADULT BASIC EDUCATION  
IN  
MASSACHUSETTS

Written by: Karl Borden

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June, 1974

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OF  
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# INTRODUCTION

## INTRODUCTION

The United States Census of 1970 indicated that there are 49 million adults who make up the Adult Basic Education Clientele. That same census found that there are over one million adults in the state of Massachusetts in that category. The purpose of this handbook is to simplify the routine business of beginning and/or operating an ABE program. In it you will find copies of all the forms associated with ABE in Massachusetts, explanations as to how to complete them and when and to whom to submit them, procedures and suggestions for a local financial accounting system, and other suggestions and guidelines related to such areas as guidance and counseling, recruiting, teacher training and evaluation, student eligibility for diplomas and certificates, and other matters. The ABE Unit of the Massachusetts Bureau of Adult Services sincerely hopes that this handbook will be of use in enabling you to better serve our state.

Human needs and human aspirations toward something better are two fundamental reasons for the existence of adult education programs in Massachusetts. Since the very earliest days of the Commonwealth, Massachusetts has shown a deep and lasting concern for the improvement of its citizens through education and training. Massachusetts today has among the best educated populations in the nation, but it is composed



of many different kinds of persons with a tremendous number of complex demands and needs to be derived from continuing education. The Department of Education and the local school districts must provide adult education programs that are wide in scope, sufficient in depth, and responsive enough to change to cope with the challenges of a rapidly advancing society.

School administrators responsible for adult education programs must plan for a diversity of interests, experiences, and motivations among their students which transcends the interests and experiences typically found in day school pupils. The public to be served is composed of individuals who differ markedly from one another in educational interests, community position, educational background, age, and motivation. The instruction provided must be thoughtfully organized and pursued by the student in a systematic manner toward the objectives of economic self-sufficiency, civic responsibility, effective family living, and productive human relationships.

Adult Basic Education as a Federal program was initiated by the Economic Opportunity Act of 1964, Title II, Part B, Public Law 81-452, and was amended in 1966 by Public Law 91-230. The mission of adult basic education is to educate those over the age of sixteen "whose ability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their ability..."<sup>1</sup> with a view:

- 
1. Definitions, Section 303 of the Amendments to the Elementary and Secondary Education Act of 1966.

to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.<sup>2</sup>

In the process of endeavoring to upgrade marketable and functioning skills, the objectives of the program are to improve listening, speaking, reading, writing, and computational skills. These subjects should not be taught as isolated units, but should be taught so as to develop the person into an informed, responsible citizen who is better able to achieve his potential as a person.

Adult Basic Education is administered by the U.S. Department of Health, Education, and Welfare through the Office of Education, which established a state grant program on a matching fund formula. Adult education classes within the state of Massachusetts are established by contract between the Massachusetts State Department of Education and the local public school districts.

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2. Ibid.

**PLANNING  
YOUR  
PROGRAM**

## DEMOGRAPHIC SURVEY OF THE POPULATION

In order to plan your local adult basic education program, it is necessary to gather a large body of information concerning your community. Adult basic education programs are far from all alike. They may differ considerably depending on the educational, religious, political, and ethnic make-up of the sponsoring community, and may or may not have a variety of parallel organizations upon which to rely for program support.

Following is a suggested sequence of events for your data-gathering. Remember that good planning and decision-making is always based on a full understanding of the situation. We want to create programs that will meet a real need, and at the same time not duplicate goals and efforts that others are already pursuing. This is information that is helpful to the smooth operation of your program:

1. Find out what public agencies, programs, and institutions operate in your community to serve the population in areas of health, housing, welfare, child care, employment and manpower development, recreation, cultural activities, and educational services. Funds to sponsor them may be from federal, state, or local sources; these will include community and public health programs, hospitals, drug abuse programs, urban renewal programs, public housing projects, welfare departments, employment and unemployment agencies, job training programs, Vista projects, Head Start programs, day care centers, park and recreation center programs, museums, art galleries, libraries, penal institutions. The mayor's office may have information on state and locally supported public service agencies and programs. Departments in your state government in

charge of health, housing, education, and matters of public welfare will be able to put you in touch with their agencies and programs operating in your community.

2. Find out what private organizations, institutions, and informal interest groups exist in your community. There will be organizations for many purposes; religious, athletic, agricultural, conservation, hobby and avocational, fraternal and ethnic, public affairs, political, consumer, etc. Sources of this information are phone directories, Chamber of Commerce, reference section of public library, mayor's office, church leaders, local community leaders.
3. Once you have found these public and private organizations, do the following:
  - a. Determine their source of funding, the purpose they serve and the people they reach. Examine their relationships to each other (common membership, leaders, shared programs, etc.)
  - b. Find out whether they have any programs for adult education or training.
  - c. Plot their location on a community map noting whom they serve.
  - d. In your directory, record the name of the organization, address, person in charge, and phone number.
4. Determine the characteristics of the adult population in the community. What is the breakdown of population by age, sex, ethnic background, income, employment, occupation, and educational attainment. A publication entitled General Social and Economic Characteristics, 1970 Census of Population, published for each state by the U.S. Department of Commerce, Bureau of the Census contains statistical data particularly relevant to ABE program considerations. The report is available in most library reference rooms or it may be purchased for \$4.25 from one of the following:

Superintendent of Documents, U.S.  
Government Printing Office in  
Washington, D.C.

U.S. Department of Commerce Business  
Services Field Office in Boston

U.S. Government Printing Bookstore  
in Boston

This publication provides an ABE director with one of the best sources of information about the social and economic characteristics of persons living in metropolitan areas, places in specified population ranges, and countries. The following outline suggests entries of particular interest and value to ABE directors. It is based on tables for places of 10,000 to 50,000. Other tables provide similar, separate data for various ethnic populations. Tables for areas and places of 50,000 or more are more detailed and organized in a somewhat different manner. Tables for places of 2,500 to 10,000 are less detailed. The county-by-county section includes tables with separate data for rural non-farm and rural farm populations:

**Social Characteristics**

Mother tongue

**Educational and Family Characteristics**

Years of school completed, male and female, 25 years old and over

**Employment Characteristics**

Employment status; male, 16 to 21 years; not enrolled in school, not high school graduate, unemployed or not in labor force

Labor mobility; male, 30 to 49 years old in 1970; non-worker vs worker in 1965 and 1970

**Occupation and Earnings**

Occupations of employed persons

Median earnings of employed persons for selected occupation groups

**Industry of Employed Persons and Occupation of Experienced Unemployed Persons**

Last occupation of experienced unemployed; male and female, 16 years old and over

**Income and Poverty Status in 1969**

Income less than poverty level

Income less than 75 percent of poverty level

Income less than 125 percent of poverty level

5. Learn who your local leaders are. Acquaint yourself with community leaders--mayor, city council members, school board members, and civic leaders. Select people who work in their offices or on their staffs who can serve as your contacts to these leaders. For example, establish a relationship with the person in your mayor's office who works on educational matters. Keep these people informed on the adult education program and ways it is assisting the community.

REMEMBER THAT CLOSE COOPERATION WITH THE SCHOOL DEPARTMENT SUPERINTENDENT AND ALL OF HIS OTHER STAFF IS VERY IMPORTANT. IN THE FUTURE, YOUR PROGRAM MAY LIVE OR DIE AS A RESULT OF HIS OR HER DECISIONS AND/OR SUPPORT. BE SURE TO SOLICIT ADVICE FROM THE SUPERINTENDENT'S OFFICE AND KEEP THAT OFFICE INFORMED OF YOUR PROGRESS.

## CREATE AN ADVISORY BOARD

During your tenure as program director, you will have both the opportunity and the need to interact with many people in your community. One of the most crucial factors affecting the success of an ABE program is the extent to which community leaders and parallel organizations offer their support. One way to ensure a certain level of participation and support from your community is to organize an advisory board to assist you. Choosing the members of that advisory board should be a carefully considered task. Include those men and women of influence who can be of assistance to you, but also include persons from the ranks of the community, to lend diversity of opinion to the board. Of course, you want to choose those whom you anticipate being supportive of your program. Basically, there are two questions you must address. You must decide who should be represented on your advisory board, and how you would like your board to operate:

- 1). Who should be represented?

- a) Refer to the directory you have created of public human resource organizations and programs, private organizations, employers and unions, trade, business and commercial organizations.



- b) Call on the people in charge of these organizations and programs. Visit them to explain the Adult Education Program. Select those who are helpful, interested, and effective in their own operations to be on the Advisory Board.
- c) Contact and visit local leaders or their representatives. Choose those who can be helpful in marshalling program support and resources to be on the Advisory Board.
- d) Select representatives from community populations to describe the educational needs of their group.
- e) From personnel who have previously served as adult education teachers, counselors, and paraprofessionals, select representatives for the Advisory Board.

2. How shall it operate?

- a) Consider having two Boards--one composed of representatives from community populations, the other of local leaders, public and private organization representatives, employers, union and business organizations.
- b) The Board could be organized to function in task force to make recommendations regarding local educational needs and the type program to meet these needs.
- c) The Board could function only to advise you on the accuracy of the educational needs identified for the community and the appropriateness of the program design to meet them.
- d) The Board could function to strengthen the community support for the adult education program by giving it visibility and creating financial support.

Use your advisory board wisely. Don't glut the members with detail, but inform them routinely of the operations of the program. Make use of their input especially during the planning stages of your program where you will need advice and sound criticism of your plans.

## DETERMINE THE EDUCATIONAL NEEDS OF YOUR COMMUNITY

By now, you have a good idea of the demographic make-up of your community. Now is the time to sit down with your advisory board and share the data you have gathered. Together, you can arrive at some decisions as to the types of educational needs that you perceive in your community, and how you intend to meet them. For example:

- 1) You will want to examine your data to determine the ethnic and national composition of your potential clientele. Do you have a community with a particularly large number of foreign born? What percent? Are they physically scattered, or do they generally live in one area? Do you perceive a need for an English as a Second Language Program?
- 2) Does your data indicate that you have a significant number of functional illiterates in your community? Is there a pattern to their location within your city? What are the implications of these data for program location?
- 3) Is there a large factory situated in your city that operates around the clock? If this is a major employer, do you anticipate a number of students to be drawn from the ranks of its employees? If so, what are the possibilities for early-morning or afternoon adult school sessions? What are the implications of these data on program location? (It's tough to hold adult classes in a high school during the day).
- 4) What is the general educational attainment in your community? Do you anticipate a call for high school preparation? If so, what kind of preparation do you anticipate being in demand? Is there a G.E.D. testing center near you? What arrangements can you make with your local school committee in regard to issuance of an adult High School Diploma? (See Section IV-D)
- 5) How do local employers view the educational needs of their employees? (Your advisory council may be of particular help here.) How important to them is a high school diploma in considering employees for advancement? What are the implications of this importance (or lack of importance) for the emphasis within your projected programs?

Obviously, a great number of factors need to be considered. The mass of data you have collected must be brought together to form a comprehensive view of the educational needs of your community. These needs may range from basic skills to secondary preparation to English language training to consumer skills to career counseling.

Remember, at first you are just identifying needs. There may be a long list, and you may not be able to meet all of them within the limited budget and scope of your program. But until you have identified all of your communities' adult educational needs, you will not be able to give priority to any of them.

## CHOOSING YOUR PRIORITIES

You should now have, in addition to a large body of data concerning your community, a list of adult educational needs in your community as perceived by yourself and your advisory board. That list of educational needs may be very long and, as stated in the previous section, far beyond the scope and budget of your fledgling program.

Now is when you must sit down, and again with the counsel of your advisory board, decide on your program's priorities. You must decide which community population to serve and which needs to address. These are not always easy decisions, and invariably have numerous philosophical and political implications. It is for this reason that it is important that they be made in concert with your advisory board of community leaders. If questions later arise concerning the priorities chosen, you as the program directors will not have to take the full load of justification on your shoulders. Use your advisory board to full advantage.

Some of the questions you and your advisory board will want to answer are:

- (1) Which populations have greatest need for the program
- (2) Which populations are receptive to the program
- (3) What needs can your program reasonably expect to address

Be sure that you consider the legislative guidelines (see Introduction) for Adult Basic Education Program funded by P.L. 91-230, as well as the guidance offered by the Massachusetts ABE State Plan (copies available from the ABE Unit, Bureau of Adult Services).

## DESIGNING YOUR ADULT EDUCATION PROGRAM

In designing your specific adult education program, there will be a large number of things to consider. It will be possible to address only a few of the most important of these and offer some comments or possible questions that you might consider in regard to each:

### PROGRAM LOCATION

You will want to spend some time considering the alternatives available in basic educational delivery systems. Perhaps, of course, you are restricted by local conditions to a single option, such as an evening program housed in your secondary school. If this option is the only one you have, then of course you must make the best of it. Other possibilities for adult instructional delivery systems include:

- a) Decentralized sub-programs housed in churches, community-centers, banks, libraries, hospitals, penal institutions, old-age homes, places of employment, etc.
- b) Local T.V. or radio offerings if local time is available. Especially true if local cable television exists.
- c) Home visitation programs for the elderly, the invalid, or the shy.
- d) Correspondence programs. Especially if you are working with a county-wide organization that has a large territory to cover.
- e) Adult learning center(s). Buildings specifically designed (or redesigned) for use as an adult instructional setting.

You will also want to consider such factors as the ethnic and demographic distribution of your ABE clientele throughout your community in determining your program location.

### TIME

In every community, large or small, there are workers and homemakers who are unable to attend evening classes due to work schedules or home responsibilities. Schedule morning, early afternoon, late afternoon, and weekend classes--as well as evening classes--to make opportunities available to all adults. If the district now has only evening classes, consider adding one or two daytime classes and gradually build a balanced program of daytime and evening classes or learning laboratory hours.

### FINDING FACILITIES

No matter where, or in how many places, your program will operate, there are some basic considerations to keep in mind when locating facilities. Among them are:

- a) Is there adequate lighting, furniture, heat, washroom facilities, maintenance?
- b) Is there adequate space for the number of people you anticipate serving?
- c) Is there office space available for administrative requirements?
- d) Is the public transportation system adequately available to the population you intend to serve?
- e) Is there adequate parking?
- f) If you are trying to reach certain populations during the workday, are your facilities near their employment?
- g) Is the area one in which your clientele will not be hampered by considerations of personal safety during the day or night?

h) Is the setting and arrangement of space adequate for the type of instruction you envision? Individualized instruction and learning laboratories require different kinds of space than group or classroom instruction.

i) Is additional space available for support services such as counseling?

j) Check with your local building inspectors. He can tell you what requirements exist for facilities of this sort. This is very important. Did you know, for instance, that in most cities public buildings must have certain floor-load characteristics not usually met by wood-frame structures? Your building inspectors will be happy to help you avoid future problems.

k) Is the location and the physical set-up of the building adequate to insure security for your property and employees? Is the expense within your budget? Are locks and systems adequate to prevent or detect burglary and/or vandalism?

#### HIRING YOUR STAFF

Most likely, you will have primary responsibility for hiring your own staff. Depending on the size of your project, this may or may not be a time-consuming procedure. You have already determined, in making your program proposal, the instructional and support staff you will need.

Everyone has his or her own approach to the question of hiring. It would certainly be impossible to summarize here such a complex decision in a manner that would be acceptable to everyone. Remember, however, that the quality of your program is more dependent on the quality of your staff than on any other single factor. Take your time, and know the qualities for which you are looking. Some factors you may want to take into account are:

- a) experience-in adult education  
in related fields
- b) references



- c) training as an adult educator (see Section )
- d) the ethnic makeup of your projected clientele (if you anticipate a large number of Spanish-speaking students, it might be wise to have at least one Spanish-speaking instructor)
- e) personality
- f) familiarity with curricular materials
- g) hours of availability
- h) background in E.S.S.
- i) experience in G.E.D. preparation programs
- j) training as a reading specialist
- k) knowledge of elementary and/or high school arithmetic and mathematics.
- l) an understanding of the special needs of the A.B.F. population. A love for diversity and a desire to assist people on a friendly basis.

It is possible that you may not wish to be personally responsible for staff selection. This decision is a matter of leadership style, and must be reached in conjunction with your school superintendent. If you decide that you wish to share this responsibility, you will want to appoint a hiring committee. Possible members of such a committee would be: school committee members, potential students, other staff, system teachers, community leaders, yourself and others.

Another possibility is to utilize the school district's personnel office. This, however, would take the decision entirely out of your hands and could have significant influence on your future relationship with your staff.

## PLANNING CURRICULUM

Once again, the question of curriculum planning is a complex one that can only be briefly touched upon here. Offered are only general comments and suggestions that may serve to give some initial directions:

### 1) Set Program Goals

- a) Review the general goals for adult basic education as set out in legislation (see section III), guidelines (see introduction) and state plans.
- b) Create local goals based on the population you will serve and the needs you wish to meet.
- c) Formulate your goals in specific terms. Example:  
"The participants in the Adult Basic Education Program will learn how to use the services of the Legal Aid unit in their community. They will discover how to go about contacting, meeting with, and following through on a case with legal aid lawyer."
- d) Report your program goals to your advisory board. They may have helpful additions.
- e) After such goals have been formulated, you can then sit down and design activities and learning experiences to meet them.

### 2) Plan the Curriculum

- a) If your community has previously had an adult education program, analyze the effectiveness of the curriculum that was used. Talk with participants, teachers, counselors who were involved with the program to get their evaluations.
- b) Look at the curricula that other programs use. Talk with other adult education directors; visit their programs.
- c) Base your curricula on the types of needs you are meeting. The different groups you are serving will need a curriculum adjusted to their needs. Adults with little educational background, adults learning English, and adults working on their secondary credential will require different types of instructional activities.

d) Try to plan the curriculum by creating learning situations that draw from the life experiences of the participants. Adults bring with them a large store of experiences that can serve to demonstrate and illustrate their lessons. Make full use of this rich source. Examples: Thematic units can be organized around performing tasks such as marketing, renting an apartment, child care, getting a job, coping with employees, buying on time, etc.

e) Centralized and decentralized program structures may require different curricula: Centralized programs might offer several categories of classes--reading, math, coping skills of various sorts--as well as learning laboratory requiring programmed materials, equipment and space for working individually, and tutoring assistance.

Decentralized, mini-programs operating in various locations will need curricula easily adaptable to many settings. Well-organized, portable materials of an inexpensive nature will be helpful.

NOTE: It is not appropriate to cite examples of specific, commercially-available materials here. Please refer to Appendix VI for a complete list of materials on the market. Please keep in mind that the Bureau of Adult Services is not in a position to endorse any specific product.

### 3) Determine Methods of Instruction

Different methods of instruction may be appropriate to various participant groups. In addition, methods of instruction will tend to differ according to the nature and size of your program. Learning Centers have generally followed a pattern of high individualization (with some notable exceptions). Individualization is more difficult to accomplish in a small, part-time program. It has been done, however, through the creation of small, "mini-learning-centers," where participants drop in to the "classroom" any time during certain hours. Individualization, however, may not always be appropriate. Some client groups, and some

physical arrangements and subject matter (such as E.S.L.)

are better dealt with in a group.

- a) Consider the uses of forming small groups in the classes with the teacher functioning as a resource person.
- b) Weigh the possibility of allowing participants to choose the content and pace of their learning experiences.
- c) Incorporate learning activities such as field trips, demonstrations, and guest speakers. Draw from community resources to plan these. Use the community as a laboratory and plan learning experiences in its museums, art galleries, markets, government offices, courts, etc.

4) Balance Your Materials. Encourage teachers to maintain a balance between professional and informal instructional materials. Most ARF materials are prepared professionally and meet the essential technical requirements for good reading and arithmetic instruction. Many commercial reading and arithmetic materials relate to the everyday personal problems of adult learners, but careful selection is essential.

Before a wide variety of commercial materials became available, many teachers used informal materials such as income tax forms, employment application forms, installment sales contracts, food and consumer goods labels, loan company advertisements, daily newspapers, and telephone books. Many teachers still believe that informal instructional materials are effective for use in conjunction with professionally prepared materials. The use of informal materials should be encouraged, not dismissed as being obsolete. In some instances, informal materials are closely related to the everyday problems of students.

One example is the "Language Experiences" approach, wherein the student learns to read using a story or material that he or she has

dictated to an instructor, drawing from his or her own experience to create the material. The students are there learning to read within their own vocabulary, and are working with material that is meaningful to them.

### EVALUATING MATERIALS

The evaluation of instructional materials and equipment can be part of teacher inservice education. The risk of unused or improperly used materials and idle equipment is substantially reduced when teachers are directly involved in evaluation and final selection.

- \*\* Encourage teachers to investigate, analyze, and try out new instructional materials and new types of audiovisual equipment.
- \*\* Place sample instructional materials in the ABE professional library or resource center. Urge teachers to examine them.
- \*\* When teachers feel that a certain instructional method or approach has possibilities for the improvement of instruction, arrange for trial use of that idea. Encourage other staff members to observe and discuss the method informally.
- \*\* When a piece of equipment appears to be highly satisfactory, have participating teachers demonstrate its use at an inservice meeting. "Hands-on experience" for all teachers, especially with new audiovisual equipment, should be part of the demonstration.
- \*\* Evaluation of materials, equipment, and the proper use of instructional tools should be an ongoing process.
- \*\* Do not attempt to evaluate and select materials and equipment solely at the administrative level. The sheer volume available makes such a procedure impractical. Furthermore, teachers frequently challenge new instructional methods and materials when they are not involved in the evaluation process.

- \*\* Work with teachers in the development of a checklist for evaluating materials and equipment. The checklist should be built around the special characteristics of ABE programming, for example:

Are the backgrounds and needs of ABE students recognized?

Are the learning activities related to the interests of ABE students?

Is the vocabulary satisfactory for ABE reading levels?

Are the directions clear and simple?

Is further study on the part of the student encouraged?

Can the student move ahead at his own pace and achieve maximum progress?

Is the material constructed with short-term goals so that the student can feel a sense of accomplishment after each use?

Are suggestions for instruction provided for the teacher?

Are the mechanics of the materials, such as the size of the print and the layout of pages, suitable for ABE students?

Are pretests and post-tests available?

- \*\* Include the mechanics of equipment operation in the preservice training program. Keep extra copies of equipment manuals in the library or resource center.
- \*\* Evaluate methods and techniques at least once a year. Do they improve student progress? How well do adult students like particular methods or materials? Teacher enthusiasm for a method sometimes overshadows facts about student progress or how well students like certain materials. An evaluation of an experimental program is essential before moving to full-scale use of the materials or equipment.

**RULES  
AND  
REGULATIONS**

## RULES AND REGULATIONS

The following pages describe the program and its goals, the priorities, regulations, and conditions under which programs will operate, and the responsibilities which local educational agencies assume in conducting programs.

Funding decisions are made in accordance with the merit of individual applications as evidenced by the degree of program planning, community involvement in the planning, the feasibility of the program design for meeting the educational needs of the adults to be served, the ability of the applicant agency to satisfy the regulations and conditions set forth in these guidelines, and the relationship of the proposed program to the priorities, terms, conditions, and objectives of the individual programs under which monies are requested. The planning process is a requisite to effective programming. Planning should be the mutual effort of the community and the educators. It begins with a determination of the community's social, political and economic climate with an emphasis on unmet educational needs and desires.

### 1. PROGRAM PRIORITIES

Such criteria and priorities are designed to assure that first priority is given to programs which provide for instruction in speaking, reading, or writing the English language for persons functioning at the fourth grade level or below. Second priority is given to such instruction for persons functioning above the fourth and through the eighth grade level. Third priority is given to such instruction for persons functioning above the 8th and through the 12th grade level or its equivalency.



In determining whether the need for adult basic education has been met in a particular school district or other area the State agency considers among other factors: (a) The degree to which the responsible educational agency has made available the opportunity for all adults functioning below the eighth grade level to participate in adult basic education programs; (b) the degree to which the responsible educational agency has utilized the most recent State and county statistical and census information regarding adult educational attainment.

## 2. COOPERATION

The task of locating the undereducated adult and encouraging his or her enrollment and attendance in adult classes requires the active cooperation of both federal and state agencies, civic organizations, and adult leaders in the community. The director of the program should ascertain which individuals, organizations, and agencies may be of assistance to him or her in identifying the undereducated adult, as well as be in a position to recruit and refer students to the program.

## 3. ADVISORY BOARD

In order to assure that the program is meeting the needs of the local community, it is recommended that an advisory committee be appointed to provide the program director with additional knowledge of the adults to be served. An advisory committee is an advice-giving body assisting the program in meeting its proposed objectives. A majority of the adult schools already have advisory councils. These may also serve to assist the director of the adult basic education program.

## 4. TUITION AND FEES

Tuition and fees, if any, collected from students enrolled in other adult education programs, may not be included as part of the Federal or non-Federal expenditures under the State plan.

## 5. SHARING OF EXPENDITURES

The sharing of expenses includes any State or local educational agency monies expended for the purposes delineated under "Eligible Cost," any any State or local educational agency monies expended for Adult Civic Education, a program of basic education in effect in

Massachusetts since 1919. Adult Civic Education is considered a component part of the total Adult Education program for purposes of reporting, and expenditures related to this program are considered eligible to be counted for sharing purposes only if such expenditures related to this program are considered eligible to be counted for sharing purposes only if such expenditures meet with the criteria established in "Eligible Costs."

#### 6. INSTRUCTIONAL HOURS

Classes should be conducted in accordance with the organizational pattern of the local agency. In a learning center, it is recognized that instruction is often on an individualized basis. In any class, at least four instructional hours per week for a minimum of 30 weeks must be provided.

#### 7. NON-ENGLISH-SPEAKING STUDENTS

Non-English speaking adults enrolled in the ESL-ABE classes must give assurance of commitment towards achieving those goals as outlined in the Instructional Areas towards competency at the eighth grade level through standardized testing. A student will also be considered graduated when he attains competency at the eighth grade level by standardized testing. In other words, the learning goals pursued by ESL students must encompass a broader academic range than merely learning English. The student must have a commitment towards achieving academic competency at the eighth grade level in the areas described in section 9.

#### 8. CURRICULUM AND INSTRUCTION (see section II E)

Generally there must be three levels of instruction for both native born and ESL-ABE adults: the beginning level, grades 1-3; the intermediate level, grades 4-6; and the advanced level, grades 7-9. Students demonstrating skills at or above the 7.5 grade level may be considered either adult basic education or preparatory high school equivalency students.

#### 9. CONTENT AREAS

**Reading**--Students enrolled in the ABE Program must demonstrate a statistically significant increase in reading performance scores as measure by standardized testing.

**Mathematics**--Students enrolled in the ABE Program must demonstrate a statistically significant increase in mathematical performance scores as measured by standardized testing.

**Social Civic Concepts**--Students enrolled in the ABE Program must

demonstrate attitudinal and behavioral changes in their roles as parents, producers, consumers, and citizens as measured by structured teacher and/or counselor interview.

English as a Second Language in Adult Basic Education--Students enrolled in English as a Second Language classes in the ABE Program must demonstrate the ability to understand and speak communicational English with 90 percent accuracy those basic patterns of language syntax and structure practiced in class as measured by teacher-constructed oral tests.

#### 10. TEACHER TRAINING

Each program must provide pre-service and in-service programs for teacher training. The program director is responsible for initiating these programs, and a special section in the program proposal is provided for these expenses. A three-year Staff Development Region I grant by the U.S.O.E. has been awarded to the University of Massachusetts for providing professional training in Adult Basic Education. Through the coordinated efforts of the University and the ABE State Office goals have been established for effecting professional growth. You should feel free as a program director to call on the University and the State Adult Basic Education Office for assistance in providing pre-service and in-service training for your new experienced staff. Assistance can be offered in the form of on-site trainers, conferences, materials, programmed audiomodular packets, reviewing program curricular materials, planning for college courses in adult education curriculum and methods, providing evaluative services, and conducting other special activities directed at the improvement of resources for the training. (see section on IV, E & F).

#### 11. PROGRAM DIRECTOR

The local agency has the responsibility for appointing a qualified principal adult education administrator (program director).

#### 12. TEACHER QUALIFICATIONS

- a. Massachusetts State Teacher Certification.
- b. Completion of such pre-service and in-service courses as may be required by local and state policy.
- c. Waiver of "a" and "b" may be granted in exceptional or extraordinary circumstances.

#### 13. ASSOCIATE PROFESSIONALS

The local program has the responsibility for determining the qualifications of associate professionals.

14. ADULT EDUCATION LEARNING SPECIALISTS

From time to time, local agencies may need adult education learning specialists. Such specialists may be in the areas of curriculum development or coordination. The local agency in cooperation with the state agency, shall share responsibility for determining qualifications of such specialists.

15. GUIDANCE AND COUNSELING

Each basic education program will provide guidance and counseling services for the adults. The under-educated adult presents a host of values, attitudes, ideals, interests, capacities, aspirations and problems which need to be bridged, reconciled and solved. The purpose of guidance in adult basic education is to assist each student to develop realistic ideas and images of himself or herself; to discover opportunities in the world; and to help or her formulate, plan for and achieve realistic goals with ever increasing self-direction. Therefore, the student should learn about himself or herself, learn about opportunities in education and employment, develop sound habits and social relationships, and make and carry out plans. In small part-time programs such services are probably best accomplished by instructors in the classroom situation. Full-time learning centers are required to employ a counselor. The administrator, teacher, and guidance counselor should plan cooperatively and meet frequently so that they may better understand what each is able to do for the student. A suggested list of concerns are as follows:

- individual counseling
- group counseling
- orientation
- testing (placement-achievement-diagnostic)
- use of testing information
- grouping
- individual personnel folders
- attendance
- progress reports
- appraising performance
- certification and graduation

The guidance counseling program must be concerned with much more than the collection of test results and the recording of student progress. It must concern itself with the individual student, his or her needs, progress, and problems at school, home, and work. Most important, it must provide assistance in resolving such problems.

16. TESTING

Testing is essential to determine the level of the incoming student, to diagnose his or her educational needs, and later, to measure growth.

17. REPORTING AND EVALUATION

All federal programs require reporting and evaluation systems designed to justify the expenditure of monies in terms of program accomplishments and the attainment of program goals. Programs will be expected to submit all required program and fiscal reports with a view to program accountability and improvement.

Local educational agencies, other state governmental agencies conducting programs will submit to the Massachusetts Board of Education such periodic reports on such forms and containing such information as the Massachusetts Board of Education may require to systematically carry out its responsibilities under the State Plan, and will keep such records, afford such access thereto, and comply with such other provisions as the Board of Education may find necessary to approve the correctness and verification of such reports.

Data will be collected periodically and systematically from individual student records, records of attendance, achievement scores, teacher and supervisor reports and other sources of information in compliance with Federal and State Laws concerned with confidentiality that will permit evaluation of the Adult Education program.

Each program will be supervised by personnel of the Massachusetts Board of Education, and reports of progress will be made as directed by the Massachusetts Board of Education.

See Section IV for complete information on how to prepare regular reporting forms.

18. LOCAL ANNUAL PROGRAM PLAN

By February 1 of each year, the local agency will prepare the local annual program plan for the following fiscal year. The local agency shall utilize the appropriate forms as they appear on section .

19. BUDGETARY REQUIREMENTS

a. The fiscal year extends from July 1 to June 30. When a proposal is approved, unless notified otherwise, four quarterly payments will be made during the course of the fiscal year. Each payment will be approximately one-quarter of the total amount allocated for the program.

b. Bonafide expenditures and encumbrances made under accounts payable on or before the end of the fiscal year must be liquidated within the following twelve month period. If a program is not refunded the subsequent year, all capital items and instructional materials bought with Federal funds are to be returned to this office following a fiscal audit review.

c. At least half of the total budget will be for instructional salaries.

d. The purchase of any capital non-instructional items costing \$200.00 or more must be specifically approved before purchase. An inventory of such capital items will be kept, both with the local agency and with the State agency.

e. Accounting records should be available for inspection on a week's notice.

f. Categorical transfers of monies after a budget is approved will be allowed up to 10%.

## 20. ELIGIBLE COSTS

a. Salaries, wages, and other personnel service costs of permanent and temporary staff employees, members of advisory groups and consultants for the performance of services reasonably related to programs, services, and activities under the State plan, including:

1. the costs of regular contributions of employers and employees to retirement, workmen's compensation, and other welfare funds, and

2. payments for leave earned with respect to such services, including educational leave: Provided, that such leave is approved in advance by the state agency and is in conformity with the policy of the state. The fact that funds are used for the salary of an employee on such leave does not preclude Federal financial participation in the salary of the person employed to replace him or her, as long as the replacement is otherwise eligible.

b. Fees, tuition charges, or other payments for the education or training of employees whether or not on educational leave, while attending course, workshops, conferences, or seminars, approved in advance by the State agency for the benefit of programs, services and activities under the State Plan.

c. Conference and travel expenses of staff and consultants. There, too, in accordance with established appropriate State, local or institutional travel regulations and limitations.

21. AUDIT OF EXPENDITURES

The account of participating agencies will be audited by auditors employed by the State Board of Education. These audits will be made annually and copies of such audits will be available in the office of the State agency.

**PROGRAM  
OPERATION**



## FINANCE

This section concerns itself with how to handle your program's money: sample accounting procedures, reporting procedures, and general administrative advice. Specific information on how to fill out various state forms is found on section .

### The First Thing to Do

As an Adult Education Director, with fiscal and the responsibility for a great deal of money, your first step should be to call your local school district's finance officer (he or she may have any one of a variety of titles, but you know who he or she is) and make an appointment at a time when both of you can sit down for a long, uninterrupted talk. He or she is the person who knows all there is to know about how to handle your program's resources. Local districts vary considerably in their rules and regulations in regard to control of program spending and administration. Following, however, are some general areas about which you will want to question your finance officer:

1. Ordering Material: How do you go about purchasing supplies for your program? Do you make use of a purchase order? What does one look like? How do you fill it out? If not, how is billing arranged? Most importantly:
  - a) Is there a price limit for individual items? Most school districts

will set a maximum amount of money (like \$100 or \$150) that can be spent on a single item without it going out for a bid from various suppliers. Find out what that amount is, and what that amount is, and what the procedures are for asking for bids.

- b) To whom are supplies to be delivered? Often audiovisual equipment must be delivered to a central workshop for the entire school district, where it is checked over before going into service. Find out if this is so.
- c) Ask if "software" supplies (paper, pencils, ink, erasers) are available from a central supply point, or whether you are expected to order them separately for your own program. This question may have already been raised when you were filling out the program proposal (see Section V-A).
- d) Ask what system the school has to maintain inventory of supplies. This is particularly important when dealing with expensive but easily-removed items such as typewriters, cassette recorders, and phonographs. Find out if they can be tagged, and keep an accounting yourself of where they are.

2. Ask about the payroll. Your employees will be coming to you with questions about their paychecks. Perhaps they will feel some mistake has been made, or perhaps they will be concerned about taxes, payroll deductions for savings, insurance or parking, or they will want to know about vacation time, or sick leave. For instance, sick-leave pay is not subject to social-security tax. That bit of information may save some time and administrative bother later when an employee asks why his F.I.C.A. deduction changed last week. Ask your finance officer to explain to you how the payroll system works, and how it doesn't work so that you can do the same for your staff when they ask you.

3. How do you know how much money you have? Ask the finance officer what arrangements are made to inform you of how much money remains for your program to spend. In most cases, when the check from the state arrives, it will be placed in the general fund of your school district. An "account" will then be set up for you within this fund, with the amount of the state's grant as your beginning balance. Periodic reports will be issued you to tell you what you have left to spend.

Ask your finance officer:

- a) How often will you get these reports?
- b) What do they look like?
- c) How do you read them? What do these funny signs over here in the corner mean anyway?
- d) If your program will be charging tuition fees, and these fees are to be made available for your program to spend,
  - \*\*To whom do you give the money?
  - \*\*Do you take cash, or checks?
  - \*\*How do you give a receipt? Is a plain dime-store receipt book sufficient?
  - \*\*How is that income reflected in the periodic reports?
- e) Even if that money is not going to be made available to your program to spend (it isn't always), how can you find out, keep track of how much money you've taken in as a talking point with your school committee?
- f) Are you expected to respond to the report in any way?
- g) Is the report according to just one lump sum? Or is it broken down by category of spending, with limits on each category according to your program proposal. In most cases, it will be a lump-sum report, and you will have to keep track of categories yourself, as explained below.

There are, no doubt, a number of other questions that you will think of to ask your finance officer. But remember this cardinal rule:

DON'T SPEND OR ORDER ANYTHING UNTIL YOU HAVE SPOKEN TO HIM OR HER ABOUT THE ABOVE FACTS. You will find that, in most cases, he or she will be more than happy to acquaint you with administrative procedure, and will be appreciative of your asking for advice before proceeding.

## KEEPING ACCOUNTS

In part, the ABE Director's function is to receive funds, order equipment and supplies, pay salaries, pay bills, maintain records of all transactions, and make regular reports to the ABE unit of the Bureau of Adult Services.

To carry out these functions in a business-like manner, the Bureau of Adult Services would like to recommend a simple, uniform accounting system. The purpose of suggesting this method of record keeping is to assist those directors who are relatively unfamiliar with accounting practices, and at the same time to assure an accurate reporting system for the purpose of annual audits. The system is meant to supplement, not replace, any local accounting system offered by your school department. It represents a minimum of information which should be maintained by the Director. If your program is large and its finances complex, it is urged that you devise, with the assistance of your local accounting office, a more advanced system.

### Recommended Accounting Systems

The basic materials to be used with this system include:

- 1) Two-page, 14-column accounting paper for recording all monetary transactions.
- 2) Folders-for use in systematically filing vouchers, bills, receipts, copies of requisitions or purchase orders, and other such documents.

### Sample Ledger Page

The adjoining ledger page gives examples of a few of the entries which may be made in keeping your records.

#### Description:

Briefly explain each item, recording the date when it occurred. One possible means of describing an item is to refer to an invoice number, a receipt number, or a purchase order number. You may want to provide space to enter a variety of information concerning expenditures, such as invoice number, purchase order number, etc.

#### Expenditures:

In general, you will want to organize your expenditure columns according to the categories by which you will have to report on the "Monthly Statement of Expenditure" form (see Section V-B). The sample ledger sheet shows a beginning-month balance for each category of which you wish to keep track. As money is expended on each item, enter the amount under the appropriate column. At the end of the month, simply add up all expenditures in each column and subtract the total from the beginning balance to arrive at your new balance.

Reminder: the "Monthly Statement of Expenditures" form asks for information based on monies either actually spent or monies committed but not actually expended. That is, if you sent out a purchase order for equipment, that money, from the Monthly Report's point of view, is already expended and should be entered. If the actual amount is later found out to be different, a correction can be entered with a reference made under "description" to the previous entry (see example). In this way, your totals are likely to differ from those given you by your local school department's accountant.

## EVALUATING THE PROGRAM

An annual evaluation of the local ABE program by teachers, students, administrative staff, and cosponsoring agencies has many advantages, including:

- \*\* An evaluation usually results in recommendations for program changes. Furthermore, implementing change is usually easier when those who are directly affected help make the recommendations.
- \*\* With annual evaluation, the purpose of the local ABE program is more clearly understood by everyone--including students.
- \*\* A self-evaluation of the program provides a valuable inservice activity for teachers.
- \*\* Evaluation helps to avoid false assumptions. A high dropout rate, for example, may be blamed on poor instruction. Evaluation may reveal that a poor policy of testing and student placement is to blame or that the time classes are offered are inconvenient for a number of students.
- \*\* Periodic reports to the superintendent and the board of education, including recommendations for program improvement, can be substantiated with facts.
- \*\* Budget recommendations, based on substantiated facts, are more convincing than recommendations based on opinions.
- \*\* Legal or financial restrictions, which critics feel impede the program, can be defended with facts.

A complete evaluation of individual student progress in reading, writing, and arithmetic is essential to relate the purpose of ABE to its effectiveness. Some administrators dislike to test students on the grounds that testing discourages them. Without an evaluation of each student's progress, a director can only say, "We think ABE is achieving

its major purpose. We don't really know."

### Suggestions for Self-Evaluation

The following suggestions should help an ABE director build a self-evaluation program:

- \*\* Involve teachers in planning and conducting self-evaluation. The most successful program evaluations are developed by the entire staff on a step-by-step basis.
- \*\* Develop and use anonymous student opinionnaires. The student opinionnaire is a practical, inexpensive method of collecting suggestions for program improvement and information about program benefits.
- \*\* Plan an annual follow-up of students. Followup can be a part of teacher inservice training. The teacher is usually in the best position to conduct a student follow-up study. Students are more likely to respond to a request from a person they know. As part of follow-up, contact ABE students currently enrolled in other school programs.
- \*\* Develop a pretest/post-test plan. Urge ABE teachers to keep individual records of each student's grade-level placement test scores. Also encourage teachers to repeat the entrance test at the end of the term to determine individual progress.
- \*\* Decide what student data to collect. Analyze the data within the limits of available staff time.
- \*\* Make maximum use of existing records. Student registration forms, monthly and annual attendance reports, student employment records, and counselor reports provide information that is seldom used to full advantage.
- \*\* Have teachers conduct an annual self-appraisal. A self-appraisal by each teacher gives the director an opportunity to discuss individual strengths and weaknesses. Helping teachers to improve their classroom techniques is one of the most important functions of the ABE director.
- \*\* Set aside specific times for classroom visitations. First-hand observation is essential. Put visitation times on your calendar and allow nothing to interfere.
- \*\* Have each member of the administrative staff, including the director, make an annual self-appraisal.



- \*\* Prepare an annual evaluation report for the superintendent and board of education. Include program successes, failures, and aspirations.
- \*\* Before the close of the program year, prepare a list of improvements planned for the next year. At specific times during the following year, report to the superintendent and the board of education on the progress made in accomplishing these goals. Substantiate progress reports with factual data.
- \*\* At least once a year, make a thorough review of ABE activities conducted in partnership with community agencies. Both partners should present facts and make suggestions for program improvement.
- \*\* Complete program evaluation at a time when findings and recommendations for change will be useful in planning the program for the next fiscal year. The best incentive for self-evaluation is stimulation of positive change.

#### Implications

Evaluation is often the most neglected phase of school administration. There can be no effective evaluation unless the purpose of the program is clearly understood by everyone concerned. In the early days of ABE, there may have been some excuse for not fully understanding the purpose of the program or not knowing what was being accomplished. Excuses are no longer valid. Directors of every educational program, whether for adults or children, want more funds to serve students. Without effective evaluation at the local level, it will become increasingly difficult to substantiate requests for more ABE funds.

An ongoing plan for local evaluation calls for self-discipline and an objective point of view. But a local approach has many advantages over infrequent formal evaluations by an outside agency.

## RECRUITING

Most people enroll in ABE because they want education for more than the sake of education. Recruiters are frequently asked questions such as:

I have a job, so why should I give up my evenings to come back to school?

Will the time I spend in ABE help me get a better job?

Why should I risk embarrassment by going to school? I'm on welfare.

Will I have a better chance of getting off welfare if I go back to school?

Will I learn how to buy more with my money?

Will I be able to help my children with schoolwork?

A desire for economic security, as provided by a job, is basic for most people. A desire for social approval--demonstrated by an attractive home, an impressive car, a color television set, and other material things--is also important. The ability to read and write is a fundamental need in our society. Potential students will usually enroll if they can be assured that the ABE program will be of direct, personal benefit.

Prospective students recognize that there is a relationship between the amount of an individual's education and the amount of his earnings. Yet, for many people, an education beginning with basic reading and writing seems a long, tortuous process. ABE recruiters must be able to

identify and sell the immediate benefits to be derived from going back to school. A good salesman, or recruiter, can translate buying motives into appeals which will convince prospective students that ABE does have immediate personal value. The recruiter must be prepared to counter every negative response made by the prospective, or student.

#### Know Your Customers

A knowledge and understanding of potential customers, or students, is essential. This principle applies to both direct and indirect sales methods. Develop an appreciation of family traditions and an understanding of the cultural patterns of potential students as part of the preservice and inservice training for teachers and paraprofessionals. For example, staff members should understand why students with Appalachia backgrounds go "down home" on weekends and holidays. An awareness of potential problems and probable reactions of students is also important.

#### Know Your Product

The product you are selling is the ABE program. Know what it has to offer. The professional literature encourages directors to establish written objectives. Yet, merely stating program objectives or the purposes of the law will not encourage many people to enroll. Translate objectives and purpose into meaningful terms that suggest benefits for prospective students.

Explain program advantages to prospective students. Convince them that advantages, such as the opportunity to get one's own goals,

do exist. Stating the purpose of the program, in customer terms, provides sales confidence and keeps the recruitment presentation from becoming mechanical.

### Develop a Positive Approach

Direct and indirect selling, with either the spoken or written word, requires a friendly attitude. Personal appearance should radiate warmth; the tone of voice, friendliness; and written communications, appeal.

Use a strong opening. Many salesman, after introducing themselves, use a question to stimulate interest. "Mrs. Jones, would you like to save money on your food buying?" is a stronger opening than, "Mrs. Jones. why don't you come back to school and complete the fifth grade?"

The adult education brochure of Midtown, U.S.A. announces, "On September 12, ABE classes will resume at the Adult Center." Can you imagine a soap company advertising, "On September 12, we will continue to sell detergent XYZ in grocery stores." If ABE is to compete with bowling, television, and other attractive offerings--if it is to overcome the fears and apprehensions of people--program directors must use the same basic principles of selling as company selling a particular product.

Demonstrate the service. In direct selling at home or at the learning center, give the prospective student an opportunity to try out a short lesson at an appropriate reading level. Give the prospect some "hands-on experience" with instructional equipment. Consider developing and using a brief slide presentation to create interest in

the program. The gift of a one-page lesson may create interest and lead to a desire for more lessons.

### Practice Your Sales Technique

Inservice training of recruiters should include opportunities to do the following:

- \*\* Role play ways to handle clients who are skeptical, timid, argumentative, or silent.
- \*\* Practice telling and showing the ABE story. Photographs and samples of instructional materials have eye appeal. Cassette recordings have ear appeal.
- \*\* Discuss ways to convince prospects to visit the program to talk with students and staff members.
- \*\* Strengthen recruiter listening techniques. Know what the client is saying.
- \*\* Practice countering client objections. Learn to distinguish between an honest objection and an excuse.
- \*\* Learn to turn objections into reasons for enrolling. Use role playing with such common objections as:

I can't leave my children to go to school.

It will take me too long to learn to read and write.

I can't afford to take the bus.

I'm afraid I'll fail again.

I'm too old to learn.

### Locate Your Customers

Which sales methods produce the best results in a particular community? The use of an informal survey among students currently enrolled in the program is a common means of determining the most

effective methods. Under the question "How did you learn about the ABE program?", list direct and indirect methods in current use. These may include personal contacts by recruiters; use of printed announcements; radio, television, and newspaper stories; referrals by friends, relatives, case workers, employers, and ministers; and publicity through public libraries, PTA organizations, and so forth. The following means and methods for locating prospective students are based on actual experiences of ABE directors.

### Community Partnerships

- \*\* Develop partnership arrangements with churches, public and private social service organizations, public housing centers, businesses, industries, and governmental agencies. Partnerships provide one of the best means of selling ABE to large numbers of people.
- \*\* Send printed announcements about the ABE program to community agencies that have direct contact with prospective students. Use illustrations. Keep working and sentence structure as short and simple as possible. Avoid the use of educational terms, such as target population, behavioral objectives, or multi-media.
- \*\* Publicize the ABE program as a joint effort with other community agencies. In one large city, the public library annually publishes a booklet which lists all local adult education opportunities offered by non-profit organizations.
- \*\* Explain and demonstrate the ABE program to welfare department case workers and others who have direct contact with clients.
- \*\* Conduct training programs in selling the ABE program for recruiters and volunteers working with community agencies.
- \*\* Invite immigrants, either by letter or direct contact, to attend special ABE classes for the foreign born. Names are generally available from the post office or the local Bureau of Immigration. Aliens must register at the post office during the month of January.

- \*\* Exhibit and demonstrate new types of adult reading materials and equipment at county fairs, shopping centers, school open houses and other appropriate locations. Staff with volunteers or paraprofessionals. Provide class schedules and enrollment forms.
- \*\* Use vacant store windows for displays about the ABE program.
- \*\* Make presentations at club meetings. Members of organizations often have direct contact with potential students. Slides, overhead transparencies, and other media should be kept up-to-date and cataloged for presentations of varying length.
- \*\* Invite ministers, welfare directors, and others with an interest in ABE students to participate actively in the program. Their degree of interest in selling potential students is usually in direct relationship to their own involvement in the program.

#### Radio and Television

- \*\* Become personally acquainted with directors of local radio and television stations. Maintain face-to-face contact throughout the year, not just once-a-year contact by letter or telephone.
- \*\* Radio and television spot announcements should be limited to the amount of time specified by individual stations. Use students as often as possible as announcers. Students often come across better to prospective students than an educator or a professional announcer.
- \*\* Have students help plan messages for prospective students. Seek their advice on clarity and understanding.
- \*\* Investigate joining with other school districts in the geographic area for public service announcements. Adults can be urged to enroll in one of several ABE programs.
- \*\* Give special attention to stations that appeal to prospective students—for example, radio stations that specialize in country and western or soul music.

#### Newspapers and Other Publications

- \*\* Get to know local editors of both daily and weekly newspapers. Keep in regular contact with them.

- \*\* Newspaper feature stories about student accomplishments are often more effective than announcements. Human interest stories, which should have the approval of students mentioned by name, help to build pride in the program.
- \*\* Many industries publish in-house newspapers or magazines for their employees. Feature stories about employees and general announcements about ABE offerings are usually welcomed.

### Within-the-School Partnerships

- \*\* Offer ABE classes at an evening adult center in conjunction with job preparatory and non-credit general adult education classes. When ABE classes meet in the same building as other adult classes, much of the stigma of attending "a school for adults who can't read" is removed. Further, the opportunity to prepare for a job in conjunction with ABE may be available at the same location--an important sales point.
- \*\* Organize child care centers for mothers of small children. This can sometimes be done through other areas of adult education such as parent education, general adult education, or home economics child care programs.
- \*\* Prospective students may call the school to confirm ABE schedules or seek assurance that the program is for them. The basic principles of effective selling apply--including courtesy and a pleasant voice that reflects a desire to help the caller. Keep a list of callers, phone numbers, and addresses. Send ABE sales material to them. Have a recruiter or other staff person make a personal visit.
- \*\* Use information provided by school records. Contact high school dropouts and convince them to enroll in the ABE program.
- \*\* Invite school superintendents and members of boards of education to visit classes. Set up occasional special visits to include state legislators and congressional representatives. Officials will usually not visit the program unless specifically invited to do so.

### Student Contacts

- \*\* Encourage ABE students to bring their friends or relatives to the learning center.
- \*\* At the close of the program year, ask each ABE student to self-address an envelope. Send each an announcement prior to the opening of the new program.



### Close the Sale

There are several effective techniques for getting client action, or student enrollment. Among them are the following:

- \*\* Offer to fill out the registration form for the prospect.
- \*\* Contrast the advantages of enrolling in the ABE program with the disadvantages.
- \*\* Review the sales points.
- \*\* Arrange a visit to the ABE center if the prospect is hesitant in making a decision.
- \*\* Accompany the prospect to a counselor or a teacher for another person's sales pitch.

### Implications

Determining the effectiveness of various methods of ABE selling in relationship to administrative time and cost is an essential part of ABE management. Some directors feel that the development of an effective instructional program is the best means of selling potential students, because it results in satisfied customers. Satisfied customers are essential in maintaining enrollment, but they are not enough. Both direct and indirect sales methods are needed to build enrollment.

ABE requires a more intensive sales program than other areas of education. In general, the less education people have, the more encouragement they need to overcome fears and reservations and to weigh the value of returning to school.

How many ABE students are enrolled in the local program in relation to the adults in the community who need the program? To answer this

question, use 1970 census data. If the percentage is low, an improved direct and indirect sales program is needed.

## CERTIFICATES AND DIPLOMAS

The ABE student is often in need of frequent reminders of significant progress in his work. As an ABE director, you have both a right and a responsibility to provide the means for such recognition. One means is to design a number of certificates or diplomas indicating significant achievement by students. You are free to design whatever levels of recognition you like: each grade-level, subject oriented, eighth-grade, etc. Of course, upon successful completion of the G.F.D. (General Educational Development) examination, a certificate will be issued to the new graduate. An example of some certificates designed by other school districts appears on the following pages.

You may want to investigate with your school committee the possibility of providing an alternative to the G.F.D. in the form of an Adult High School Diploma issued upon completion of a number of Carnegie-units in appropriate adult curricular material. Such an alternative would have to be offered in conjunction with a local school committee decision to grant such an Adult Diploma. Such factors as work and life experiences, military education and training, and previous high school credits can then all be counted, according to pre-set formulae, towards the high school diploma.

## STAFF DEVELOPMENT - PRESERVICE

Should regularly certified teachers with no preparation for instructing adults and no experience teaching adults be assigned to ABE classrooms or learning centers without preservice training? Most authorities agree that the quality of ABE instruction, especially during the first few sessions, is a critical factor in retaining students. The practice of employing untrained teachers is a serious, perplexing concern of many directors.

### Reasons for Concern

The use of untrained personnel is unfair to both teachers and students. Much time and effort devoted to student recruitment, selection of materials and equipment, and other important activities can be nullified. The reasons trained ABE teachers are unavailable provides possible clues to a solution:

- \*\* Almost no teacher training institutions have preparation for instructing adults as a part of their undergraduate programs. Several excellent graduate programs are available in adult administration and ABE instructional methods and procedures. However, few teachers work toward advanced degrees in anticipation of part-time teaching.
- \*\* Many new approaches to ABE inservice training have been developed in recent years. However, inservice programs on local, state, and national levels are usually designed for practicing teachers. Most research studies and professional writing are concerned with inservice rather than preservice training.
- \*\* Summer preservice workshops once provided training for most new teachers. Now, in some communities, as many teachers are employed during the year as in September or October. Learning centers and individualized instructional methods have made it

possible for students to enroll throughout the calendar year. Home instruction programs may begin any time. New classes in partnership with business and industry and community agencies are organized throughout the year--meaning teachers enter the program at different times.

- \*\* Continuous teacher employment demands a continuous preservice training program. Group preservice training methods are no longer adequate. Individualized teacher training methods, as opposed to group instructional methods, are a necessity.
- \*\* The development and operation of an effective preservice program can be a time-consuming responsibility. Administrators generally agree that preservice training should have a high priority. Yet, many ABE directors serve on a part-time basis and, of necessity, must select their administrative priorities. If only one or two new teachers are employed a year, the director finds it difficult to justify the time and expense involved in a local preservice program.

#### Cooperative Solutions

One solution to the preservice problem is to organize and operate a cooperative training program. Many of the barriers to an effective preservice program are removed when school districts within an immediate area pool their personnel resources and budget allocations for teacher training.

Preservice training offered by the local district, or as a combined effort by several districts, might provide new teachers with opportunities to do the following:

- \*\* Observe ABE instruction in several classrooms and laboratories.
- \*\* Learn the needs of ABE students and ABE instructional methods through use of specially prepared video recordings, audio tapes, films, and programmed instructional materials.
- \*\* Study the ABE instructional materials used in local classrooms or laboratories.

- \*\* Become familiar with the operation of instructional equipment.
- \*\* Become acquainted with the building and its facilities.
- \*\* Meet informally with other teachers, counselors, administrators, and other staff members in the local ABE program.
- \*\* Read professional growth pamphlets, books, and materials.
- \*\* Meet as often as necessary during the training period with the local director or supervisor. Counseling and reassurance to the trainee are essential during preservice training.
- \*\* Become familiar with local administrative policies and practices. Teacher reports and unfamiliar classroom or laboratory procedures can be frustrating. If such details are included in the pre-service training, the teacher can devote maximum time and energy to instruction during the all-important first days on the job. A teacher handbook and other pertinent materials should be made available to trainees by each participating district.
- \*\* Coordinate preservice training with inservice training. During the first weeks in the classroom or laboratory, the new teacher should have daily access to professional assistance if need be. Consideration should be given to assigning an experienced teacher to work with the new teacher during this period.

#### Implications

Many new teachers, through circumstances beyond the control of ABE leadership, enter the classroom or laboratory with little or no preparation for teaching ABE students. How many adults drop from the program and sacrifice their last opportunity for an education because the teacher is unprepared? No one knows. The time lag between initial employment and the opportunity for inservice training is a void which must be filled if ABE is to function at an effective level.

The employment of teachers on a continuing basis throughout the calendar year necessitates preservice training on an ongoing basis.

This may mean preservice training on an individualized basis rather than through traditional group methods. Individualization of instruction is applicable to teacher preparation as well as student instruction.

Many administrative problems cannot be solved by the director alone, especially not in a smaller community with a part-time director. Cooperative training efforts among districts offer many possibilities for better use of personnel resources and funds. In the final analysis, local directors must assign their program priorities and the importance of preservice training should not be overlooked.

## STAFF DEVELOPMENT-INSERVICE

Many ABE programs have one or more teachers whom the director considers to be outstanding. Few students drop from the classes of these teachers. A majority of the students demonstrate significant improvement in basic skills. Many secure employment as a result of the teachers' efforts. Directors often ask themselves, "What can I do to encourage or stimulate other teachers to this level of teaching competence?" The best available method appears to be a good inservice teacher training program.

### Teacher Competencies and Learning Considerations

The first step in planning an inservice program might be identifying the competencies, or combination of competencies, of outstanding teachers. The following are often recognized:

- \*\* Enthusiasm for ABE combined with a strong desire to improve personal teaching competencies.
- \*\* A genuine interest in understanding of the adult learner.
- \*\* A thorough knowledge and understanding of the subject matter.
- \*\* Skillful use of appropriate instructional techniques.

The second step in planning an effective inservice program is to select appropriate learning methods. Consider the following:

- \*\* How teachers can gain better insight into problems of ABE Students.



- \*\* How teachers' empathy with students can be further developed.
- \*\* How teachers' understanding of the subject matter can be improved.
- \*\* How all staff members can be motivated toward greater effort.

Deciding how to improve particular teacher competencies should not be too difficult for ABE directors. Teachers learn in the same way that ABE students, doctors, carpenters, and everyone else learns--through observation, participation, inquiry, application, and evaluation. The basic principles of effective ABE instruction apply equally well to training teachers.

The teacher who constantly lectures to students is considered ineffective. Yet, the most common form of inservice training is to bring in a resource person to lecture to teachers on how to improve their instruction. Invariably, in planning an inservice program, the first question is, "What outstanding authorities are available to address the group?" Small group discussions may follow the address to provide an opportunity for teacher participation. This often terminates the inservice training program. There has been no inquiry, no application, and only superficial participation and evaluation. What has been presented may soon be forgotten by the teacher.

To plan an effective inservice training program, a number of factors should be recognized:

- \*\* The capabilities of teachers vary. Inservice training should not begin at the same place for all teachers any more than instruction should begin at the same place for all students.

- \*\* Training should be directly related to the needs of individual teachers. Some teachers need to improve their knowledge and skill in teaching adults to read. Others need a better understanding of the adult learner. A few will need to be encouraged, or even prodded, into using their full capabilities as teachers.
- \*\* A close relationship should be developed between what is to be learned and the selection of a learning method.
- \*\* Resource people with first-hand experience in teaching adults should give teachers practical suggestions for immediate use in the classroom or learning laboratory.
- \*\* Outstanding teachers in the local program are valuable resource people. Representatives of community agencies who work directly with students in other situations should also be considered.
- \*\* Locally prepared video tapes and films can be valuable tools of inservice training and conserve the time and energy of resource people. An ABE professional library should be stocked with carefully selected materials and should be readily accessible to all teachers.

Effective inservice training should have a twofold purpose--helping individual teachers grow professionally and improving the local program.

#### Observation and Participation

Observation and participation are the methods most commonly used for inservice training. The following activities illustrate ways in which these two methods can be used:

- \*\* Create opportunities for teachers to visit other ABE programs to observe instructional methods, special services for students, and administrative procedures. Observations often provide the seeds for new ideas. Visits can also be reassuring. Teachers may find the local program is stronger than they thought. Hopefully, they will also discover ways to improve their own effort.

- \*\* Arrange for teachers to visit community service organizations to learn more about the day-to-day concerns of ARE students. There are dozens of such community service agencies. Since it will be impossible for teachers to visit them all, short interview-type video recordings are possible substitutes. Pamphlets from the Better Business Bureau, Bureau of Narcotics and Dangerous Drugs, Veterans Administration, and other agencies should be available for teacher reference and study.
- \*\* Have groups of teachers collect, review, and select professional materials which should be of direct help to individual teachers and inservice planning committees. Few administrators have the time to locate and screen research studies and professional materials which may be of value to teachers. Delegate the task; then make selected materials readily available.
- \*\* Give teachers the opportunity to demonstrate their instructional techniques to other teachers. The ability of teachers to develop effective methods and techniques should not be underestimated. Furthermore, teachers often benefit from observing the instructional methods of other teachers in the same program. Demonstrations of effective teaching performance should be handled without embarrassing either the outstanding teacher or the observers.
- \*\* Encourage teachers to report suggestions students make for program improvement. Some are excellent.

#### Inquiry Approach

Inquiry as a learning method is used less frequently than observation and participation. Yet, inquiry is one of the most important routes to learning. Teachers frequently ask such questions as:

In what way are students' personal problems related to teaching reading ?

How effective are we working with non-readers?

Can we expect people to enroll in ARE just to learn to read and write, or must other services be provided?

Such questions may appear to be a challenge to the competence and authority of the supervisor or director. Teachers who constructively

ask "Why?" are often responsible for initiating major instructional and administrative improvements. When the true spirit of constructive inquiry is established, teachers will ask such questions as:

Why are ABE students sensitive to certain terms?

Why is one instructional device considered superior to another?

Why don't we have more information about students' financial problems?

Why is student recruitment a major problem?

When teachers study and investigate such questions, inservice training can become a professional growth program dealing directly with major local issues.

#### Application Techniques

Problem solving, based on facts, is an important phase of student learning. Problem solving is also important for teacher learning. Most people, including teachers, learn best through solving actual rather than simulated problems. Application may be as simple as "hands on experience" with a piece of instructional equipment under consideration for purchase. Or, application may be as involved as developing a plan for the continuous self-evaluation of the ABE program.

Except in cases of extreme urgency, most directors do not have the time or the energy to develop comprehensive plans for the improvement of instruction. In addition, such plans must be sold to teachers-- a task in itself. Curriculum development is an effective inservice

professional growth activity. Encourage teachers to develop a curriculum based on student objectives rather than philosophical or teacher-determined goals.

Beginning teachers frequently have difficulty making the transfer from broad educational objectives to practical student objectives. Give beginners ample opportunity to solve their instructional problems. Review proposed solutions with them. Let them try feasible ideas. Their approaches may work surprisingly well and provide redirection for a program.

#### Evaluation

ABE students like to know how they are progressing. Teachers, like students, want to know how much their performance has improved. A common complaint of teachers is that no one ever visits their classes. Teachers have the right and obligation to self-evaluate their own progress regularly and discuss their progress with the director or supervisor. Weaknesses in teaching performances are usually not terminal. The inservice training program provides the opportunity for improvement in teaching performance and an opportunity for re-evaluation.

Inservice training is directly related to supervision of teachers. Teacher self-evaluation can point up weaknesses. Inservice training can help the teacher overcome identified weaknesses and improve teaching performance. The director has the responsibility of helping the teacher follow through in the classroom or learning laboratory.

### Inservice as a Cohesive Force

Many ABE teachers in rural areas work apart from other teachers. The same situation exists in urban areas where teachers work alone in neighborhood centers, public housing projects, or business and industry facilities. Other ABE teachers are isolated in an adult high school or general adult education center.

Taking ABE classes to the students, in both rural and urban areas, is highly desirable. This does, however, increase the need for arranged teacher-to-teacher contacts. The instructional problems and the interests of ABE teachers in rural and urban areas are often similar. Drive-in workshops serving specific geographic areas work quite well.

Interest in Saturday inservice activities has also increased. Teachers of morning, afternoon, and evening ABE classes like to meet together to consider mutual concerns.

### Implications

If educational services for ABE students are to be substantially improved, preservice and inservice training can no longer be considered as perfunctory activities. Time must be provided for such training. Sufficient funds must be budgeted.

Learning is not as simple as pouring water into a bottle. Inservice training, if it is to be more than teacher indoctrination, must be based on a mutual understanding of what the teacher needs to learn. The stage is then set to use every method of learning in a variety of training situations.

Some types of inservice training can be best accomplished in the local school system. Others are more effective if they are provided as a cooperative effort. The trend is for several districts to join together in inservice training and other activities which are mutually beneficial. Such ventures can effectively supplement services offered on a state-wide basis.

Research studies indicate why preservice and inservice training is important. Many formal evaluations of ABE programs throughout the country indicate what needs to be done to improve programs. But it remains for directors to implement ways and means for substantially improving reaching performance.

## COOPERATIVE VENTURES

Cosponsorship of ABE classes under community partnership agreements are mutually beneficial and one of the most effective means of student recruitment. More important, community partnerships can provide students with broadened services in such areas as vocational training, health, employment, and social welfare.

### Partnership Motives

The primary motive of a business partnership is usually profit. The underlying motive of an ABE community partnership is to provide improved services for people. Basic principles for both partnerships are the same:

- \*\* The partners work together in a common effort which is expected to be mutually beneficial.
- \*\* Each partner assumes a share of responsibility and makes an individual contribution to the total effort.
- \*\* The partners agree that in working together they can accomplish more than they could on an individual basis.
- \*\* The partnership is based on personal understanding, trust, and mutual agreement as to method of operation.

Why should a school district, which has sufficient funds to operate its own program, become involved in partnerships with other community agencies? Why should a local director possibly sacrifice authority to work with agencies that may be considered competitors? The answer to



these questions lies in the philosophical direction of the local ABE program.

An ABE program needs comprehensive student recruitment, effective counseling, and adult-oriented instructional methods. Partnership arrangements, in both urban and rural communities, can help with these dimensions and add others. Scores of organizations providing health services, public and private employment services, public and social welfare services, and church and recreational services have a commitment to undereducated adults.

Several steps an ABE director can take to develop community partnerships are:

- \*\* Identify community agencies and business and industrial organizations having a commitment to potential ABE students. Become personally acquainted with the directors of such agencies and organizations. The local United Appeal office, State Employment Service office, Chamber of Commerce, public library, labor organizations, association of ministers, and business leaders can provide names and addresses of prospective partners.
- \*\* Call on agency directors to learn the goals of their respective programs, their problems, and their aspirations. Many of these directors will be unfamiliar with the local ABE program. Explain what you are trying to accomplish. Discuss some of the problems of providing health and job placement services. A frank discussion of ABE operational problems, such as finding appropriate daytime classroom space, may suggest a mutually beneficial reason for a partnership.
- \*\* Accept qualified directors of community agencies as senior partners, rather than junior partners. When an ABE director is willing to enter into such an arrangement, an important step has been taken in ABE partnerships. Working within the framework of state ABE guidelines, each partner agrees to assume specific responsibilities--student recruitment, counseling, health services, instruction, job placement, follow-up, and other student services.

### Partnership Considerations

Partnership agreements are seldom reached in one contact, and not all agencies will show an interest in a partnership arrangement with the public schools. If there appears to be a genuine interest, explore specific ways in which cooperative efforts would be mutually beneficial. Examples include the following:

- \*\* The public housing authority may be interested in having tenants learn about consumer economics and care of household equipment. If ABE provides this instruction, the housing authority may be willing to provide classroom space.
- \*\* The local agricultural extension service may be interested in ABE instruction that is related to learning to read instructions for proper use of feed, seed, fertilizers, and farm machinery. The extension office may be willing to help with recruitment and provide some reading materials.
- \*\* Restaurant owners, building managers, factory foremen, municipal service administrators, and other employers may be interested because they want their employees to be able to read job instructions and safety precautions. Management may be willing to make some released-time arrangements.

Many considerations are a part of any partnership arrangement.

Among them are the following:

- \*\* Mutually agree on the services each partner is to perform. Each organization logically performs those services which it does best and is prepared to finance. Recruiting students may be easy for an industry, but locating a certified teacher and selecting instructional materials may be quite difficult. Successful partnerships are usually those in which responsibilities of partners are agreed on in advance and in writing--a good business practice to avoid later misunderstandings.
- \*\* Familiarize each partner with the guidelines under which ABE must operate. For example, teachers must be employed by the board of education and supervised by the school system..

- \*\* Familiarize yourself with the regulations under which each partner must operate. The most successful partnerships appear to be those in which each partner shares some financial responsibility--such as expenses for student recruitment, announcements, or non-school facilities.
- \*\* Be prepared to share success or failure. Some partnerships fail because one partner receives more recognition than the other, especially in newspaper and television reports. One method of eliminating this problem is to collaborate on feature stories, using quotes by both directors. In the final analysis, the ABE director is responsible for serving as many people as possible--irrespective of who receives the credit.
- \*\* Maintain a close working relationship with each partner, especially during the organizational and early periods. Even after a partnership is firmly established, schedule regular meetings to evaluate the program and plan improvements.
- \*\* Encourage staff members to participate actively in at least one community organization concerned with the welfare of undereducated people. Partnerships are usually based on face-to-face acquaintance and interest in common problems.
- \*\* Ask students about potential partners. Students can often provide valuable information about neighborhood organizations.
- \*\* Have partners help gear reading materials to specific interests. Industries can sometimes provide easy-to-read, job related materials. Students like instructional materials that have purpose and meaning for them.
- \*\* Adapt individualized instruction approaches to the community partnership concept. Many adults cannot attend regular ABE classes due to travel distance, home responsibilities, irregular work hours, or other valid reasons. Under a partnership agreement with a neighborhood organization, such as a church or public library, it might be possible to operate a mini-lab with a trained paraprofessional from the community working under the direction of a teacher. Organize the hours of the mini-lab so that students can come at their convenience.

#### Implications

The community partnership concept provides opportunities to take classes either to people in their own neighborhoods or to their places

of employment. Partnerships provide greater flexibility in the scheduling of daytime classes and may help to bring students into direct contact with agencies providing health, employment, and social welfare services. Duplication of effort is sometimes avoided through partnership with community organizations.

Community partnerships often lead to steps beyond the usual direct and indirect student recruitment methods. Partnerships often strengthen rather than weaken ABE programs--provided the primary concern focuses on helping individual students.

The major objection to developing partnerships appears to be time. Many administrative hours are needed to work directly with community agencies. The ABF administrator must set his priorities and use available time wisely. For example, time spent working with agencies and organizations may pay better dividends in student recruitment than time used in indirect recruitment. Hours invested in locating daytime class space in school buildings may be better spent organizing partnership classes outside school buildings.

Developing more effective methods for reaching greater numbers of people who need ABE instruction is a challenge for every ABF director. Therefore, all ABE programs should be moved toward the community concept of total educational involvement.

## COMMUNITY COMMUNICATIONS

The purpose of community communications is to make the advantages of the Adult Education program clear in the minds of those who need it and the importance of it clear for those in the community who support it, both directly and indirectly. The local program director must become informed concerning the best methods and channels of community communication within his area because proper communication with the public is vital to the success of the Adult Education program. The director should consider the most effective, simplest methods of communication available, always bearing in mind that his message is directed to adults.

The channeling of proper, thorough, and convincing information in the right direction is a task of primary and continuing importance to the director. Newspapers, brochures, posters, and letters are always effective. Some communities may use radio and television to help carry their messages. Probably the most effective and most common method is that of word of mouth from those who have received benefit from the program and know its value for others. Each director should examine carefully the feedback in order to direct future communications in the proper manner.

## A. Organization and Utilization

### 1. Public news media

- a. Television Stations: Television can be a means of public service. It will explain the Adult Education Program, make spot announcements concerning this phase of education, and give any important announcement of public interest that pertains to this program. These services may be acquired free, since television stations are required by law to use a certain amount of air time for public service; however, the director must ask for this time and give sufficient information to the announcer. Spot announcements can be read in five to thirty seconds; since this time is important, the director must write the announcements and prepare slides that need to be furnished. In areas with a large number of Spanish speaking people, it will be helpful for optimal communication to utilize those television stations which conduct programs in Spanish.
- b. Radio: Public service directors will provide free time for statements that are from ten to thirty seconds in length. Generally, the broadcasters prefer that the Adult Education director provide them with prepared materials. A 15 to 20 minute discussion of Adult Education topics followed by a 10 to 15 minute question and answer period can also be arranged.
- c. Newspapers: If this medium is approached in the proper manner and used to its greatest effectiveness, there is much to be gained for the success of Adult Education. Publishers are usually glad to print short articles and editorials. Pictures of student's involvement have been found to be extremely helpful. Worthwhile student activities and projects of interest are often advertised without charge. To be effective, advertisements should be strategically placed in the paper. The articles written about the Adult Education Program should be of interest ~~to~~ those in need of training and should be written to appeal to prospective students and arouse their interest for further education. It is hoped, then, that interested readers will decide to enroll in the program. This should pave the way for more vigorous recruitment.
- d. Other Sources: Newsletters, bulletin boards, posters, neighborhood shopper's specials, letters, leaflets, pamphlets brochures and handouts can be effective in promoting the Adult Education program. City directories and phone books will contain the names, phone numbers, and addresses of

most organizations. Individuals can assist in the distribution of the above mentioned materials.

## 2. Organizations

- a. Civic Clubs: Carefully planned speeches by the Adult Education director, Adult Education teachers and Adult Education students are often very effective. One page circulars giving a brief description of the Adult Education Program may be handed out to club members. Posters may be given to businessmen who agree to display them in a conspicuous place. Most civic and service clubs have education committees that may be persuaded to assist in the dissemination of information to the public. The Chamber of Commerce will be able to name both organizations and individuals that may be contacted in the community.
- b. Churches and Church Groups: Some ministers will make announcements or print information about the Adult Education program in church bulletins. Sunday School classes, women's groups, men's groups, and other church organizations are usually willing and eager to do work along this line if they are provided with relevant information.
- c. Women's Clubs: A golden opportunity for assisting educationally deprived persons is available through these organizations. An explanation of the Adult Education program and a request for assistance is all that is necessary to enlist their help.
- d. Special Groups: Community leaders in the various segments of each locality may provide valuable information and give their assistance. Most communities contain special groups and organizations that can be utilized for aiding the Adult Education program. Some of these are: sportsmanship clubs, square dance clubs, music clubs, citizens-band clubs, newcomers clubs, and others.

## 3. Business and Industry

- a. Employers of undereducated adults can be very effective recruiters. Their recommendations command the respect of their employees.
- b. Posters placed in lounge areas carry the message directly to prospective students.

- c. Personnel directors may tactfully give circulars and enrollment forms to prospective students seeking employment.
  - d. Utility companies can be very helpful in providing names and addresses of prospective students.
4. Schools: The schools are the center of most publicity concerning the Adult Education program. All school personnel, along with board members, should be well informed concerning the details of this program. With a well informed staff, publicity from these points will be very effective. Teachers may supplement the information in circulars given to students to take to their homes and neighborhoods. If administrators, counselors, nurses, and other such personnel are well informed, they can do an excellent job of publicizing this program in their daily contacts with the public. It will also be helpful to this program if the director will announce and explain the purpose of this program at adult meetings held in the local schools.
5. Governmental Agencies
  - a. Such agencies as the Employment Commission, Welfare, NYC. Community Action, Public Health, and others are in daily contact with the undereducated of the community. Their aid should be solicited.
  - b. A full explanation of the organization, objectives, etc., of the Adult Education program should be made to the directors, counselors, case workers, and other contact personnel of this agency.
  - c. Circulars, posters, enrollment forms, and other pertinent materials should be provided.



## 6. Personal Contact

- a. Probably the best recruiters for the program are the Adult Education students. They should be motivated to contact other prospective students and encourage them to avail themselves of this educational program. Circulars which students can leave with those contacted will provide additional information and will aid in the recruitment of students.
- b. Influential citizens who live in the target area can sometimes be persuaded to do publicity and recruiting work. The director needs the aid of these individuals.
- c. Adult Education teachers and volunteer workers can make the program more effective by distributing relevant information from door-to-door in the target areas.

## 7. Evaluation

To determine success of any activity, an evaluation of that activity must be conducted. In order to evaluate communications, it is suggested that the director consider these questions:

- a. Do people know that an Adult Education program exists?
- b. Do they know the objectives of the program?
- c. Has the response from the target area been satisfactory?
- d. Do people from the news media know about the program?  
Do they confuse it with other programs?
- e. Did proper personnel acquire student evaluations indicating effectiveness of various media?

After securing answers to the above questions and feedback on publicity from students, teachers, and community leaders, the director should be able to reach a decision about the success of the methods of communication used.

**REGULAR  
REPORTS**

## SOME GENERAL THOUGHTS IN REGARD TO FORMS PREPARATION:

- 1) These forms are the primary source of information about your program for the Bureau of Adult Services. It is therefore a matter of professional wisdom to submit them on time and provide accurate and concise figures and statements.
- 2) The Bureau of Adult Services is entrusted with the responsibility and accountability of accepting, reviewing, and approving these forms. Incorrect or incomplete forms will in all likelihood be returned for corrections and adjustments.
- 3) Forms not received can constitute grounds for program withdrawal and suspension of Title III ABE state grant funds.
- 4) You will find it easier to complete all your monthly reports at once, and submit them as a package (Monthly Statement of Expenditures, Student Attendance Forms).

## PROGRAM PROPOSAL

The program proposal is, of course, of primary consideration to you and your program. If not completed correctly and imaginatively, you may not need the rest of this book. Feel free to attach to your proposal further explanations of the nature, goals, intentions of your proposed program. Don't, however, get so lengthy that it will never be read in its entirety. It is best to have your first year's proposal prepared by someone with some experience in proposal writing.

THE COMMONWEALTH OF MASSACHUSETTS  
 DEPARTMENT OF EDUCATION  
 DIVISION OF CURRICULUM AND INSTRUCTION  
 BUREAU OF ADULT SERVICES  
 Adult Basic Education

September, 1974

TO: Local ABE Directors

FROM: Mary G. Bodanza  
 Project Director  
 Adult Basic/Civic Education

SUBJECT: ABE Directory-FY 1975

Please complete the following in order to facilitate the compilation of the State A.B.E. Directory for FY-1975

Community \_\_\_\_\_

A.B.E. Director responsible for Program: \_\_\_\_\_

Name \_\_\_\_\_ Business Telephone \_\_\_\_\_

Title \_\_\_\_\_ Home Number \_\_\_\_\_

Mailing Address \_\_\_\_\_

\_\_\_\_\_

ZIP CODE

Local School Superintendent:

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Title (Mr.) (Mrs.) (Ms) (Ph.D.)

Mailing Address \_\_\_\_\_

\_\_\_\_\_

ZIP CODE

Please return to:

Miss Mary G. Bodanza  
 Project Director  
 Adult Basic Education  
 178 Tremont Street  
 Boston, Massachusetts 02111

THE COMMONWEALTH OF MASSACHUSETTS  
 DEPARTMENT OF EDUCATION  
 DIVISION OF CURRICULUM AND INSTRUCTION  
 BUREAU OF ADULT SERVICES

Adult Basic Education

May 20, 1974

TITLE III FEDERAL FUNDS-ADULT EDUCATION ACT  
 PUBLIC LAW 91-230

ADULT BASIC EDUCATION PROGRAM:

CITY/TOWN \_\_\_\_\_

The total amount of Title III Adult Basic Education Federal funds under this Project not to exceed the same amount funded the previous fiscal year unless previously requested and authorized by the State Office.

AMOUNT FY 1974 \_\_\_\_\_ Amount Requested for FY 1975 \_\_\_\_\_

SIGNATURE \_\_\_\_\_  
 Superintendent of Schools

DATE \_\_\_\_\_

SIGNATURE \_\_\_\_\_  
 Adult Basic Education Program Director

DATE \_\_\_\_\_

APPLICATION FOR ADULT BASIC EDUCATION PROGRAM

TITLE III

Adult Education Act (P.L. 91-230)

- 1. Title of Program \_\_\_\_\_
- 2. Name of School District \_\_\_\_\_
- 3. Person in charge of Program \_\_\_\_\_  
 Title (coordinator, supervisor or director) \_\_\_\_\_  
 Business Address \_\_\_\_\_ Telephone \_\_\_\_\_  
 Home Address \_\_\_\_\_ Telephone \_\_\_\_\_
- 4. Application submitted by:  
 Signature \_\_\_\_\_  
 Title \_\_\_\_\_  
 Date Submitted \_\_\_\_\_
- 5. Federal Congressional District \_\_\_\_\_  
 State Senatorial District \_\_\_\_\_  
 Representative District \_\_\_\_\_

FOR DEPARTMENT OF EDUCATION USE ONLY

Project Number \_\_\_\_\_

Date Received \_\_\_\_\_ Reviewed on Merit of Performance  
Recommended for Funding: YES \_\_\_\_\_ NO \_\_\_\_\_

Approved By \_\_\_\_\_  
Director Bureau of Adult Services  
ABE Project Director

Total Project Cost Federal and Local Funds	\$ _____	(100%)
Amount Carried from Previous Fiscal Year	\$ _____	
Amount Funded under Title III, ABE	\$ _____	( %)
Local Matching Share	\$ _____	( %)

COST PER INSTRUCTIONAL HOUR PER STUDENT \$ \_\_\_\_\_  
(Amount of funding ÷ number of actual instructional hours all students spent in class X number of students attending the Program)

AHE 2  
School System \_\_\_\_\_

TITLE III-STATE GRANT FUNDS  
ADULT BASIC EDUCATION

MATCHING SHARE CATEGORY

		<u>INDICATE MATCHING SHARE</u>	
		Federal (%)	Local (%)
A.	<u>FIRST YEAR FUNDING - NEW PROGRAMS</u>	90	10 _____
	FULL-TIME: Twenty-five (25) instructional hours or more per week		
	PART-TIME: Less than twenty (20) hours of instruction per week	90	10 _____
<u>New programs must meet eligible criteria and negotiated on the availability of funds.</u>			
B.	<u>SECOND YEAR FUNDING</u>	75	25 _____
	FULL-TIME PROGRAMS		
	PART-TIME PROGRAMS: <u>Second and subsequent years</u>	75	25 _____
C.	<u>THIRD YEAR FUNDING</u>	50	50 _____
	FULL-TIME PROGRAMS: <u>Third and subsequent years</u>		



PROGRAM PROPOSAL-APPLICATION

- 1) Title of Program: Enter the title of the proposed program, such as "Adult Basic Education Program for Hillsdale, Mass."
- 2) Name of School District: Enter the name of your school district.
- 3) Person in Charge of Program: Enter the name, title, business address, home address, and telephone numbers of that person who will be hired.
- 4) Application Submitted by: Most school districts have designated one person as that individual who will officially submit all grant applications and proposals for the district. Often it is the Superintendent. Call the financial office of your school district to find out who that person is, and enter his or her name and title with the date the proposal will be submitted. Obtain his or her signature.
- 5) Legislative Districts: If no one on your school administrative staff has this information handy, your local public library can provide you with the information. The following references are some possible sources for the information:

Congressional Staff Directory (Government Printing Office)

Congressional District Data Book (Government Printing Office)

Congressional District Atlas (U.S. Bureau of the Census)

This is Your Massachusetts Government

A Manual for the Use of the General Court, Massachusetts General Court

State Senatorial District and Representative District: Again, the public library is your best source of information.

PROGRAM PROPOSAL-MATCHING STATE CATEGORY

This form is relatively self-explanatory. Check the appropriate category for your program depending on whether you are in your first, second, or third year of funding.

BUDGET CATEGORY  
TITLE III ADULT BASIC EDUCATION

City/Town \_\_\_\_\_ Local Director \_\_\_\_\_

Amount Funded Fiscal Year 1974	*Balance Carried Over Beyond June 30, 1974	Amount Requested FY 1975
Title III A.B.E. Funds:		
\$ _____	\$ _____	\$ _____
Local Matching Share:		
\$ _____	\$ _____	\$ _____

FISCAL YEAR 1975 MATCHING SHARE

Total project cost all funds Federal and Local \$ \_\_\_\_\_ 100%

Indicate category (see Form ABE 2)      A      B      C  
           

Local Matching share of expenditures:

\$ \_\_\_\_\_ 10%    \$ \_\_\_\_\_ 25%    \$ \_\_\_\_\_ 50%

Federal Portion under Title III;

\$ \_\_\_\_\_ 90%    \$ \_\_\_\_\_ 75%    \$ \_\_\_\_\_ 50%

Category A=\$9 federal for every \$1 local funds

Category B=\$75 federal for every \$25 local funds

Category C=\$50 federal for every \$50 local funds

\*This amount must be in agreement with figures accurately reported on June Monthly Statement of Expenditures, and Annual Expenditure Report for FY 1975.

PROGRAM PROPOSAL - BUDGET CATEGORY

- 1) Enter city, town, and director's name.
- 2) Reading from left to right on the first row of blanks, enter:
  - a). Total Federal funds for the preceeding year.
  - b). Federal funds left unexpended at end of previous year
  - c). Total Federal Funds requested for upcoming year.
- 3) Reading from left to right on the second row of blanks, enter:
  - a). Total local funds appropriated preceeding year.
  - b). Local funds left unexpended at end of previous year.
  - c) Total local funds appropriated for upcoming year.
- 4) Enter total project cost (add 2c and 3c)
- 5) Enter matching category from preceeding page.
- 6) If category A, use 1st column of blanks.  
If category B, use 2nd column of blanks.  
If category C, use 3rd column of blanks.
- 7) Multiply total project cost by appropriate factor (.10, .25, .50),  
and enter results under local and federal blanks in appropriate column.

ABE 3

STATEMENT OF CERTIFICATION

WE HEREBY CERTIFY THAT:

1. To the best of our knowledge and belief, the application made herein is in accordance with the Terms of the Massachusetts State Plan for P.L. 91-230, Title III Adult Education Act.

2. Participation in the Massachusetts Plan for Adult Basic Education was authorized by vote of the school committee of:

\_\_\_\_\_ on \_\_\_\_\_  
City, Town or Regional District Date

3. The Assurance of Compliance with Title VI of the Civil Rights Act dated \_\_\_\_\_ applies to the application submitted herewith.  
Month, Day, Year

\*  
4. For every \$ \_\_\_\_\_ of Federal monies expended for Adult Basic Education, the \_\_\_\_\_ will expend \$ \_\_\_\_\_  
City, Town or Regional School

of town or city monies as the local matching share under the established matching formula of 90-10% X 75-25% X 50-50% (Form ABE 2)

5. All other applicable local rules and regulations and pertinent state statutes and regulations governing the expenditure of funds will be observed.

\*LOCAL MATCHING SHARE OF THE PROGRAM SHALL NOT BE IN-KIND SERVICES, BUT MUST BE AN ACTUAL MONETARY CONTRIBUTION.

\*\*\*\*\*

Superintendent of Schools \_\_\_\_\_  
Signature

Date \_\_\_\_\_

Chairman of School Committee \_\_\_\_\_

Date \_\_\_\_\_

PROGRAM PROPOSAL - STATEMENT OF CERTIFICATION

- 1) The Massachusetts State Plan for P.L. 89-750, Title III, 1966, as mentioned in the introduction to this text, is the basis on which authority is granted to local educational institutions to operate ABE programs. In all cases, the Massachusetts State Plan takes precedence over all other explanations of rules and regulations governing ABE programs in Massachusetts.
- 2) Your school committee must authorize the participation of your district in the Massachusetts Plan for Adult Basic Education. Enter the district name and the date on which such authorization was passed by the committee.
- 3) Title III of the Civil Rights Act of 1966 states:

Each school district, at some time in the past, in order to be eligible for Federal financial support, must have passed an Assurance of Compliance with that act. Find out from your Superintendent's office when such an assurance was passed, and enter that date.

- 4) The State of Massachusetts requires a 75%-25% funding formula for ABE programs (see page , Expenditures Budget). Enter the name of your school district as assurance of your understanding of their commitment.
- 5) You are expected to be responsible for adhering to all rules, local or state, governing the expenditure of funds (see page , Financing).

ABE 4

PROGRAM DESCRIPTION1. Program Timetable:

- a. Beginning date (for classes) . . . . . \_\_\_\_\_
- b. Projected enrollment  
(A minimum of 10 students per class) . . . . . \_\_\_\_\_
- c. Number of instructional hours per session  
(2 hours minimum) . . . . . \_\_\_\_\_
- d. Number of sessions per week . . . . . \_\_\_\_\_
- e. Total number of weeks  
(20 weeks minimum) . . . . . \_\_\_\_\_
- f. Total number of sessions  
(40 sessions minimum) . . . . . \_\_\_\_\_
- g. Total number of instructional hours . . . . . \_\_\_\_\_  
(Total number of sessions x number of instructional hours per session)
- h. Closing Date . . . . . \_\_\_\_\_

2. Description Adult Student Population

- a. Size of target population (ABE) in your city or town:  
Refer to: Community Monograph-Massachusetts Department of Commerce  
1970 Census of Population/ U.S. Department of Commerce  
Bureau of the Census

Total Number \_\_\_\_\_

- b. Adults functioning at the fifth grade level or below \_\_\_\_\_
- c. Adults functioning above the fifth and through the ...  
eighth grade level \_\_\_\_\_
- d. Adults functioning above the eighth grade level  
who have no high school diploma \_\_\_\_\_
- e. Adults in need of Bilingual Education \_\_\_\_\_  
(Adults who come from environments where the dominant language is not English and have a high degree of limited English-speaking ability, may be instructed via their ethnic language towards acquiring basic English communication skills as a first step prior to entering classes in total English)

PROGRAM PROPOSAL - PROGRAM DESCRIPTION

- 1) Program Timetable: If any of the following information has not yet been decided upon, write: "To be determined" in the opposite space. Your proposal, however, should be as complete as possible before submission.
  - a. You should have a reasonably clear idea of when your program will be underway. Be sure to allow enough time for planning, hiring of personnel, location of sites, etc.
  - b. Be realistic in considering the number of teacher hours you have budgeted, and the amount of money available for recruiting. Don't try to tackle your whole city at once. Start a good, solid program and then expand.
  - c. Enter the average length of an instructional session. If you are proposing a learning center, enter the number of hours you will be open per day.
  - d. Enter the days you will be open per week.
  - e. Enter the number of instructional sessions (of average length entered above) per week.
  - f. Enter the duration of the program within the fiscal year in question.
  - g. Multiply the numbered sessions per week (d or e) times the total number of weeks.
  - h. Usually, the end of the proposal fiscal year (June 30 of the following year).
  
- 2) Description Student Population
  - a. This information is available from a number of sources. See section (Demographic Survey of the Population).
  - b. Obviously, this portion of the question can only be answered for programs already underway. If you use a proposal for a new program, write "Not Applicable."
  - c. Briefly mention some of the means by which you intend to recruit students. Keep your plans in line with your proposed budget and your projected enrollment. See section (Recruitment).



3. Description of instruction practices (individualized and instructions, use of learning machines, etc.):

4. Explanation of coordination with local community agencies (CAP, MDTA, WIN, MODEL CITIES, N.Y.C., etc.):

A minimum of three (3) Letters of Intent from cooperating agencies indicating a willingness to cooperate in student recruitment and referral from community agencies and/or organizations. (Kindly attach Proposal Application)

AE #5

PROGRAM PROPOSAL - PROGRAM DESCRIPTION (CONT.)

- 3) Description of Instructional Practices: It is not expected that you will write a lengthy description of the intricacies of your intended approach. Rather, a brief summary is desired of the general approaches you intend to take with your adult clientele. What is the framework within which the more specific curriculum decisions will be made?
  
- 4) Coordination: The ABE Unit of the Bureau of Adult Services desires to encourage program cooperation with existing community agencies. You are therefore asked to submit a minimum of three letters of intent from local agencies desiring to cooperate with your program, as well as a short explanation of what form that cooperative effort will take. See Appendix VII for a list of related public and private service organizations.

City/Town \_\_\_\_\_

\_\_\_\_\_  
School System

PROGRAM CRITERIA  
ADULT BASIC EDUCATION TITLE III  
ADULT EDUCATION ACT

A. First priority shall be given to those students functioning at the fifth grade level or below, and second priority is to be given to students functioning above the fifth and through the eighth grade level. Enrollees from the eighth grade level will be drawn for the high school Diploma Program.

B. Indicate which priority you have recruited in your area as meeting the most need. How many students will comprise this group, approximately?

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

C. What special method in teaching reading are you preparing to use? \_\_\_\_\_

\_\_\_\_\_ Special materials: \_\_\_\_\_

\_\_\_\_\_ Special procedures: \_\_\_\_\_

\_\_\_\_\_

D. What procedures for evaluation will be used? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Describe Guidance and Testing Service to be provided: \_\_\_\_\_

\_\_\_\_\_ Proposed tests to be used: \_\_\_\_\_

\_\_\_\_\_

G. Names of members of Local Advisory Committee: (Minimum 5 members) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Schedule of Advisory Committee Meetings: \_\_\_\_\_

\_\_\_\_\_

Upon advance notice, State personnel will be glad to meet with Local Advisory Committees,

PROGRAM PROPOSAL - PROGRAM CRITERIA

- A. and B.: Answer question B. honestly, but with the program priority criteria outlined in A. in mind. Keep in mind that programs targeted at specific demographic groups are not excluded by this prioritization as long as, within your targeted group, the priorities are observed.
- C. List briefly the specific materials you intend to use. An easily understood means of identification is by series or publishers, for example: "EDL 100" or "SLR Reading Attainment."
- D. In general, what procedures will you use for evaluation? Subjective, interview methods or more specific testing procedures? Intake evaluation? Behavioral or performance objectives?
- E. When will such services be offered to the student, and what specific tests will be utilized by your counselor? If this is yet to be determined, state that.
- F. If your advisory council is yet to be named, state "To Be Determined." Otherwise enter their names and a schedule of meetings.

PROGRAM PROPOSAL- SURVEYS OF NEEDS

The following three pages ask for demographic information that is often rather difficult to locate. Our best suggestion is to refer to General Social and Economic Characteristics, 1970 Census of Population, published for each state by the U.S. Department of Commerce, Bureau of the Census. Refer to Section I of the handbook for information on obtaining this publication.

You will find that much of the data contained in that compilation will not match the categories presented in this form. Obviously, blood cannot be squeezed from a turnip. Match the categories as best you can, applying known rates of literacy and school completion to population categories to obtain figures for ethnic groups. The Bureau of Adult Services is not asking you to issue a census report, only to be sure that you understand the makeup of your community and can share that understanding with them.

### \*SURVEY OF NEEDS, GRADES 5-8 ADULT BASIC EDUCATION

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the fifth through the eighth grade level.

Administrative Agency: \_\_\_\_\_  
*Specify by name (county, community college, LEA, etc.)*

AGE	AMERICAN INDIAN		NEGRO/BLACK		ORIENTAL		SPANISH-SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN COLS (b) thru (m)		TOTAL	
							PUERTO RICAN		MEXICAN AMERICAN		OTHER					
	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)		(p)
1. 16-24																
2. 25-34																
3. 35-44																
4. 45-54																
5. 55-64																
6. 65 plus																
7. TOTAL																

#### INSTRUCTIONAL PRIORITY

#### DISTRIBUTION OF FISCAL RESOURCES

#### ACTUAL

	Minimum	Maximum	Percentage	Dollars
Level one: Grades 1-4	40	100%	_____%	\$ _____
*Level two: Grades 5-8	30	100%	_____%	\$ _____
Level three: Grades 9-12	0	20%	_____%	\$ _____

**\*SURVEY OF NEEDS, GRADES 1-4 ADULT BASIC EDUCATION**

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the fourth grade level or below.

Administrative Agency: \_\_\_\_\_  
*Specify by name (county, community college, LEA, etc.)*

AGE  (a)	AMERICAN INDIAN		NEGRO/BLACK		ORIENTAL		SPANISH-SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN COLS. b. thru (m)		TOTAL  (p)	
							PUERTO RICAN		MEXICAN AMERICAN		OTHER					
	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)		
1. 16-24																
2. 25-34																
3. 35-44																
4. 45-54																
5. 55-64																
6. 65 plus																
7. TOTAL																

INSTRUCTIONAL PRIORITY	DISTRIBUTION OF FISCAL RESOURCES		ACTUAL	
	Minimum	Maximum	Percentage	Dollars
*Level one: Grades 1-4	40	100%	_____%	\$_____
Level two: Grades 5-8	30	100%	_____%	\$_____
Level three: Grades 9-12	0	20%	_____%	\$_____

## \*SURVEY OF NEEDS, GRADES 9-12 ADULT BASIC EDUCATION

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the ninth through twelfth grade level or its equivalency.

Administrative Agency. \_\_\_\_\_

*Specify by name (county, community college, LIA, etc.)*

AGE (a)	AMERICAN INDIAN		NEGRO/BLACK		ORIENTAL		SPANISH-SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN COLS (b' thru m)		TOTAL (p)	
							PUERTO RICAN		MEXICAN AMERICAN		OTHER					
	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)		
1. 16-24																
2. 25-34																
3. 35-44																
4. 45-54																
5. 55-64																
6. 65 plus																
7. TOTAL																

INSTRUCTIONAL PRIORITY	DISTRIBUTION OF FISCAL RESOURCES		ACTUAL	
	Minimum	Maximum	Percentage	Dollars
Level one: Grades 1-4	40	100%	_____ %	\$ _____
Level two: Grades 5-8	30	100%	_____ %	\$ _____
*Level three: Grades 9-12	0	20%	_____ %	\$ _____



EXPENDITURES BUDGET

City/Town \_\_\_\_\_

1.0 PERSONNEL SERVICES

Make certain that Section 1.0 Personnel Services is completed as in the following example: (NO. OF HOURS X RATE PER HOUR X NO. EMPLOYED = TOTAL COST) 100 hrs. x \$10.00 per hr. x 1 = \$1,000

BUDGET CATEGORY A B C /  /

a. Administrative:

(Pro-rated salaries list under part time with symbols P.R.)

MATCHING SHARE

Federal \_\_\_% Local \_\_\_%

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

b. Counseling:

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

c. Teachers:

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

d. Instructional Aides:

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

e. Recruiters:

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

f. Clerical:

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

g. Custodial:

_____	Part Time \$	_____	_____
_____	Full Time \$	_____	_____

TOTAL 1.0 \$ \_\_\_\_\_

PROGRAM PROPOSAL - EXPENDITURES BUDGET

Special Notes:

- 1) As you can see, space is provided for you to break down personnel costs with categories according to job descriptions. By now you have presumably completed the preliminary steps outlined in "Planning Your Program," and have a definitive idea of what personnel you will need in what capacities.

Your school district must decide how it is going to go about meeting the 25% of the ABE program's budget for which it is responsible. The 25% need not be picked up exactly one quarter of each item listed on this form. Rather, the total local expenditure must be at least one-quarter of the total expenditure for the program as a whole.

Oftentimes, local districts will choose to take responsibility for certain salaries, such as the director's or a teacher's, in order to fulfill their commitment. Other areas of local contribution that can and should be counted should include: custodial services, office equipment (does your school have unused equipment that can be contributed as part of their commitment), equipment maintenance and repair (can school equipment maintenance contracts be extended to include your equipment as well? What is the fair market value of such coverage), supplies (many school systems will supply the "software" for your program: paper, pencils, ink, erasers, etc.). When you have completed all the categories, itemize the totals for each category on the third page, and add up Monies-Grand Total. (Check and make sure that the local contribution is at least 25% of the total listed under "Total Program Cost" at the end. If it is over, then you're in good shape. If it is not, then you must discuss with your school superintendent how the local district will meet the State Plan requirement. Since your school committee has already authorized your participation in the plan, all that has to be worked out are the mechanics. Go over each item on the list with the superintendent, and determine where the district can contribute.

ABE 7

## NON-PERSONNEL

2.0 Instructional Materials-Hardware Only

An inventory of all capital items purchased during this fiscal year must be kept, both in the local school district and at the State ABE Office.

			<u>FEDERAL</u>	<u>%</u>	<u>LOCAL</u>	<u>%</u>
Equipment: <u>Specify</u>	<u>TOTAL</u>	2.0	\$ _____		_____	

3.0 Guidance, Counseling, Testing::

Standardized Tests:	<u>TOTAL</u>	3.0	\$ _____		_____	
---------------------	--------------	-----	----------	--	-------	--

4.0 Other Services and Supplies (software)

Books and other instructional materials for _____ adults			\$ _____		_____	
---	--	--	----------	--	-------	--

A.B.E. Conferences & Workshops only (Advanced request required from State ABE Office)			\$ _____		_____	
---	--	--	----------	--	-------	--

Communication (Newspaper, Radio, etc.)			\$ _____		_____	
--	--	--	----------	--	-------	--

Utilities--Out-of-school sites only			\$ _____		_____	
-------------------------------------	--	--	----------	--	-------	--

Space Rental (Out-of-school sites only) (Non-public buildings)			\$ _____		_____	
---	--	--	----------	--	-------	--

	<u>TOTAL</u>	4.0	\$ _____		_____	
--	--------------	-----	----------	--	-------	--

PROGRAM PROPOSAL - EXPENDITURES BUDGET ( CONT. )

- 2) Read the section in this handbook on Finance before you fill out this section of the proposal form. It will give you some idea of how carefully you will be expected to adhere to the categories of the budget items outlined in the proposal, and how you will be expected to keep track of your monies. These are good things to know from the start.

ABE 9

	Federal _____ %	Local _____ % (Matching share Title III ABE only)
ITEMIZATION OF TOTALS:	1.0 \$ _____	_____
	2.0 \$ _____	_____
	3.0 \$ _____	_____
	4.0 \$ _____	_____
FY 1974 CARRY-OVER FUNDS	\$ _____	_____
MONIES - GRAND TOTAL	\$ _____	_____
TOTAL PROGRAM COST - FY 1975 - FEDERAL AND LOCAL FUNDS	\$ _____	_____

\*\*\*\*\*

OTHER SUPPORTIVE PROGRAMS - LOCAL FUNDS

1. CHAPTER 70 REIMBURSEMENT EXPENDITURES: \$ \_\_\_\_\_  
Adult Civic Education Classes
2. SPECIAL EDUCATION FOR ADULTS WITH SPECIAL NEEDS: \$ \_\_\_\_\_  
(ages 16 through 25)  
Chapters 71-69 Amended by C.766, Acts of 1971
3. SECONDARY EDUCATION PROGRAMS:
 

Adult Evening High School	\$ _____
G.E.D. High School Preparatory	\$ _____
TOTAL - LOCAL FUNDS	\$ _____

SUBMISSION OF APPLICATION PROPOSALS

Two (2) copies of the completed application will be submitted to:

Project Director, Adult Basic/Civic Education  
Bureau of Adult Services  
Massachusetts Department of Education  
178 Tremont Street  
Boston, MA 02111

One (1) copy to be forwarded to the Superintendent of Schools. The applicant agency should keep one or more copies on file.

DEADLINE FOR SUBMISSION

FY '75 Applications and all subsequent years must be submitted by June 15. Review and approval will be made on a first come basis.

PROGRAM PROPOSAL - EXPENDITURES BUDGET (CONT.)

- 3) Don't guess at costs. When the form calls for the costs of audio-visual equipment, for instance, make a rough but relatively accurate list of the prices of equipment you anticipate actually needing. Then make some phone calls to determine the actual price of the items. Give yourself some leeway in the proposal for rising costs and unanticipated items.

ABE 8

## 4. Other Services and Supplies (cont'd)

STAFF DEVELOPMENT/TEACHER TRAINING - FULL-TIME PROGRAMS ONLY

(In-service and pre-service programs for part-time ABE teachers will be made available through the State ABE Office)

A. Program Design - Preliminary Plan to be Implemented and Submitted  
Indicate full scope of special area of need in:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| a. Curriculum                       | d. English as a Second language     |
| b. Inter-Personal Relationships     | e. Bilingual Bicultural Instruction |
| c. Guidance and Counselling/Testing | f. Other (specify in full)          |

B. Number of Participants Anticipated

- |                         |       |
|-------------------------|-------|
| a. Teachers (full-time) | _____ |
| b. Teachers (part-time) | _____ |
| c. Counselors           | _____ |
| d. Aides/Recruiters     | _____ |
| e. Other (identify)     | _____ |

C. Training Institution Selected

- a. Name of credit granting Institution (college/University)

\_\_\_\_\_

Location \_\_\_\_\_ Tel. \_\_\_\_\_

- b. Name of non-credit granting Institution/Agency/Consultant/
- 
- conducting training program.

\_\_\_\_\_

Location \_\_\_\_\_ Tel. \_\_\_\_\_

D. Name of Teacher Training Coordinator Selected to Implement this Section.  
(must be other than ABE director or assistant director)

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Program Represented \_\_\_\_\_ Telephone \_\_\_\_\_

E. Anticipated Date(s) for Teacher Training SessionsSpecify: a. month/year \_\_\_\_\_  
b. calendar days \_\_\_\_\_F. Training Program Cost

Title III ABE \$ \_\_\_\_\_

(Not to exceed \$1,000 unless prior authorization has been granted)

Local \$ \_\_\_\_\_

TOTAL COST \$ \_\_\_\_\_

PROGRAM PROPOSAL: STAFF DEVELOPMENT

- A) Circle those areas of need for the coming year.
- B) Enter the number of staff in each category that you anticipate will participate in your staff development program.
- C) There may be more than one credit-granting or non-credit granting institution involved. Add addenda if necessary.
- D) Enter names of co-ordinator selected.
- E) Enter anticipated dates.
- F) Estimate expected cost of program.



COMMONWEALTH OF MASSACHUSETTS  
 DEPARTMENT OF EDUCATION  
 BUREAU OF ADULT SERVICES ADULT BASIC EDUCATION

ABE-S  
 132.

FY 1974 MONTHLY STATEMENT OF EXPENDITURES

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_ LOCAL DISTRICT \_\_\_\_\_ PROGRAM # \_\_\_\_\_

PROGRAM TITLE \_\_\_\_\_ ABE CITY ACCT NUMBER \_\_\_\_\_

SECTION I. BUDGET CONTROL Total Federal Funds Approved FY 1974 \_\_\_\_\_

CODES:

1.0 Personnel Services

2.0 Instruction Materials  
 (Hardware, audio-visual  
 office equipment) only

3.0 Guidance, Counseling  
 Testing

4.0 Other Service and  
 Supplies (software)

Grand Total Accumulative

Approved Budget Categories FY 1974	Actual Current Month	Expenditures Accumulative To Date	Total Unexpended Balance to Date

(Column 1-3)

N.B. Expenditures in budget categories in excess of approved budgets will be assured by the local school system unless prior approval for the transfer within categories has been authorized by this Office.

SECTION II. CASH CONTROL

- 1) CASH ON HAND BEGINNING OF MONTH \_\_\_\_\_
- 2) ADDITIONAL RECEIPTS THIS MONTH \_\_\_\_\_
- 3) FEDERAL FUNDS AVAILABLE \_\_\_\_\_
- 4) LESS EXPENDITURES THIS MONTH ( \_\_\_\_\_ )
- 5) CASH ON HAND - END OF MONTH \_\_\_\_\_  
 (THIS TOTAL BECOMES THE BEGINNING BALANCE FOR THE FOLLOWING MONTH CASH ON HAND, SECTION II. NO. 1)

List any instructional or office equipment (hardware) purchased during the month at a cost of \$100 or more:

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

OFFICIAL SIGNATURE:

City/Town Treasurer or Responsible Official \_\_\_\_\_

Program Director, Adult Basic Education \_\_\_\_\_

PLEASE RETAIN ONE COPY FOR YOUR FILES AND FORWARD ONE COPY TO THE STATE ABE PROJECT DIRECTOR.

## MONTHLY STATEMENT OF EXPENDITURES

The Monthly Statement of Expenditures is to be completed at the end of each month following approval of the Program Proposal. It should be submitted as soon as possible following the closing of the books for the month.

See the section on Accounting Procedures, including a sample accounting system, for how to set up your financial records in such a way as to make completion of this form a relatively simple matter.

A quick glance down your ledgers should indicate if you have had any instructional or equipment expense over \$100.00 during the month.

Remember that this form is asking for expenditures on the basis of services or material already contracted for. That is, if you have purchased supplies with a purchase order, but have not yet received or paid a bill, include that expenditure. Invoices sometimes take a considerable time in coming, but you've spent the money just the same. This is one good reason for keeping your own simple accounting records in addition to those kept by the school system on the basis of bills actually paid.

PROFESSIONAL STAFF CERTIFICATION

Program # \_\_\_\_\_

Title of Program \_\_\_\_\_

Local District \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Home Address \_\_\_\_\_  
street and number      city or town      zip code

Business Address \_\_\_\_\_

Educational Preparation: Undergraduate and Graduate

<u>INSTITUTION</u>	<u>SPECIALIZATION</u>	<u>DEGREE</u>	<u>YEAR</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MASSACHUSETTS TEACHING CERTIFICATE NO.: \_\_\_\_\_

Workshop in Adult Basic Education:

<u>INSTITUTION</u>	<u>YEAR</u>	<u>MASS. A.B.E. CERTIFICATE RECEIVED</u>	
		<u>YES ( )</u>	<u>NO ( )</u>
_____	_____	_____	_____

Years Experience Teaching A.B.E. Program: \_\_\_\_\_ Where \_\_\_\_\_

Years Experience Teaching A.C.E. Program: \_\_\_\_\_ Where \_\_\_\_\_

Present Position in Program: \_\_\_\_\_ Salary per hr. \_\_\_\_\_

Specific Duties \_\_\_\_\_

Elementary or Secondary Teaching or Administrative Experience:

FOR DEPARTMENT OF EDUCATION USE ONLY:

Approved \_\_\_\_\_ Rejected \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Position \_\_\_\_\_

## PROFESSIONAL STAFF CERTIFICATION

Due: October

A Professional Staff Certification form must be submitted to the Bureau of Adult Services for each teacher in your program, full-time or part-time.

You may want to keep the information requirements of this form in mind when designing your personnel application forms. Be sure to include specific questions dealing with certification information, A.B.E. or A.C.E. teaching experience, administrative experience, education, etc. Having the information immediately available makes short work of this form.

COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EDUCATION

ORGANIZATIONAL REPORT

Adult Basic Education Program

PROGRAM NUMBER \_\_\_\_\_ Date \_\_\_\_\_

Town or City \_\_\_\_\_

Name of Program Supervisor \_\_\_\_\_

School Address \_\_\_\_\_  
Street Town Telephone Number

Home Address \_\_\_\_\_  
Street Town Telephone Number

SCHEDULE OF CLASSES

Location	Which Days	Hours	Teacher	L E V E L				No. of Students
				L	E	V	E	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								

## ORGANIZATIONAL REPORT

The Organizational Report is due to be completed and returned to the Bureau of Adult Education by October. The form is relatively self-explanatory, requiring information on class locations, schedules, teachers, levels, and numbers of students.

Be sure to report only those class sequences that are actually in operation. The form does not call for information on classes planned for the future, or started by discontinued.



ADULT BASIC EDUCATION OR ADULT CIVIC EDUCATION

Program Title \_\_\_\_\_ For the Month Of \_\_\_\_\_ 197 Teacher's Name \_\_\_\_\_

Class Meets on: Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_ Morning \_\_\_\_\_ Afternoon \_\_\_\_\_ Evening \_\_\_\_\_ Time \_\_\_\_\_

Length of Session \_\_\_\_\_ hrs. A=Absent D=Discharged E=Entered H=Holiday V=Vacation W=Withdrawal

City/Town \_\_\_\_\_ Official Signature - Program Director \_\_\_\_\_

Student's Name	Date							Total
	M	T	W	T	F	S	S	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

120

A Copy Of This Record Is To Be Returned To This Office At The End Of Each Month To: Miss Mary G. Bodamsa, Project Director, Adult Basic Education - 173 Tremont Street, Boston, MA 02111

## MONTHLY ATTENDANCE RECORD

A copy of the Monthly Attendance Record must be submitted each month for each class or instructional sequence operated by your program. It must include an indication of attendance or absence for each student enrolled in the class.

It is not reasonable for the Director of a large program to be consistently aware of the absences of individual students. You, therefore, should pass on the responsibility for the completion of this form to the teachers of each class, or to your program counselor. It is, however, ultimately your responsibility as the director to see that it is complete.

You must make your own determination as to what constitutes a "withdrawal." Note: don't be too hasty to mark down withdrawals. Followup on an absentee. Is there a problem that you can help solve?



## ANNUAL PROGRAM REPORT

Due: June 1

The Annual Program Report is the principal means of compiling data on state-wide adult basic education programs. The principal purpose of the report is to allow states to make better use, for program purposes, of information. It is comprised of five separate tables, dealing with:

- 1) Number of Participants by Race, Selected Ethnic Groups, Age, and Sex
- 2) Participant Progress and Separation Data by Instructional Level
- 3) Number of Participants and Number of Daytime and Evening Classes by Type of Location
- 4) Number of Paid Personnel and Amount of Training
- 5) State Adult Education Program Impact Data

Following are some points to keep in mind as you fill out the form:

- \*\* The state is more interested in accuracy than completeness. Use only reliable figures. If figures are not available place a line through that space.
- \*\* Table 4, part 1 is not completed by you. The State Department of Education supplies that figure. Total the columns without using that row.
- \*\* Design your intake and student evaluation forms with the information necessary to complete this report in mind. Accurate record-keeping on a day-to-day basis makes year-end accounting a lot easier.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

**ADULT EDUCATION ANNUAL PROGRAM REPORT**

(Adult Education Act of 1966, Title III, P.L. 91-230, as amended)

PERIOD COVERED		FORM APPROVED O.M.B. NO. 81-0088
FROM	TO	
STATE		DATE OF REPORT

**INSTRUCTIONS**

The principal purpose of the report is to allow States to make better use, for planning purposes, of information found in the five tables. The report has several other purposes at the Federal level. It serves the Office of Education by providing a standardized data-collection format for use by all States. The collected information is used to publish reports and respond to inquiries. More importantly, the report is used as a program tool for the Office of Education to assess the impact of adult education at the State, Regional and National levels. Such information provides a basis for changes in National policy, re-direction of resources, and provision of various forms of assistance to States.

The first table is concerned with various characteristics of the population served, the second table with instructional levels and participant separations, the third table with number of participants by location of classes and number of day and evening classes by location. The fourth table is related to staffing

patterns of paid State and local personnel and the amount of program-related training in which they are participating. The last table is concerned with impact of the adult education program.

The new alignments of data in the table permit the State Administrator to look at the overall performance of the State program. For this report to be of maximum value to both State and Federal program officials it is better that figures which are considered unreliable not be included in the report. Soundness of data is preferred over total completion of the report. (Where no reliable figures are available, the appropriate spaces in the reporting tables should be lined through.)

To make the best possible use of this information system the State Administrator should insist upon timely and accurate reporting of data from local jurisdictions. For Federal purposes, a signed original and four copies of the report should reach the HEW Regional Office no later than September 1.

**TABLE 1. NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX**

AGE (a)	AMERICAN INDIAN		NEGRO/BLACK		ORIENTAL		SPANISH-SURNAMED						WHITE		TOTAL COLS. (b) thru (o)
							PUERTO RICAN		MEXICAN AMERICAN		OTHER				
	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)	
1. 16-24															
2. 25-34															
3. 35-44															
4. 44-54															
5. 55-64															
6. 65 plus															
7. TOTAL															

**TABLE 2. PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL  
PART A. NUMBER OF PARTICIPANTS**

INSTRUCTIONAL LEVEL (a) GRADES	NUMBER ENROLLED AT EACH LEVEL (b)	NUMBER COMPLETED EACH LEVEL (c)	NUMBER SEPARATED FROM EACH LEVEL (d)	TOTAL NUMBER OF ENROLLEES (UNDUPLICATED COUNT) (e)
1. Beginning (1-4)				
2. Intermediate (5-8)				
3. Advanced (9-12)				
4. TOTAL				

**PART B. REASONS FOR SEPARATION (Give the number of separations)**

1. To take a job (Unemployed when entered program)	8. Because of child care problems	
2. To take a better job (Employed when entered program)	9. Because of family problems	
3. To enter another training program	10. Because of time class/program is scheduled	
4. Met personal objective	11. For other known reasons (specify)	
5. For lack of interest	12. For unknown reasons	
6. Because of health problems	13. TOTAL	
7. Because of transportation problems		

**TABLE I-** Reports the populations that is being served by adult education classes in the State with Federal, State or local funds under P.L. 91-230. It should include participants from other Federal programs such as Manpower and WIN for whom any direct services are being provided at clearly additional cost to the program (e.g., when an influx of 40 WIN participants would necessitate operating 2 or 3 extra classes). Every participant that completed 12 or more hours of instruction during the fiscal year July 1 through June 30 should be included in this table.

A participant's age is to be reported as age at time of first class attended during the fiscal year.

The total number of adult education participants reported in Table I Line 7. of Total Column (p) should agree exactly with the total figure reported in Table 2, Part A, Line 4, Column (b).

**TABLE 2-** Combines important data on starting levels, completions, and separations. As with Table 1, only participants who attended 12 or more hours of instruction during the fiscal year should be reported. The total figure reported in Table 2, Part A, Line 4, Column (b) should agree exactly with the total reported in Table 1 Line 7, of Total Column (p).

Students who left the program during the fiscal year because they completed the intermediate or advanced levels should not be counted as separations, but as completions. Count separations one time only. For example, a female who separates because she has a baby-sitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation once under "child care problems."

Reasons for separations have been delineated to show "positive" type reasons indicating certain program accomplishments, as well as problem-related reasons which may be amenable to State and/or Federal influence. For example, if health problems show up significantly in a given state as a reason for separations, the State administrator might encourage curriculum on personal health care, hygiene, and nutrition. The total figure reported in Table 2, Part A, Line 4, Column (e) should agree exactly with the total reported in Part B, Item 14.

Until such time as special definitions have been developed for measuring adult performance levels, "Beginning" level (to conform with census data) is equivalent to Grade 1-4. "Intermediate" is equivalent to Grades 5-8 "Advanced" is equivalent to Grades 9-12.

TABLE 3. NUMBER OF PARTICIPANTS AND NUMBER OF DAYTIME AND EVENING CLASSES BY TYPE OF LOCATION

LOCATION OF CLASSES (a)	NUMBER OF PARTICIPANTS (b)	NUMBER OF DAYTIME CLASSES (c)	NUMBER OF EVENING CLASSES (d)
<b>SCHOOL BUILDING:</b>			
1. a. Elementary / Junior			
b. Secondary			
c. COMMUNITY COLLEGE (JUNIOR COLL.), Technical Institute, ETC.)			
2. Learning Center			
3. Correctional Institution			
4. Hospital			
5. Work Site			
6. Other Locations (INCLUDING 4-YR. COLL.)			
7. TOTAL			

TABLE 4. NUMBER OF PAID PERSONNEL, BY LOCATION AND TYPE OF EMPLOYMENT, AND BY AMOUNT OF TRAINING FOR ADULT EDUCATION POSITION

(NOTE: Specify the various formulas or methods used in each of the categories. Use a separate sheet of paper and attach.)

ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED (a)	PAID ADULT EDUCATION PERSONNEL					
	TOTAL NUMBER OF PERSONNEL (b)	EQUIVALENT NUMBER OF FULL-TIME PERSONNEL (c)	AMOUNT OF STATE AND/OR LOCAL TRAINING (in clock hours)			
			NUMBER TAKING 1-16 HOURS (d)	NUMBER TAKING 17-40 HOURS (e)	NUMBER TAKING 41 OR MORE HRS. (f)	NUMBER TAKING NO HOURS (g)
1. State LEVEL ADMINISTRATIVE & Supervisory Personnel						
2. Local Administrative and Supervisory Personnel						
3. Local Teachers						
4. Local Counselors						
5. Local Paraprofessionals						
6. TOTAL						

TABLE 5. STATE ADULT EDUCATION PROGRAM IMPACT DATA

PERSONS WHO-	NUMBER OF PERSONS	PERSONS WHO-	NUMBER OF PERSONS
1. Are enrolled in an urban ABE Program (Community population over 100,000)		11. Enrolled in other education/training program (Employee development, COMMUNITY COLLEGE, JUNIOR COLLEGE, FOUR-YEAR COLLEGE, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)	
2. Are enrolled in a rural ABE Program (Community population under 2,500)			
3. Are enrolled in program who are employed			
4. Are enrolled in program who are unemployed		12. Were removed from public assistance rolls	
5. Are enrolled in program who are receiving public assistance		13. Obtained jobs as a result of experience gained in program	
6. Are on waiting lists to enter program		14. Changed to or were upgraded to a better job as a result of experience in program	
7. Achieved eighth grade diploma through program		15. Registered to vote for the first time	
8. Enrolled in high school diploma program after completing ABE Program		16. Received U.S. citizenship	
9. Passed general education development test		17. Received driver's license	
10. Graduated from high school after starting in ABE Program		18. Received training in completing income tax forms	
STATE DIRECTOR (Type)		SIGNATURE OF STATE DIRECTOR	

TABLE 3-Shows where participants attended classes and the number of day and evening classes by type of classroom location. As with Table 1 and Column (b) of Table 2, the State should report on every participant that completed 12 or more hours of instruction during the fiscal year

"School Building" can be either public or private. For purposes of this report, junior high buildings should be classified as elementary.

Learning centers," for purposes of the adult education program and this report are adult instructional settings featuring (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, (3) being open for extended periods of time and on a daily basis, e.g., 9:00 a.m. to 5:00 p.m. In cases where learning centers are found in any of the other types of locations listed participants should be counted as attending learning centers not the other types.

"Correctional Institutions" can be Federal, State or local and include youth offenders as well as adults. Inmates are the only ones to be included in this category.

"Hospitals" can be Federal, State or local; mental institutions are included Hospital in patients and out patients are the only ones to be included in this category.

Work sites" can be public or private, as long as they are operating places of employment for the participants. If hospital or correctional employees are trained at their respective job locations, they would be counted under the "work site" category.

All other locations" would include those that do not fit into one of the above categories. Church and storefront locations are among those that would generally fall into this category.

TABLE 4-Requires data on numbers of personnel and their full-time equivalence for five different personnel categories. It also provides for indication of the amount of State and/or local pre-service or in service adult education program-related training received by paid personnel during the fiscal year.

In Column (b) count one time only each employee being paid out of Federal State, or local adult education funds. Each employee should be placed in the personnel category where he does most of his work.

"Administrative and Supervisory personnel" includes teacher trainers.

"Paraprofessionals" includes teacher/classroom aides.

Equivalent Number of Full-time Personnel, Column (c), should be stated according to a formula or method used in determining full-time employment in each of the different job categories.

"State or Local Training" is not to include any "309 (b) and (c)" funded training It should include other training that is clearly related to the program effort under the personnel categories listed above. A clock hour refers to a period of instruction of at least 50 minutes in length

TABLE 5-Provides for various impact information concerning the State adult education program. Supply accurate data if it is available on a State wide basis for any of the listed items.

Part II - Narrative

Instructions for Part II - Narrative: Provide in narrative format descriptive information explaining overall activities of the Adult Basic Education Program in the Community during the fiscal year. Please attach other narrative information considered to be appropriate. Use additional pages as necessary for any item.

---

- A. Describe any special, demonstration, research, and/or innovative ABE practices, including the number of ABE students involved.
- B. Describe actual program activities with cooperating public and private agencies, such as WDTA, CAP, Headstart, VISTA, Work Study, Work Experience, Vocational Education, Literacy Councils, private industry, churches, and unions.

## PART II - NARRATIVE

The narrative portion of the annual program report calls for you to describe briefly a number of the aspects of your program: special activities, cooperative programs, problems, materials, and suggestions.

Explanations needn't be lengthy, but should be concise and honest. Deal accurately with the problems you have faced, and state completely the innovations you have pioneered. Suggestions should related not only to local programming, but state-wide organization, activity, and support that you would like to see improved.



**Narrative Continued**

- C. Describe the major problems of the ABE program, such as classes curtailed or closed, approximate number of adults on ABE waiting lists, teacher shortages, problems of matching funds, maintenance of effort, recruiting, facilities, organization, and lack of support.

- D. Describe the instructional materials used in regular ABE classes and in ABE classes where programmed instruction methods were used.

**Narrative Continued**

- E. Describe any suggestions you have for improving the ABE program.

# ANNUAL EXPENDITURE REPORT

## ANNUAL EXPENDITURE REPORT OF Form 3119

The Annual Expenditure Report must be submitted to the State ABE Project Director no later than August 1, 1974, as this information must be documented and forwarded to the U.S. Office of Education. Retain ONE copy for your files and forward ONE copy to:

Miss Mary G. Bodanza, Project Director  
Adult Basic/Civic Education  
182 Tremont Street  
Boston, MA 02111

Do not use estimated figures as these will invalidate actual data, which must be in agreement with the overall totals on the Monthly Statement of Expenditure Forms. Unacceptable data will be returned for corrected adjustments which could delay approval of FY 1975 local budget requests.

FORM APPROVED  
O.M.B. NO. 51-RO770

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

City/Town

**ANNUAL EXPENDITURE REPORT FOR ADULT EDUCATION - STATE GRANT PROGRAM**

Adult Education Act - Title III, Public Law 91-230

(Read the instructions before completing this report. An answer is required for each item on this form.)

FISCAL YEAR ENDING  
June 30, 1973

DATE OF REPORT

ACCOUNTING SYSTEM USED BY STATE  
 CASH     ACCRUAL     OBLIGATION

ACTUAL EXPENDITURES FOR THE  
12-MONTH PERIOD ENDED JUNE 30  
(Due September 1)

**PART I - REPORT OF EXPENDITURES (Complete Sections A and B of this Part for both the ESTIMATED and ACTUAL Report of Expenditures)**

**SECTION A - EXPENDITURES FOR ADMINISTRATION OF STATE PLAN AND PROJECT ACTIVITIES, BY SOURCE**

EXPENDITURES BY SOURCE (Line 1 should equal Line 10, Section B)	TOTAL (2)	Local ADMINISTRATION (3)	SPECIAL PROJECTS (4)	TEACHER TRAINING (5)	RESEARCH OR DEMONSTRATION (6)	PROGRAMS OF INSTRUCTION (7)
1. FEDERAL FUNDS ADULT EDUCATION ACT TOTAL (Sum of 1-A and 1-B)	\$	\$	\$	\$	\$	\$
2. Local Funds	\$	\$	\$	\$	\$	\$
3. TOTAL EXPENDITURES - ALL SOURCES (Line 1 plus Line 2)	\$	\$	\$	\$	\$	\$

**SECTION B - EXPENDITURES FOR ADMINISTRATION OF STATE PLAN AND PROJECT ACTIVITIES, BY LINE ITEM**

EXPENDITURES BY LINE ITEM (Line 10 should equal Line 3, Section A)	TOTAL (2)	STATE ADMINISTRATION (3)	SPECIAL PROJECTS (4)	TEACHER TRAINING (5)	RESEARCH OR DEMONSTRATION (6)	PROGRAMS OF INSTRUCTION (7)
1. PERSONAL SERVICES	\$	\$	\$	\$	\$	\$
2. PROFESSIONAL						
3. NONPROFESSIONAL						
4. EMPLOYEE BENEFITS						
5. CONSULTANTS						
6. CONFERENCES AND WORKSHOPS						
7. TRAVEL						
8. EQUIPMENT						
9. RENTAL OF SPACE						
10. INSTRUCTIONAL MATERIALS (See Sec. C)						
11. PRINTING, COMMUNICATIONS, AND EXPENDABLE SUPPLIES						
12. OTHER EXPENDITURES (Specify)						
13. INDIRECT COST						
14. TOTAL	\$	\$	\$	\$	\$	\$

REPLACES OE FORM 3119, 10-69, WHICH IS OBSOLETE



## ANNUAL EXPENDITURE REPORT

Part I-Report of Expenditures  
Sections A & B

Part I, Sections A and B should be completed for both the ESTIMATED and the ACTUAL Expenditure Reports. Section C is required ONLY for the Actual Report. The Certification of Maintenance of Effort in Section D is required ONLY for the Estimated report.

## GENERAL - SECTIONS A AND B

The column headings for Section A and B of this report are identical, Financial data are to be reported in these columns as follows:

Col. 2, Totals. These are the sums of Columns 3 through 7.

Col 3, Local Administration. This column is to cover all Local technical and supervisory expenditures under the State Plan. DO NOT include in this column amounts to be allocated for teacher training workshops, special projects, or research and demonstration projects.

Col. 4, Special Projects. Report here expenditures for Special Projects funded under Section 306 (a) (4) of the Adult Education Act. These should NOT include expenditures for Special Project grants funded directly by the U.S. Office of Education under Section 309 (c) of the act.

Col. 6, Research or Demonstration. Report in this column expenditures for Research or Demonstration Projects funded under Section 306 (a) (4) of the Adult Education Act. These should NOT include expenditures for Research or Demonstration grants funded directly by the U.D. Office of Education under Section 309(b) of the act.

Col.7, Programs of Instruction. This should include all expenditures applicable to Adult Education which are incurred by local educational agencies in conducting adult education classes.

## SECTION A

This is a breakdown of expenditures for Adult Education by source, i.e., the Federal share and the State and local matching share. Data are to be identified as follows:

- Line 1. Expenditures chargeable to the State's Federal allotment for Adult Education.
- Line 2. Expenditures from non-Federal sources for Adult Education.
- Line 3. Total Expenditures by Source--Sum of Lines land 2. The amts. shown on this line should equal the amounts shown for Section b Line 10, of each respective column.

## SECTION B

This is a breakdown of expenditures for Adult Education BY LINE ITEM. Amounts reported in this Section should include BOTH the Federal AND the

non-Federal shares.

- Lines 1 through 8. Eligible costs for these line items are defined in Section 166.33 of the Federal Regulations.
- Line 4. Do not include in the amount shown on this line any expenditures which are reported on Line 6. (See Columns 6 and 7, Section C, of this Part, for a breakdown of expenditures for "Instructional Materials")
- Line 6. The amount shown in Column 2 should equal the amount shown for Part I, Section C, Line 3, Col. 2.
- Line 9. Indirect costs, if any, are determined by the application of that rate which has been negotiated between the DHEW Division of Grant Administration Policy and your State in accordance with DHEW brochure OASC-6 dated March 1969. This rate may be obtained from the office of your chief State officer.
- Line 10. Total Expenditures by Line Item-Sum of Lines through 9. The amounts shown on this line should equal the amounts shown for Section A, Line 3, each respective column.

**ANNUAL EXPENDITURE REPORT FOR ADULT EDUCATION - STATE** STATE **FISCAL YEAR ENDING**  
**GRANT PROGRAM (PART I - Continued)** June 30, 19 73

**SECTION C - EXPENDITURES FOR INSTRUCTIONAL MATERIALS (Complete this Section for the ACTUAL Expenditure Report ONLY)**

EXPENDITURES BY SOURCE (Line 3 should equal Line 6, Section B)	TOTAL (2)	PRINTED AND PUBLISHED			AUDIO-VISUAL		OTHER INSTRUCTIONAL EQUIPMENT (7)
		BOOKS (3)	OTHER (4)	MATERIALS (5)	EQUIPMENT (6)		
1. FEDERAL FUNDS ADULT EDUCATION ACT	\$	\$	\$	\$	\$	\$	\$
2. Local Funds							
3. TOTAL EXPENDITURES - ALL SOURCES (Line 1 plus line 2)	\$	\$	\$	\$	\$	\$	\$

**SECTION D - CONDITION FOR RECEIVING FEDERAL FUNDS FOR ADULT EDUCATION**  
 (This Section should be completed for the Learning Lab Expenditure Report only)

**CERTIFICATION OF MAINTENANCE OF EFFORT**

The State Agency hereby certifies that expenditures by the State and its political subdivisions for educational programs for adults, from Federal sources, during the fiscal year covered by this application will be not less than the amount expended for such purposes from such sources during the preceding fiscal year.

SIGNATURE, CHIEF STATE SCHOOL OFFICER: \_\_\_\_\_ TITLE: \_\_\_\_\_ DATE OF CERTIFICATION: \_\_\_\_\_

**PART II - FINANCIAL STATEMENT OF RECEIPTS, EXPENDITURES, AND BALANCES OF FEDERAL FUNDS**  
 (Complete this part for ACTUAL Expenditure Report ONLY)

**SECTION A - ADJUSTMENTS TO PRIOR YEAR EXPENDITURE REPORTS**

FISCAL YEAR (1)	COMMON ACCOUNT NUMBER (2)	FEDERAL EXPENDITURES PREVIOUSLY REPORTED (3)	NET CHANGE (Indicate plus or minus) (4)	FEDERAL EXPENDITURES AS PER (5)
1. 19		\$	\$	\$
2. 19				
3. 19				
4. 19				

**SECTION B - FINANCIAL STATEMENT OF FEDERAL FUNDS FOR CURRENT FISCAL YEAR**

1. UNOBLIGATED FEDERAL ALLOTMENT BROUGHT FORWARD FROM PREVIOUS FISCAL YEAR	\$
2. FEDERAL ALLOTMENT AUTHORIZED FOR CURRENT FISCAL YEAR	\$
3. FEDERAL FUNDS AVAILABLE FOR EXPENDITURE DURING CURRENT FISCAL YEAR (Item 1 plus Item 2)	\$
4. FEDERAL FUNDS EXPENDED DURING FISCAL YEAR (same as Part I, Section A, Line 1, Column 2)	\$
5. UNOBLIGATED FEDERAL ALLOTMENT CARRIED FORWARD TO NEXT FISCAL YEAR (Item 3 minus Item 4). THIS AMOUNT CANNOT EXCEED LINE 2	\$

I CERTIFY that all information contained herein is true, complete, and correct to the best of my knowledge and belief.

SIGNATURE OF City Treasurer or Responsible Officer: \_\_\_\_\_ SIGNATURE of Local ABE Director: \_\_\_\_\_ DATE OF CERTIFICATION: \_\_\_\_\_



## ANNUAL EXPENDITURE REPORT

Part 1-Sections C &amp; D

Part 2-Sections A &amp; B

## SECTION C

This Section provides a breakdown of Total Expenditures for instructional materials by type and by source of funding. The amount shown on Line 3, Column 2, of this Section should equal the amount shown for Part I, Section B, Line 6, Column 2.

## SECTION D

In accordance with Section 166.41 of the Adult Education Act Rules and Regulations, the Certification of Maintenance of Effort must be submitted annually PRIOR TO THE RECEIPT OF ANY FEDERAL FUNDS UNDER THIS PROGRAM. This certification MUST be signed by the chief State school officer.

## PART II-FINANCIAL STATEMENT OF RECEIPTS, EXPENDITURES, AND BALANCES OF FEDERAL FUNDS

## SECTION A

Adjustments to previously submitted Expenditure Reports should be shown here. Amounts of adjustments should be identified by fiscal year and by Common Account No.

NOTE: The Common Account No. for fiscal year 1968 and subsequent fiscal years is shown on the Notification of Grant Award. For prior years, the proper identification is as follows:

FY 1965	CAN 72760541
FY 1966	CAN 72770541
FY 1967	CAN 72210541

## SECTION B

Line 1. Enter on this line the amount of unobligated Federal allotment under the Adult Education Act for the previous fiscal year. ALL funds carried forward from the federal allotment for the previous year MUST BE EXPENDED before any expenditure can be made against the Federal allotment for the current fiscal year. The amount of unobligated Federal funds reported here should be the same as the amount reported on Line 1 (b), Column 2, Section A of Part I.

Line 2. Enter on this line the amount of the Federal Allotment for the current fiscal year.

Line 3. Add Line 1 and Line 2.



Line 4. Enter on this line the Federal share of expenditure (actual disbursements and unliquidated obligation chargeable to the current fiscal year. This amount should equal the amount shown for Part I, Section Line 1, Soolumn 2.

Line 5. Deduct Line 4 from Line 3. This amount cannot be more than the Federal allotment for the current fiscal year (Line 2).

## SAMPLE FORMS

Following are some examples of how to fill out various forms for a typical , part-time program in Midtown, Massachusetts. Not all forms are included in the sample, but those that it seemed could benefit from illustration have been included.

THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EDUCATION  
DIVISION OF CURRICULUM AND INSTRUCTION  
BUREAU OF ADULT SERVICES  
Adult Basic Education

February, 197

TITLE III FEDERAL FUNDS-ADULT EDUCATION ACT  
PUBLIC LAW 91-230

ADULT BASIC EDUCATION PROGRAM:

CITY/TOWN MIDTOWN, MASSACHUSETTS

The total amount of Title III Adult Basic Education Federal funds under this Project not to exceed the same amount funded the previous fiscal year unless previously requested and authorized by the State Office.

Amount FY 1976 0.00 Amount Requested for FY 1977 10,000

SIGNATURE *L. M. N. Educator*  
Superintendent of Schools

DATE Feb. 1976

SIGNATURE *A. B. See*  
Adult Basic Education Program Director

DATE Feb. 1976

APPLICATION FOR ADULT BASIC EDUCATION PROGRAM

## TITLE III

Adult Education Act ( P.L. 91-230 )

1. Title of Program MEDTOWN, ADULT BASIC EDUCATION
2. Name of School District MEDTOWN SCHOOL DISTRICT
3. Person in Charge of Program A. B. EGG  
 Title (coordinator, supervisor or director) DIRECTOR  
 Business Address 12 THREE ST. Telephone 123-4567  
 Home Address 78 Pine St. Telephone 234-5678
4. Application submitted by:  
 Signature F. FUNDS  
 Title FUNDING CO-ORDINATOR, ASST. Supt. OF SCHOOLS  
 Date Submitted FEB. 1976
5. Federal Congressional District 1<sup>ST</sup>  
 State Senatorial District 3<sup>RD</sup>  
 Representative District 6<sup>TH</sup>

FOR DEPARTMENT OF EDUCATION USE ONLY

Date Received \_\_\_\_\_ Reviewed on Merit of Performance  
 Recommended for Funding: YES \_\_\_\_\_ NO \_\_\_\_\_

Approved By \_\_\_\_\_  
 Director Bureau of Adult Services ABE Project Director

Total Project Cost Federal and Local Funds \$ \_\_\_\_\_ (100%)  
 Amount Carried from Previous Fiscal Year \$ \_\_\_\_\_  
 Amount Funded under Title III, ABE \$ \_\_\_\_\_ (%)  
 Local Share \$ \_\_\_\_\_ (%)

COST PER INSTRUCTIONAL HOUR PER STUDENT \$ \_\_\_\_\_  
 (Amount of funding ÷ number of actual instructional hours all students spent in class X number of students attending the Program)

STATEMENT OF CERTIFICATION

WE HEREBY CERTIFY THAT:

1. To the best of our knowledge and belief, the application made herein is in accordance with the Terms of the Massachusetts State Plan for P.L. 89-750, Title III, 1966.
2. Participation in the Massachusetts Plan for Adult Basic Education was authorized by vote of the school committee of:

MIDDLETOWN, MASSACHUSETTS on APRIL 2, 1966  
 City, Town or Regional District Date

3. The Assurance of Compliance with Title VI of the Civil Rights Act dated 12-16-69 applies to the application submitted herewith.  
 Month, Day, Year
4. For every \$7.50 of Federal monies expended for Adult Basic Education, the MIDDLETOWN SCHOOL DISTRICT will expend \$2.50 as the local  
 City, Town or Regional School
5. All other applicable local rules and regulations and pertinent state statutes and regulations governing the expenditure of funds will be observed.
6. To the best of our knowledge and belief, none of the items for which approval is requested will originate in or be exported from a Communist country.

Superintendent of Schools I. M. N. Educator  
 Signature

Date Feb. 1976

Chairman of School Committee Benjamin Politics

Date Feb. 1976

PROGRAM DESCRIPTION1. Program Timetable:

- a. Beginning date (for classes) . . . . . 9-1
- b. Projected enrollment . . . . . 150
- c. Number of instructional hours . . . . . 1350
- d. Number of sessions per week - Learning Center . . . . . —
- e. Number of sessions per week - Part-time Program . . . . . 30
- f. Total number of weeks (30 weeks minimum) . . . . . 30
- g. Total number of sessions (40 sessions minimum). . . . . 900
- h. Closing Date . . . . . \_\_\_\_\_

2. Description Student Population:

- a. Size of the target population (ABE) in your city or town:  
(Refer to CAMPS reports or community monographs Massachusetts Department of Commerce)  
1970 Census of Population - Massachusetts  
U.S. Department of Commerce/Bureau of the Census 10,561
- b. Description of the target population you have recruited:
- Adults functioning at the fourth grade level or below 60
- Adults functioning above the fourth grade and through the eighth grade level 60
- Adults functioning above the eighth grade level and through the twelfth grade level or its equivalency 30
- c. Methods of student recruitment (community and neighborhood recruiters, radio, fliers, etc.):

*Flyers; word-of-mouth; radio; newspaper; posters; booths; displays; social service agency referrals.*

3. Description of instructional practices (individualized and group instructions, use of learning machines, etc.):

Individualized instruction where appropriate

Group work for communication skills

etc.

etc.

etc.

4. Explanation of coordination with local community agencies (CAP, MDTA, WIN, MODEL CITIES, N.Y.C., etc.):

A minimum of three (3) Letters of Intent from cooperating agencies indicating a willingness to cooperate in student recruitment and referral from community agencies and/or organizations. (Kindly attach Proposal Application)

See Attached.

## PROGRAM CRITERIA

## ADULT BASIC EDUCATION TITLE III

## ADULT EDUCATION ACT

A. First priority shall be given to those students functioning at the fourth grade level or below, and second priority is to be given to students functioning above the fourth and through the eighth grade level. Third priority will be given to persons functioning above the eighth grade level and through the twelfth grade level or its equivalency.

B. Indicate which priority you have recruited in your area as meeting the most need. How many students will comprise this group, approximately?

60 students in 1-4 } - 1<sup>st</sup> priority  
 60 students in 5-8 } - 2<sup>nd</sup> priority

C. What special method in teaching reading are you preparing to use? \_\_\_\_\_

CETE materials in use Special materials: \_\_\_\_\_

\_\_\_\_\_ Special procedures: \_\_\_\_\_

D. What procedures for evaluation will be used? \_\_\_\_\_

Cite procedures to be used

E. Describe Guidance and Testing Service to be provided: \_\_\_\_\_

Describe counselling services Proposed tests to be used: \_\_\_\_\_

F. Names of member of Local Advisory Committee: I. H. Interested;

Loce L. Bady; Mr. Big Whig; Sammy Davis III;  
Sam Ervin; Donald Nixon; Ho Chi Minh; Mary  
Poppins; Big John; Getta Going; R. U. There.

Schedule of Advisory Committee Meetings: 1<sup>st</sup> Monday Every month.

Upon advance notice, State personnel will be glad to meet with Local Advisory Committees.



EXPENDITURES BUDGET

City/Town MIZOTOWN

1.0 PERSONNEL SERVICES

Make certain that Section 1.0 Personnel Services is completed as in the following example: (NO. OF HOURS X RATE PER HOUR X NO. EMPLOYED = TOTAL COST) 100 hrs. X \$10.00 per hr. X 1 = \$1,000

		MATCHING SHARE	
		Federal <u>75%</u>	Local <u>25%</u>
<b>a. Administrative:</b> (Pro-rated Salaries list under part-time with symbol: P.R.)			
<u>Director</u>	Part-time	\$ <u>1000</u>	
	Full Time	\$	
<b>b. Counseling:</b>			
	Part-time	\$	
	Full Time	\$	
<b>c. Teachers:</b>			
<u>1350 hrs. x 2.00 per hr. x 1</u> (or 135 hrs @ 200/hr x 10)	Part-time	\$ <u>7000</u>	<u>2450</u>
	Full Time	\$	
<b>d. Associate Professionals:</b>			
	Part-time	\$	
	Full Time	\$	
<b>e. Recruiters:</b>			
	Part-time	\$	
	Full Time	\$	
<b>f. Clerical:</b>			
<u>200 hrs x 3.5/m. x 1</u>	Part-time	\$ <u>175</u>	<u>525</u>
	Full Time	\$	
<b>g. Custodial:</b>			
<u>135 hrs x 5.00 x 1</u>	Part-time	\$ <u>675</u>	
	Full Time	\$	

		Federal <u>75%</u>	Local <u>25%</u>
h. <u>Other (Specify):</u>			
_____	Part-time	\$ _____	_____
_____	Full Time	\$ _____	_____
	<u>TOTAL</u> 1.0	\$ <u>8850</u>	<u>2975</u>

2.0 NON-PERSONNEL

Instructional Materials-Hardware Only

An inventory of all capital items purchased during this fiscal year must be kept, both in the local school district and at the State ABE Office.

		Federal ___%	Local ___%
a. <u>Audio-visual Equipment:</u>		\$ <u>200</u>	_____
b. <u>Office Equipment:</u>		\$ <u>100</u>	_____
	<u>TOTAL</u> 2.0	\$ <u>300</u>	<u>0</u>

3.0 GUIDANCE, COUNSELING, TESTING

a. <u>Standardized Tests:</u> (Include names of tests and Company purchased)		\$ <u>100</u>	_____
1.		\$ _____	_____
2.		\$ _____	_____
b. <u>Interest Blanks:</u>		\$ _____	_____
c. <u>Reference Books:</u>		\$ _____	_____
	<u>TOTAL</u> 3.0	\$ <u>100</u>	<u>0</u>

4.0 OTHER SERVICES AND SUPPLIES (SOFTWARE)

a. Books and other instructional materials for <u>150</u> adults		\$ <u>750</u>	_____
b. A.B.E. Conferences and Workshops only (Advance request required from State ABE Office)		\$ _____	_____
c. Equipment Maintenance and Repair		\$ _____	<u>125</u>

	Federal ___ %	Local ___ %
d. Communication (Newspaper, Radio, etc.)	\$	200
e. Utilities-Out of school sites only	\$	
f. Printed Materials	\$	200
g. Space Rental ( <del>Out of school sites only</del> ) ( <del>Non-public buildings</del> )	\$	
<b>TOTAL 4.0</b>	\$	750 525
<b>ITEMIZATION OF TOTALS:</b>		
1.0	\$	8850 2975
2.0	\$	300 0
3.0	\$	100 0
4.0	\$	750 525
<b>MONIES - GRAND TOTAL</b>	\$	10,000 3500
<b>TOTAL PROGRAM COST</b>	<b>FEDERAL AND LOCAL MONIES</b>	\$ <u>13,500</u>

\*\*\*\*\*

SUBMISSION OF APPLICATIONS

Two (2) copies of the completed application will be submitted to:

Project Director  
 Bureau of Adult Services  
 Massachusetts Department of Education  
 178 Tremont Street  
 Boston, Massachusetts 02111

One (1) copy should be forwarded to the Superintendent of schools. The applicant agency should keep one or more copies on file.

DEADLINE FOR SUBMISSION

Fiscal Year applications must be submitted by February 1.

COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EDUCATION  
BUREAU OF ADULT EDUCATION AND EXTENDED SERVICES  
ADULT BASIC EDUCATION

171

FORM 91-230-A-5 (REVISED)

MONTHLY STATEMENT OF EXPENDITURES

MONTH OCTOBER

LOCAL DISTRICT MIDDOWN

PROGRAM TITLE MIDDOWN ABE

PROGRAM # 1234567

SECTION I. BUDGET CONTROL

Total Federal Funds Approved FY 1977 10,000

	(1)	(2)		(4)
	Approved Budget Categories FY 1973	Actual Expenditures Current Month	Accumulative To Date	Total Unexpended Balance To Date
1. Personnel Services	8850	1153.50	2307.00	6543.00
2. Instruction Materials (hardware, office equipment, <u>only</u> )	300	280.00	280.00	20.00
3. Other Services and Supplies (software)	850	200.00	300.00	550.00
Totals	10,000	1633.50	2887.00	7113.00
Grand Total Accumulative				

(Column 1-3)

N.B. Expenditures in budget categories in excess of approved budgets will be assumed by the local school system unless prior approval for the transfer within categories has been authorized by this Office.

SECTION II. CASH CONTROL

- 1) CASH ON HAND BEGINNING OF MONTH 8746.50
- 2) ADDITIONAL RECEIPTS THIS MONTH 0
- 3) FEDERAL FUNDS AVAILABLE 8746.50
- 4) LESS EXPENDITURES THIS MONTH (1633.50)
- 5) CASH ON HAND - END OF MONTH 7113.00  
(THIS TOTAL BECOMES THE BEGINNING BALANCE FOR THE FOLLOWING MONTH CASH ON HAND, SECTION II. NO. 1)

List any instructional equipment (hardware) purchased during the month at a cost of \$100 or more:

110.00 - Tape Recorder

OFFICIAL SIGNATURE:

City/Town Treasurer or Responsible Official L. Ma Educator

Program Director, Adult Basic Education A.B. Eee

PROFESSIONAL STAFF CERTIFICATION

Program # 123456

Title of Program MIDDOWN MASSACHUSETTS ABE

Local District MIDDOWN

Name WANDA TEACHER Phone 122-4562

Home Address 12 READING MIDDOWN 99199  
street and number city or town zip code

Business Address ---

Educational Preparation: Undergraduate and Graduate

<u>INSTITUTION</u>	<u>SPECIALIZATION</u>	<u>DEGREE</u>	<u>YEAR</u>
<u>TEACHER TRN</u>	<u>EDUC.</u>	<u>B.A.</u>	<u>1971</u>
_____	_____	_____	_____
_____	_____	_____	_____

MASSACHUSETTS TEACHING CERTIFICATE NO.: 123456

Workshop in Adult Basic Education:

<u>INSTITUTION</u>	<u>YEAR</u>	<u>MASS. A.B.E. CERTIFICATE RECEIVED</u>	
<u>STATE U.</u>	<u>1972</u>	<u>YES (✓)</u>	<u>NO ( )</u>

Years Experience Teaching A.B.E. Program: 3 Where MIDDOWN

Years Experience Teaching A.C.E. Program: 0 Where \_\_\_\_\_

Present Position in Program: TEACHER Salary per hr. \$7.00

Specific Duties TEACHING A.B.E. CLASSES

Elementary or Secondary Teaching or Administrative Experience:

MIDDOWN HIGH SCHOOL

FOR DEPARTMENT OF EDUCATION USE ONLY:

Approved \_\_\_\_\_ Rejected \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Position \_\_\_\_\_

ADULT BASIC EDUCATION OF ADULT CIVIC EDUCATION

Program Title MEDTOWN ABE For the Month of Oct. 1977 Teacher's Name WANDA TEACHER

Class Meets on: Monday ✓ Tuesday ✓ Wednesday ✓ Thursday ✓ Friday ✓ Normaling ✓ Afternoon ✓ Evening ✓ Time 7-8:30

Length of Session 1 hrs. A=Absent D=Discharged E=Entered H=Holiday V=Vacation W=Withdrawal

City/Town MEDTOWN Official Signature - Program Director A.B. See

Student's Name	Date							W	T	F	S	Sa	Su
	M	T	W	Th	F	Sa	Su						
1 J. H. Trumble	P	P	P	P	P	P	P						
2 Dan Mathen	P	P	P	P	P	P	P						
3 Joe Namath	P	P	P	P	P	P	P						
4 Lisa Bowen	P	P	P	P	P	P	P						
5 Richard Burton	P	P	P	P	P	P	P						
6 Candice Bengen													
7 Abe Ribicoff													
8 John Ford													
9 Howard K. Smith													
10 Nyuben Tellez													
11 Francis Sargent													
12 Karl Borden													
13 Jason Borden													
14 Sandra Borden													
15 Judy Borden													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													

A Copy of This Record Is To Be Returned To This Office: At The End of Each Month To: Miss Mary G. Bodanza, Project Director  
Adult Basic Education - 178 Tremont Street, Boston, MA 02111



DIVISION OF  
CURRICULUM AND INSTRUCTION

*The Commonwealth of Massachusetts*  
*Department of Education*  
*182 Tremont Street, Boston 02111*

ADULT BASIC EDUCATION  
ANNUAL PROGRAM REPORT  
FISCAL YEAR 1972

April 7, 1972

Community MIDTOWN Date May 1977

Signature of Local A.B.E. Director A. B. Lee

Signature of Person Making Report Same

Position Same

Period Covered by A.B.E. Program:

From 9-1 76  
month year

To May 77  
month year

This Report is to be returned to the Department of Education  
no later than MAY 26, 1972 to:

Mr. Robert Sinicrope  
Senior Supervisor  
Adult Basic Education  
4th Floor  
182 Tremont Street  
Boston, Massachusetts 02111

TABLE I  
NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC  
GROUPS, AGE AND SEX

	(1) WHITE (Other than Spanish Surnamed)	(2) NEGRO	(3) SPANISH SURNAMED (Cubans, Mexican- Americans, Puerto Ricans)	(4) AMERICAN INDIAN	(5) ORIENTAL	(6) OTHER	(7) TOTAL
1. (a) 16 MALE	15	1	0	0	0	0	16
TO							
(b) 24 FEMALE	6	2	3				11
2. (a) 25 MALE	6	1	2				9
TO							
(b) 34 FEMALE	18	1	5				24
3. (a) 35 MALE	10	5	6				21
TO							
(b) 44 FEMALE	17	4	7				25
4. (a) 45 MALE	1	3	7				11
TO							
(b) 54 FEMALE	3	5	3				11
5. (a) 55 MALE	2	1	2				5
TO							
(b) 64 FEMALE	5	1	3				9
6. (a) 65 MALE	2	2	1				5
+							
(b) FEMALE	1	1	1	0	0	0	3
7. TOTAL	86	27	37	0	0	0	150

TABLE I reports the population that is being served by adult education classes in the State with Federal, State or local funds under P.L. 91-230. It should include participants from other Federal programs such as Manpower and Job for whom any direct services are being provided at clearly additional cost to the program (e.g., when an influx of 40 WIA participants would necessitate operating 2 or 3 extra classes). Every participant that completed 12 or more hours of instruction during the fiscal year July 1-June 30 should be included in this table. A participant's age is to be reported as age at time of first class attended during the fiscal year. The total number of adult education participants reported in Line 7, Column 7 of TABLE I should agree exactly with the total figure reported in Line 4, Column 1, Part A of TABLE II.

PARTICIPANT PROGRESS AND SEPARATION DATA  
BY INSTRUCTIONAL LEVEL

PART A

INSTRUCTIONAL LEVEL	NUMBER OF PARTICIPANTS WHO...			
	(1) STARTED AT EACH LEVEL	(2) STARTED AT EACH LEVEL AND COMPLETED THAT LEVEL	(3) STARTED AT A LOWER LEVEL AND COMPLETED A HIGHER LEVEL	(4) SEPARATED FROM EACH LEVEL
1. BEGINNING	60	30		5
2. INTERMEDIATE	60	30	10	2
3. ADVANCED	30	20	5	5
4. TOTAL	150			

PART B

REASONS FOR SEPARATIONS	NUMBER OF SEPARATIONS FOR EACH REASON
1. TO ENROLL IN OTHER PROGRAM	
2. TO ENROLL IN OTHER PROGRAM	2
3. TO ENROLL IN OTHER PROGRAM	1
4. MET PROGRAM REQUIREMENTS	5
5. FOR OTHER REASONS	
6. BECAUSE OF HEALTH PROBLEMS	3
7. BECAUSE OF HEALTH PROBLEMS	
8. BECAUSE OF HEALTH PROBLEMS	1
9. BECAUSE OF HEALTH PROBLEMS	
10. BECAUSE OF HEALTH PROBLEMS	
11. BECAUSE OF HEALTH PROBLEMS	
12. BECAUSE OF HEALTH PROBLEMS	
13. BECAUSE OF HEALTH PROBLEMS	
14. BECAUSE OF HEALTH PROBLEMS	
15. BECAUSE OF HEALTH PROBLEMS	
16. BECAUSE OF HEALTH PROBLEMS	
17. BECAUSE OF HEALTH PROBLEMS	
18. BECAUSE OF HEALTH PROBLEMS	
19. BECAUSE OF HEALTH PROBLEMS	
20. BECAUSE OF HEALTH PROBLEMS	
21. BECAUSE OF HEALTH PROBLEMS	
22. BECAUSE OF HEALTH PROBLEMS	
23. BECAUSE OF HEALTH PROBLEMS	
24. BECAUSE OF HEALTH PROBLEMS	
25. BECAUSE OF HEALTH PROBLEMS	
26. BECAUSE OF HEALTH PROBLEMS	
27. BECAUSE OF HEALTH PROBLEMS	
28. BECAUSE OF HEALTH PROBLEMS	
29. BECAUSE OF HEALTH PROBLEMS	
30. BECAUSE OF HEALTH PROBLEMS	
31. BECAUSE OF HEALTH PROBLEMS	
32. BECAUSE OF HEALTH PROBLEMS	
33. BECAUSE OF HEALTH PROBLEMS	
34. BECAUSE OF HEALTH PROBLEMS	
35. BECAUSE OF HEALTH PROBLEMS	
36. BECAUSE OF HEALTH PROBLEMS	
37. BECAUSE OF HEALTH PROBLEMS	
38. BECAUSE OF HEALTH PROBLEMS	
39. BECAUSE OF HEALTH PROBLEMS	
40. BECAUSE OF HEALTH PROBLEMS	
41. BECAUSE OF HEALTH PROBLEMS	
42. BECAUSE OF HEALTH PROBLEMS	
43. BECAUSE OF HEALTH PROBLEMS	
44. BECAUSE OF HEALTH PROBLEMS	
45. BECAUSE OF HEALTH PROBLEMS	
46. BECAUSE OF HEALTH PROBLEMS	
47. BECAUSE OF HEALTH PROBLEMS	
48. BECAUSE OF HEALTH PROBLEMS	
49. BECAUSE OF HEALTH PROBLEMS	
50. BECAUSE OF HEALTH PROBLEMS	
TOTAL	13

TABLE II combines reporting data on starting levels, completions, and separations. As with TABLE I, only participants who attended 12 or more hours of instruction during the fiscal year should be reported. The total figure reported in Line 4, Column 1, Part A of TABLE II should agree exactly with the total reported in Line 7, Column 7 of TABLE I. Students who left the program during the fiscal year because they completed the intermediate or advanced levels should not be counted as separations, but as completions. Count separations one time only. For example, a female who separates because she has a baby-sitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation case under "CHILD CARE PROBLEMS". Reasons for separations have been delineated to show "positive" type reasons indicating certain program accomplishments, as well as problem-related reasons which may be applicable to State and/or Federal influence. For example, if health problems show up significantly in a given State as a reason for separations, the State Administrator might encourage curriculum on personal health care, hygiene, and nutrition. The total figure reported in Line 4, Column 4, Part A of TABLE II should agree exactly with the total reported in item 14 of Part B. Until such time as special district one has been developed for measuring adult performance levels, "Beginning" level is equivalent to grades 1-4, "Intermediate" is equivalent to grades 5-8, "Advanced" is equivalent to grades 9-14.



TABLE III  
NUMBER OF PARTICIPANTS AND  
NUMBER OF DAY-TIME AND EVENING  
CLASSES BY TYPE OF LOCATION

LOCATIONS OF CLASSES	(1)	(2)	(3)
	NUMBER OF PARTICIPANTS	NUMBER OF DAY-TIME CLASSES	NUMBER OF EVENING CLASSES
SCHOOL BUILDING 1. ELEMENTARY/JUNIOR	60		4
SCHOOL BUILDING 2. SECONDARY	60		4
SCHOOL BUILDING COLLEGE/JUNIOR COLLEGE/ 3. TECHNICAL INSTITUTES			
4. LEARNING CENTER			
5. CORRECTIONAL INSTITUTION			
6. HOSPITAL			
7. WORK SITE	30		2
8. OTHER LOCATIONS			
9. TOTAL			

TABLE III shows where participants attended classes and the number of day and evening classes by type of classroom location. As with TABLE I and Column I of TABLE II the State should report on every participant that completed 12 or more hours of instruction during the fiscal year.

"School building" can be either public or private. For purposes of this report junior high buildings should be classified as elementary.

"Learning centers" for purposes of the adult education program and this report are adult instructional settings featuring 1) extensive use of programmed instruction, 2) flexible participant scheduling and attendance, 3) being open for extended periods of time and on a daily basis, e.g., 9 AM to 5 PM. In cases where learning centers are found in any of the other types of locations listed, participants should be counted as attending learning centers, not the other types.

"Correctional institutions" can be Federal, State or local and include youth offenders as well as adults. Inmates are the only ones to be included in this category.

"Hospitals" can be Federal, State or local; mental institutions are included. Hospital in-patients and out-patients are the only ones to be included in this category.

"Work sites" can be public or private, as long as they are operating places of employment for the participants. If hospital or correctional employees are trained at their respective job locations, they would be counted under the "work site" category.

"All other locations" would include those that do not fit into one of the above categories. Church and storefront locations are among those that would generally fall into this category.

TABLE IV  
NUMBER OF PAID PERSONNEL, BY LOCATION  
AND TYPE OF EMPLOYMENT, AND BY AMOUNT OF  
TRAINING FOR ADULT EDUCATION POSITION

ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED	PAID ADULT EDUCATION PERSONNEL					
	(1) TOTAL NO. OF PERSONNEL	(2) EQUIVALENT NO. OF FULL TIME PERSONNEL	(3) AMOUNT OF STATE AND/OR LOCAL TRAINING-IN CLOCK HOURS			
			(a) NO. TAKING 1-16 HOURS	(b) NO. TAKING 17-40 HOURS	(c) NO. TAKING 41 OR MORE HOURS	(d) NO. TAKING NO HOURS
1. LOCAL ADMINISTRATIVE & SUPERVISORY PERSONNEL	1	.25	1			
2. LOCAL TEACHERS	10	1.5	6	2	1	1
3. LOCAL COUNSELORS						
4. LOCAL PARAPROFESSIONALS						
TOTAL	11	1.75	7	2	1	1

TABLE IV requires data on numbers of personnel and their full time equivalence for five different personnel categories. It also provides for indication of the amount of State and/or local pre-service adult education program-related training received by paid personnel during the fiscal year.

In Column I, count one time only each employee being paid out of Federal, State, or local adult education funds. Each employee should be placed in the personnel category where he does most of his work. "Administrative and Supervisory Personnel" includes teacher trainers; "Paraprofessionals" includes teacher/classroom aides.

"Equivalent Number of Full Time Personnel," Column II, should be stated according to a formula or method used in determining full time employment in each of the different job categories. In the space provided below please specify the various formulas or methods used in each of the categories.

"State or Local Training" is not to include any "309(b) and (c)" funded training. It should include other training that is clearly related to the program effort under the personnel categories listed above. A "clock hour" refers to a period of instruction of at least 50 minutes in length.

**APPENDIX I**

**ADULT**

**EDUCATION**

**PUBLICATIONS**

## ADULT EDUCATION PUBLICATIONS

1) Adult Leadership

10 issues/year \$13.00  
Nicholas P. Mitchell, ed.

Circulation address: Adult Education Association of the U.S.A.  
The Otis Building  
810 18th St., N.W.  
Washington, D.C. 20006

2) Adult Education

4 issues/year \$11.00

Circulation address: Adult Education Association of the U.S.A.  
The Otis Building  
810 18th St., N.W.  
Washington, D.C. 20006

3) Adult Education Magazine

Annual. No cost.

Circulation address: Youth Education Systems, Inc.  
1696 Westwood Boulevard  
Los Angeles, California 90025

4) International Journal of Continuing Education and Training

4 issues/year \$25.00  
Phillip L. Sleeman, ed.

Circulation address: Baywood Publishing Co., Inc.  
43 Central Drive  
Farmingdale, New York 11735

5) The Adult Education Association in Massachusetts

6 issues/year No charge to members.  
Molly Charter, ed.

Circulation address: Adult Education Association  
c/o Boston Public Library  
Copley Square  
Boston, Massachusetts 02117

**APPENDIX II**

**ADULT**

**EDUCATION**

**ORGANIZATIONS**

## ADULT EDUCATION ORGANIZATIONS

ADULT EDUCATION ASSOCIATION OF THE U.S.A. (AEA)  
 Affiliated with the Council of National Organizations for  
 Adult Education (CNO-AE)

Charles B. Wood, Executive Director  
 Adult Education Association of the U.S.A.  
 810-18th Street, N.W.  
 Washington, D.C. 20006

(202) 347-9574

ADULT EDUCATION ACTION COUNCIL (AEAC)

Alexander N. Charters, President  
 Adult Education Action Council  
 Suite 1205 East  
 4201 Cathedral Avenue, N.W.  
 Washington, D.C. 20016

(202) 244-6167

ADULT SERVICES DIVISION (ASD) OF THE AMERICAN LIBRARY ASSOCIATION (ALA)

Andrew Hansen, Executive Secretary  
 Adult Services Division, American Library Association  
 50 East Huron Street  
 Chicago, Illinois 60611

(312) 944-6780 Extension 293

CHURCH WOMEN UNITED (CWU) ADULT BASIC EDUCATION COMMITTEE AND STAFF  
 FOR VOLUNTEERS IN COMMUNITY SERVICES

Mrs. Alice M. Leppert, ABE Program Specialist  
 Church Women United Adult Basic Education Committee and  
 Staff for Volunteers in Community Service  
 Room 812  
 475 Riverside Drive  
 New York, New York 10027

(212) 870-2347

COALITION OF ADULT EDUCATION ORGANIZATIONS (CAEO)  
Formerly Committee of Adult Education Organizations (Ad Hoc), 1965

Clarence H. Thompson, President  
Coalition of Adult Education Organizations  
University College-Center for Continuing Education  
Drake University  
2700 University Avenue  
Des Moines, Iowa 50311

(515) 271-2183

COMMISSION OF PROFESSORS OF ADULT EDUCATION (CPAE)  
A division of the Adult Education Association of the U.S.A. (AEA)

William S. Griffith, Chairman  
Commission of the Professors of Adult Education  
Department of Education  
University of Chicago  
5835 Kimbark Avenue  
Chicago, Illinois 60637

(312) 753 3815

COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION (CNO-AE)

Mrs. Constance Burgess, President  
Council of National Organizations for Adult Education  
1225 Nineteenth Street, N.W.  
Washington, D.C. 20036

(202) 296-7297

DIVISION OF ADULT EDUCATION SERVICES (DAES) OF THE NATIONAL  
EDUCATION ASSOCIATION (NEA)

Robert A. Luke, Director  
Division of Adult Education Services  
National Education Association  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20036

(202) 833-5492

INSTITUTE OF LIFETIME LEARNING (ILL)

Lawrence O. Carlson, Associate Dean  
Institute of Lifetime Learning  
Suite 601  
1346 Connecticut Avenue, N.W.  
Washington, D.C.

(202) 332-7841

NATIONAL ACADEMY FOR ADULT JEWISH STUDIES (NAAJS)  
Adult education arm of the United Synagogue of America

Marvin S. Wiener, Director  
National Academy for Adult Jewish Studies  
218 East 70th Street  
New York, New York 10021

(212) 535-0790

NATIONAL ASSOCIATION OF BLACK ADULT EDUCATORS (NABAE)

Joseph C. Paige, President  
Ernest A. Dow, Vice President and Executive Director  
National Association of Black Adult Educators  
Federal City College  
1424 K Street, N.W.  
Washington, D.C. 20005

(202) 628-5951

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (NAPCAF)  
An Affiliate of the National Education Association (NEA)

James R. Dorland, Executive Secretary  
National Association for Public Continuing and Adult  
Education  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20036

(202) 833-5486

MASSACHUSETTS ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (MAPCA)  
An affiliate of the National Association for Public Continuing and Adult Education

Ray Morrow, President  
Massachusetts Association for Public Continuing Adult Education  
125 State St.  
Springfield, Massachusetts 01103  
(413) 733 2132

MASSACHUSETTS ADULT EDUCATION ASSOCIATION (MEA)

Molly Charter, Sec. v.  
Adult Education Association  
c/o Boston Public Library  
Copley Square  
Boston Massachusetts 02117



**APPENDIX III**

**RELATED PUBLIC**

**AND**

**PRIVATE ORGANIZATIONS**

## RELATED PUBLIC AND PRIVATE ORGANIZATIONS

### AMERICAN ASSOCIATION OF JUNIOR COLLEGES (AAJC)

Edmund J. Gleazer, Jr. Executive Director  
American Association of Junior Colleges  
One Dupont Circle, N.W.  
Washington, D.C. 20036

(202) 293-7050

### AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)

Alice L. Beeman, General Director  
American Association of University Women  
2401 Virginia Avenue, N.W.  
Washington, D.C. 20037

(202) 338-4300 Extension-1

### AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, INC. (ASTD)

James W. Pearson, Executive Director  
American Society for Training and Development  
P.O. Box 5307  
517 N. Segoe Road  
Madison, Wisconsin 53705

(608) 238-9312

### AMERICAN VOCATIONAL ASSOCIATION, INC. (AVA)

Lowell A. Burkett, Executive Director  
American Vocational Association, Inc.  
1510 H Street, N.W.  
Washington, D.C. 20005

(202) 737-3722

### ASSOCIATION FOR FIELD SERVICES IN TEACHER EDUCATION (AFSTF)

Mrs. Lois Burdick, Secretary-Treasurer  
Association for Field Services in Teacher Education  
Division of Extended Services  
Indiana State University  
Terre Haute, Indiana 47809

(812) 232-6311 Extension-721

## ASSOCIATION OF UNIVERSITY EVENING COLLEGES (AUFC)

Howell W. McGee, Executive Secretary  
Association of University Evening Colleges  
Adult Admission and Records  
University of Oklahoma  
1700 Asp Avenue  
Norman, Oklahoma 73069

(405) 325-1021

## B'NAI B'RITH (BB)

Rabbi Jay Kaufman, Executive Vice President  
B'nai B'rith  
1640 Rhode Island Avenue, N.W.  
Washington, D.C. 20036

(202) 393-5284 Extension-317

## CORPORATION FOR PUBLIC BROADCASTING (CPB)

Have funding ties with the National Public Radio (PR), and  
the Public Broadcasting Service (PBS)

Robert D. B. Carlisle  
Director of Educational Projects  
Corporation of Public Broadcasting  
1345 Avenue of the Americas  
New York, New York 10019

(212) 582-2020 Extension-18

## NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTING (NAEB)

A division of Educational Television Stations (ETS)

William G. Harley, President  
James A. Fellows, Secretary  
National Association of Educational Broadcasters  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

(202) 667-6000

## NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES

Ralph K. Huitt, Executive Director  
National Association of State Universities  
Suite 710  
One Dupont Circle, N.W.  
Washington, D.C. 20036

(202) 293-7120

## NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS (NATTS)

William A. Goddard, Executive Director  
National Association of Trade and Technical Schools  
2021 L Street, N.W.  
Washington, D.C. 20036

(202) 296-8892

## NATIONAL COMMUNITY SCHOOL EDUCATION ASSOCIATION (NCSEA)

Nick Pappadakis, Executive Secretary  
National Community School Education Association  
1017 Avon Street  
Flint, Michigan 48503

(313) 238-1631 Extension-263

## NATIONAL COUNCIL OF CHURCHES (NCC) OF CHRIST IN THE U.S.A.

R. H. Edwin Espy, General Secretary  
National Council of Churches of Christ in the U.S.A.  
Room 880  
475 Riverside Drive  
New York, New York 10027

(212) 870-2200 Extension-2141

## NATIONAL COUNCIL ON COMMUNITY SERVICES (NCCS) FOR COMMUNITY AND JUNIOR COLLEGES

J. Kenneth Curmiskey, Executive Director  
National Council on Community Services for Community and  
Junior Colleges

One Dupont Circle, N.W.  
Washington, D.C. 20036

(202) 293-7050 Extension-49 or 50

NATIONAL COUNCIL ON JEWISH EDUCATION (NCJE)  
Part of American Association for Jewish Education (AAJE)

Zalmen Slesinger, Executive Secretary  
National Council on Jewish Education  
101 Fifth Avenue  
New York, New York 10003

(212) 675-5656

NATIONAL EDUCATIONAL TELEVISION (NET)  
Now a division of Educational Broadcasting Corporation, New York

Henry C. Alter, Director of Media Services  
National Educational Television  
10 Columbus Circle  
New York, New York 10019

(212) 262-5740

NATIONAL HOME STUDY COUNCIL (NHSC)

David A. Lockmiller, Executive Director  
National Home Study Council  
1601 Eighteenth Street, N.W.  
Washington, D.C. 20009

(202) 234-5100

NATIONAL PUBLIC RADIO (NPR)  
Financed by the Corporation for Public Broadcasting (CPB)

Donald R. Quale, President  
National Public Radio  
888 Sixteenth Street, N.W.  
Washington, D.C. 20006

(202) 833-1230

NATIONAL TRAINING LABORATORY (NTL)  
INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE  
Associated with the National Education Association (NEA)

Valdimir A. Dupre, President  
 National Training Laboratory  
 Institute for Applied Behavioral Science  
 1201 Sixteenth Street, N.W.  
 Washington, D.C. 20036

(202) 833-4345

NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA)

Robert J. Pitchell, Executive Director  
 National University Extension Association  
 National Center for Higher Education  
 Suite 360  
 One Dupont Circle, N.W.  
 Washington, D.C. 20036

(202) 659-3220

PUBLIC BROADCASTING SERVICE (PBS)

Financed by the Corporation for Public Broadcasting (CPB)

Hartford Gunn, Jr., President  
 Public Broadcasting Service  
 955 L'Enfant Plaza North, S.W.  
 Washington, D.C. 20024

(202) 484-9500

SOCIETY FOR PUBLIC HEALTH EDUCATORS, INC. (SOPHE)

Affiliated with the International Union for Health Education (IUHE),  
 through organizational membership in the American National Council  
 for Health Education of the Public, Inc. (ANCHEP)

James P. Lovegren, Administrative Secretary  
 Society of Public Health Educators, Inc.  
 Room 408  
 655 Sutter Street  
 San Francisco, California 94102

(415) 673-7267

UNITED BUSINESS SCHOOLS ASSOCIATION (UBSA)

Richard A. Fulton, Executive Director  
 United Business Schools Association  
 1730 M Street, N.W.  
 Washington, D.C. 20036

(202) 659-2460

**APPENDIX IV**

**SUGGESTED SAMPLE**

**FORMS FOR LOCAL**

**PROGRAM OPERATION**

Employee No. \_\_\_\_\_ 201.

Code No. \_\_\_\_\_

INSTRUCTORS TIME AND ATTENDANCE REPORT

INSTRUCTOR \_\_\_\_\_ CLASS \_\_\_\_\_

MONTH \_\_\_\_\_ 19 \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_

DAY	DATE	PRESENT ENROLLMENT		NO. RECEIVING INSTRUCTION		HOURS OF INSTRUCTION	REMARKS
		M	F	M	F		
TOTALS							

Reports are due in Coordinators' office at end of each calendar month, Public Schools Administration Building

TOTAL HOURS CLAIMED \_\_\_\_\_

SIGNATURE \_\_\_\_\_

APPROVED \_\_\_\_\_





EQUIPMENT INVENTORY

Adult Education

Page \_\_\_\_\_

NAME AND DESCRIPTION ARTICLE	DATE OF PURCHASE	FROM WHOM PURCHASED	PURCHASE PRICE	SERIAL OR MODEL NUMBER	LOCATION WHERE USED

## CLASS ROSTER

## Adult Basic Education

INSTRUCTOR \_\_\_\_\_ QUARTER \_\_\_\_\_

NAME OF CLASS \_\_\_\_\_ DAYS \_\_\_\_\_

SCHOOL \_\_\_\_\_ ROOM # \_\_\_\_\_ TIME \_\_\_\_\_

NAME	ADDRESS	TELEPHONE	RACE or NATIONALITY	COMMENTS
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

COMMENTS: \_\_\_\_\_

## ADULT BASIC EDUCATION

## RECRUITER REPORT

Strictly Confidential--Recruiter Show Identification--  
Information for official use only.

Name \_\_\_\_\_ Phone No. \_\_\_\_\_  
(Last Name) (First Name)

Address \_\_\_\_\_ City \_\_\_\_\_

Age \_\_\_\_\_ Sex: Male \_\_\_\_\_ Female \_\_\_\_\_  
Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_  
(Check One) Not living \_\_\_\_\_  
With Spouse \_\_\_\_\_

Annual Salary \_\_\_\_\_

Years of Schooling \_\_\_\_\_ No. of Children Living at Home \_\_\_\_\_

Enroll in a Class: Will \_\_\_\_\_ Morning \_\_\_\_\_  
May \_\_\_\_\_ Afternoon \_\_\_\_\_  
will Not \_\_\_\_\_ Evening \_\_\_\_\_

If Not--Reasons:

\_\_\_ not interested  
\_\_\_ children-baby sitter  
\_\_\_ poor health  
\_\_\_ aged  
\_\_\_ work schedule  
\_\_\_ lacks confidence  
\_\_\_ already engaged in Education  
\_\_\_ doesn't appear to need  
\_\_\_ basic education  
\_\_\_ other reasons

Should another call be made \_\_\_ Yes \_\_\_ No

Additional Information \_\_\_\_\_

Ethnic Group \_\_\_\_\_

Recruiter \_\_\_\_\_

Date \_\_\_\_\_

STUDENT INFORMATION SHEET  
ADULT BASIC EDUCATION

NAME \_\_\_\_\_ \*  
 \* TEACHER \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ \*  
 \* SCHOOL \_\_\_\_\_  
 TELEPHONE \_\_\_\_\_ \*  
 \* DATE TO BEGIN \_\_\_\_\_  
 \*  
 BIRTHDATE \_\_\_\_\_ SEX \_\_\_\_\_ \*  
 \* GRADE LEVEL PLACEMENT:  
 \*  
 PLACE OF BIRTH \_\_\_\_\_ \*  
 \* I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_  
 \*  
 RACE \_\_\_\_\_ U.S. CITIZEN? \_\_\_\_\_ \*  
 \* GRADUATED \_\_\_\_\_  
 \*  
 MARITAL STATUS \_\_\_\_\_ \*  
 Married Single Divorced

\*\*\*\*\*

HEAD OF HOUSEHOLD? Yes \_\_\_\_\_ No \_\_\_\_\_

TOWN & STATE WHERE ATTENDED SCHOOL LAST \_\_\_\_\_ YEAR \_\_\_\_\_

HIGHEST GRADE COMPLETED \_\_\_\_\_ OCCUPATION \_\_\_\_\_ EMPLOYER \_\_\_\_\_

FAMILY INCOME: Hourly \_\_\_\_\_ Weekly \_\_\_\_\_ Yearly \_\_\_\_\_

CHILDREN	BIRTHDATE	GRADE IN SCHOOL

OTHER ADULTS IN HOME	RELATIONSHIP	OCCUPATION	HIGHEST GRADE COMP.

HOW DID YOU LEARN ABOUT A.B.E.? \_\_\_\_\_

INDIVIDUAL STUDENT RECORD

NAME \_\_\_\_\_ LOCAL ADDRESS \_\_\_\_\_ ADDRESS CHANGE \_\_\_\_\_

PHONE \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ PLACE OF EMPLOYMENT \_\_\_\_\_

Date Enrolled \_\_\_\_\_ INDIVIDUAL ACHIEVEMENT RECORD

Teacher \_\_\_\_\_ LEVEL I ..... (Date) \_\_\_\_\_ ACHIEVEMENT TESTS

Beginning Class On \_\_\_\_\_ Programmed Math \_\_\_\_\_ CALIFORNIA TEST BUREAU,  
Level F..... (Date) \_\_\_\_\_  
Programmed Read \_\_\_\_\_  
Teacher Comments: \_\_\_\_\_  
Reading \_\_\_\_\_  
Arithmetic \_\_\_\_\_

INITIAL INTERVIEW

Reading Level.... \_\_\_\_\_

Arithmetic Level.... \_\_\_\_\_ LEVEL II ..... (Date) \_\_\_\_\_

Language Development: \_\_\_\_\_

Programmed Math \_\_\_\_\_

Programmed Read \_\_\_\_\_

Science \_\_\_\_\_

Others: \_\_\_\_\_

Teacher Comments: \_\_\_\_\_

Counselor Comments: \_\_\_\_\_

LEVEL III ..... (Date) \_\_\_\_\_

Programmed Math \_\_\_\_\_

Programmed Read \_\_\_\_\_

Science \_\_\_\_\_

History \_\_\_\_\_

Vocabulary \_\_\_\_\_

Para. Comp. \_\_\_\_\_

FOURTH STUDENT SURVEY (Date) \_\_\_\_\_

Reading Comp. \_\_\_\_\_

Word Recog. \_\_\_\_\_

Arith. Comp. \_\_\_\_\_

Arith. Problems \_\_\_\_\_

CALIFORNIA ACHIEVEMENT TESTS

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

Reading \_\_\_\_\_

Arithmetic \_\_\_\_\_

Language \_\_\_\_\_

Overall Average Score: \_\_\_\_\_

Recommended for Adult High

School (Date) \_\_\_\_\_

YES \_\_\_\_\_ NO \_\_\_\_\_

A. B. E. CHECKLIST

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

**GROWTH IN HABITS AND ATTITUDES:**

1. Indicates well developed traits and accomplishments . \_\_\_\_\_
2. Indicates satisfactory \_\_\_\_\_
3. Indicates improvement \_\_\_\_\_
4. Indicates need for improvement. \_\_\_\_\_

**WORK and STUDY HABITS:**

- Listens thoughtfully..... \_\_\_\_\_
- Follows directions..... \_\_\_\_\_
- Shows initiative..... \_\_\_\_\_
- Plans effective use of time..... \_\_\_\_\_
- Works independently..... \_\_\_\_\_
- Completes assigned work satisfactorily.... \_\_\_\_\_
- Outside study..... \_\_\_\_\_

**PERSONAL and SOCIAL GROWTH:**

- Cooperates in developing and following rules \_\_\_\_\_
- Shows courtesy in speech and action..... \_\_\_\_\_
- Works well with others..... \_\_\_\_\_
- Practices personal neatness..... \_\_\_\_\_
- Assumes responsibility..... \_\_\_\_\_
- Accepts suggestions willingly..... \_\_\_\_\_
- Exercises self-control..... \_\_\_\_\_

**\*SOCIAL AWARENESS:**

- Finds appropriate materials and contributes pertinent information..... \_\_\_\_\_
- Displays interest in current happenings \_\_\_\_\_
- Develops important basic understandings \_\_\_\_\_
- Draws valid conclusions from reading and observing..... \_\_\_\_\_

**\*GROWTH IN KNOWLEDGE AND SKILLS:**

1. Outstanding-consistently high quality. \_\_\_\_\_
2. Very good. \_\_\_\_\_
3. Progress is satisfactory \_\_\_\_\_
4. Progress is slow. \_\_\_\_\_
5. Unsatisfactory performance. \_\_\_\_\_

**\*LANGUAGE DEVELOPMENT:**

- Speaks distinctly..... \_\_\_\_\_
- Uses a meaningful vocabulary... \_\_\_\_\_
- Expresses self creatively..... \_\_\_\_\_
- Organizes and expresses ideas clearly..... \_\_\_\_\_
- Uses correct punctuation and paragraphing..... \_\_\_\_\_
- Uses good handwriting practices. \_\_\_\_\_
- Applies spelling skills in written work \_\_\_\_\_

**\*READING:**

- Reads with understanding and critical thinking \_\_\_\_\_
- Reads well orally..... \_\_\_\_\_
- Makes use of phonics & other word attack skills. \_\_\_\_\_
- Makes use of dictionary and encyclopedias \_\_\_\_\_
- Reads widely in supplementary readers and library books..... \_\_\_\_\_
- Is working on level: 1, 2, 3..... \_\_\_\_\_

**\*ARITHMETIC:**

- Shows growth in basic number understandings \_\_\_\_\_
- Shows independent reasoning in problem solving \_\_\_\_\_
- Is skillful in estimating & computing Mentally \_\_\_\_\_
- Uses mathematical vocabulary.. \_\_\_\_\_
- Knows arithmetic facts for level \_\_\_\_\_
- Works accurately..... \_\_\_\_\_

TEACHER'S COMMENTS \_\_\_\_\_

Number class periods this month \_\_\_\_\_

Number classes student attended \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

ADULT BASIC EDUCATION  
REPORT TO ADULT HIGH SCHOOL

NAME \_\_\_\_\_ AGE \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

ADDRESS \_\_\_\_\_  
Date Enrolled \_\_\_\_\_ Date of Completion \_\_\_\_\_

Name of Test \_\_\_\_\_

Results:

READING

Reading Vocabulary \_\_\_\_\_  
Reading Comprehension \_\_\_\_\_  
Total Reading \_\_\_\_\_

ARITHMETIC

Arithmetic Reasoning \_\_\_\_\_  
Arithmetic Fundamentals \_\_\_\_\_  
Total Arithmetic \_\_\_\_\_

LANGUAGE

Mechanics of English \_\_\_\_\_  
Spelling \_\_\_\_\_  
Total Language \_\_\_\_\_

AVERAGE SCORE: \_\_\_\_\_

Signature \_\_\_\_\_  
Supervisor

\_\_\_\_\_ Date



TEACHERS WEEKLY TIME REPORT

Department of Vocational and Adult Education

Instructor \_\_\_\_\_ Week Ending, Saturday \_\_\_\_\_

Location	Subject	Day	Time	Date	Les- son No.	Date Unit Clsd	Total Enroll.		Number Present		No. Hrs.
							M	F	M	F	





NAME AND NUMBER ASSIGNED TO EACH CLASS	HOURS OF MEETINGS		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTAL	STARTING DATE	ENDING DATE	NUMBER OF WEEKS
	MONDAY	TOTAL									
English As A Second Language, #122	10:00-			10:00-		2:30-			9/18/72	12/29/72	15
	12:00 am	2		12:00am		5:00pm	2½				
Basic Reading, #105	2:30-			6:30-					9/18/72	12/29/72	15
	5:00pm	2½		9:30pm							
Consumer Education, #216			6:30-		6:30-				10/3/72	12/29/72	13
		3	9:30pm		9:30pm			3			
Family Management, #103			6:30-		6:30-				10/3/72	12/29/72	13
		3	9:30pm		9:30pm			3			

REGISTRATION AND ATTENDANCE

DIVISION OF VOCATIONAL AND ADULT EDUCATION

E = Entered    A = Absent    P = Present    DR = Dropped    RE = Re-entered

Teacher:		Place of Meeting:			
Subject:					
NAME	ADDRESS	TELEPHONE NUMBER	RECEIPT NUMBER	DATE OF MEETING	TIME OF MEETING

Send this back to the Supervisor's office immediately after the close of the unit.



**APPENDIX V**

**SELF-EVALUATIVE  
INSTRUMENTS**

## A TEACHER'S SELF APPRAISAL

### ATMOSPHERE FOR LEARNING

- Do I know the names of my students?
- Do my students experience a feeling of being welcome?
- Is there a genuine feeling of cooperation between teacher and student?
- Is the classroom attractive, well lighted and comfortable?
- Are the students properly grouped according to learning levels?
- Do I keep all of the students busy all of the time?
- Do I create an atmosphere that "We are going to learn something worthwhile in class?"

### IMAGE OF THE TEACHER

- Am I interested in each individual student's needs and responses?
- Do I speak clearly and distinctly?
- Is my classroom appearance pleasing?
- Do I smile?
- Do I earn the respect of my students?
- Do I make learning an exciting experience?
- Am I on time for my classes?
- Do I radiate enthusiasm?
- Do I really enjoy teaching adults?
- How do I endeavor to make myself a more effective teacher?

### TEACHING PROCEDURES

- Do I prepare a detailed lesson plan for each lesson?
- Do I provide special lesson materials to meet individual learning differences?
- Am I versatile in the use of teaching devices? (Flash cards, charts, etc.)
- Do I make full use of instructional aids? (audio visual, programmed materials)?
- Is imagination exercised in developing lesson materials?
- Is there an element of surprise in every lesson?

### PSYCHOLOGY OF APPROACH

- Do I treat my students as adults?
- What efforts do I make to motivate the student's learning?
- Is three-way communication encouraged? (Teacher-student; student-teacher; student-student)
- Do I develop an attitude of supportiveness in the learning process?
- Do the students share in identifying and developing goals?
- Do I utilize every opportunity to praise and commend students?

### STUDENT RETENTION

- What percentage of the active enrollment is present at each session?
- What percentage of students who originally registered is reflected in the present active enrollment?
- Do I know why students have dropped out?
- Do I follow up absentees?
- What devices do I use to stimulate attendance?
- Do I recognize and try to overcome danger signals of potential drop-outs?

### CHARACTERISTICS OF A GOOD ADULT BASIC EDUCATION TEACHER

- \* A good teacher of Basic Adult Education develops a feeling of the individual's work and dignity.
- \* He provides the student with a reason to return to the next class.
- \* He is flexible, both in self and in the program.
- \* He has the personal strength, justifiable confidence in his own abilities.
- \* He should have the ability to communicate with students at the proper levels, as equals.
- \* He has interest in helping pupils to help themselves.
- \* He has respect for the pupils as individuals.
- \* He should be available (open) for students' questions.
- \* He should reflect and/or spotlight self-esteem of students.
- \* His attire should be suitable, (Not extreme)
- \* He is adaptable in classroom arrangements and personal relationships at varying degrees of achievement.
- \* His interest should be so apparent that it can be immediately recognized by the students.
- \* He is sensitive to and understands the individual needs of the students, intellectually, socially and emotionally.
- \* He should recognize the worth of each individual student and be patient.
- \* He learns to know the students and learns their problems.
- \* He should have knowledge of social agencies.
- \* He should be capable of setting an easy classroom atmosphere.
- \* He should be able to keep good records.

Intellectually, a good A.B.E. teacher should have the ability to do the following things:

- \* Explain
- \* Help the student define his goals (which includes a subjective and objective evaluation by the student).
- \* Be creative
- \* Be original
- \* Be resourceful
- \* Exercise good judgment quickly
- \* Be alert
- \* Accept criticism
- \* Give tests
- \* Be understanding
- \* Recognize them as adults
- \* Help students "save face"

Other characteristics of the Adult Basic Education teacher are these:

- \* Sociability
- \* A sense of humor
- \* Enthusiasm
- \* Salesmanship concerning the program
- \* Patience
- \* Self-control
- \* Empathy
- \* Praise (as a reward)

Have I sought to learn as much as possible about each adult in my class?

Am I teaching because I really enjoy working with adult students rather than because I am most interested in the added income?

Do I plan the class work BEFORE coming to class?

Have I recognized individual differences among the adults in my class?

Have I determined the particular needs of the students in my class?

Am I patient when students are slow to learn?

When I have ten or fifteen minutes left in a class period, do I use it for classwork rather than pass the time by entertaining the students?

Am I teaching the subjects that are needed in the particular level, or do I overlook some areas some weeks?

Am I checking on absentees?

Am I keeping good records?

Am I fair in my division of time among the groups in my room?

Am I using the available materials to the best advantage?

Am I preparing teacher-made material for my classes?

Am I using community resources in my class?

Am I allowing those adults who can contribute toward the learning to take part?

Am I able to accept a criticism which an adult student might make?

Do I give a great deal of individual help--going to the student's desk?

Am I urging my students to tell others about the ABE Program?

	0	1	2	3	4
Have I sought to learn as much as possible about each adult in my class?					
Am I teaching because I really enjoy working with adult students rather than because I am most interested in the added income?					
Do I plan the class work BEFORE coming to class?					
Have I recognized individual differences among the adults in my class?					
Have I determined the particular needs of the students in my class?					
Am I patient when students are slow to learn?					
When I have ten or fifteen minutes left in a class period, do I use it for classwork rather than pass the time by entertaining the students?					
Am I teaching the subjects that are needed in the particular level, or do I overlook some areas some weeks?					
Am I checking on absentees?					
Am I keeping good records?					
Am I fair in my division of time among the groups in my room?					
Am I using the available materials to the best advantage?					
Am I preparing teacher-made material for my classes?					
Am I using community resources in my class?					
Am I allowing those adults who can contribute toward the learning to take part?					
Am I able to accept a criticism which an adult student might make?					
Do I give a great deal of individual help--going to the student's desk?					
Am I urging my students to tell others about the ABE Program?					



PURPOSE: The purpose of this instrument is to help you take an objective look at your A.B.E. program by responding frankly to the items which appear below.

DESIGN: The questions and statements that you are asked to respond to below reflect many concepts. Not all of these may be desirable or possible in this particular A.B.E. program. Therefore, please respond with the answer which you believe best fits the situation that exists here. The Visiting Team--prior to its arrival--will be familiarized with a compilation of the responses and reactions to this instrument by the entire local A.B.E. staff. Their discussions with you will be based on the correlation between the responses in this questionnaire and the observed program.

DIRECTIONS: Responses to the items listed should be checked at the right of the page in the appropriate column. If you wish to comment on any of the items, there is space provided at the end of each section. Please respond to all items.

CHECK ONE:  Teacher     Aide     Counselor  
 Director     Other (Specify)

PART A - CLIMATE FOR ADULT LEARNING

	<u>RESPONSES</u>			<u>I DON'T KNOW</u>
	<u>YES</u>	<u>NO</u>	<u>LIMITED</u>	
1. Physical facilities are comfortable for adults and conducive to a student-centered program.	---	---	---	---
2. Clusters of students arrive early and stay late.	---	---	---	---
3. Students are given a voice in shaping the curriculum and the future direction of this program.	---	---	---	---
4. Planned approaches are used from time to time to get straightforward feedback from students as to how they feel about the program.	---	---	---	---
5. Classroom climate is relaxed, friendly and non-threatening.	---	---	---	---

	<u>RESPONSES</u>			<u>I DON'T KNOW</u>
	<u>YES</u>	<u>NO</u>	<u>LIMITED</u>	
6. Appropriate diagnostic materials and techniques are being used to pinpoint the reading and math weaknesses of <u>every</u> adult learner.	---	---	---	---
7. Students are properly grouped according to learning levels.	---	---	---	---
8. Students are actively involved most of the time in the learning process.	---	---	---	---
9. Are teacher aides presently employed in your classroom (s)?	---	---	---	---
10. Teacher aides are being used to best advantage in your classroom (s).	---	---	---	---
11. An adequate variety of learning tools--both software and hardware--is being used in the adult classrooms.	---	---	---	---
12. Proper emphasis is being given to the life-coping skills--consumer education, nutrition and health information, discussion of current issues, and community services available.	---	---	---	---
13. Students' birthdays, anniversaries, etc., are recognized and seasonal social functions are treated as an integral part of the program.	---	---	---	---
14. Students are informed of civic and school activities which relate to them and their children.	---	---	---	---

Comments on 1-14 - Part A. Please indicate which item you are commenting on.

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PART B - INTERNAL MANAGEMENT

	<u>RESPONSES</u>			
	<u>YES</u>	<u>NO</u>	<u>LIMITED</u>	<u>I DON'T KNOW</u>
1. The A.B.E. Team has formulated clearly defined goals and objectives for this program.	---	---	---	---
2. A master plan exists for identifying and recruiting the A.B.E. target population.	---	---	---	---
3. There is an intake interview before a new enrollee is assigned to a class.	---	---	---	---
4. Records are kept in a separate folder for every student.	---	---	---	---
5. There is a definite plan for combating student absenteeism and encouraging them to strive toward regular attendance	---	---	---	---
6. A communication system is functioning here which enables the entire A.B.E. Team to air and resolve concerns and problems related to individual students and/or the overall well-being of this program.	---	---	---	---
7. A concerted effort is made to follow-up on dropouts to ascertain reasons for leaving.	---	---	---	---
8. Adult students enrolled here are receiving the guidance and counseling services they need.	---	---	---	---
9. Students who are impeded in their learning by physical disabilities, emotional and personal problems, etc., are identified and referred to agencies that are geared to help them.	---	---	---	---
10. An adequate testing program is operating to objectively measure the progress of every student, as well as the overall effectiveness of this A.B.E. Center.	---	---	---	---

				<u>RESPONSES</u>			
				<u>YES</u>	<u>NO</u>	<u>LIMITED</u>	<u>I DON'T KNOW</u>

11. There is evidence of a well conceived administrative plan for managing the long-range direction and growth of this program, rather than a day-to-day and/or "crisis-to-crisis" operational procedure

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Comments on 1-11 - Part B. Please indicate which item you are commenting on.

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PART C - COMMUNITY INVOLVEMENT AND LINKAGES WITH SUPPORTIVE AGENCIES

	<u>RESPONSES</u>			<u>I DON'T KNOW</u>
	<u>YES</u>	<u>NO</u>	<u>LIMITED</u>	
1. There is "grass roots" interest and support for this A.B.E. Center as evidenced by class visitation (s) by the Superintendent of Schools, School Board Member (s), member (s) of the Local Advisory Committee and other key people from the community.	---	---	---	---
2. An active Local A.B.E. Advisory Committee has met during the current school year at periodic intervals.	---	---	---	---
3. A synchronized and on-going approach exists for gaining public visibility--via news releases, radio announcements, flyers, etc. for this program.	---	---	---	---
4. Volunteer helpers from the community are now assisting at this A.B.E. Center.	---	---	---	---
5. This program has received supplementary hard cash during this school year from other sources, exclusive of the funds received from the State A.B.E. Office.	---	---	---	---
6. Outside resource people--such as lawyers, nutritionists, local officials, etc.--have been invited and appeared at your program during the school year for presentations and discussions relevant to your students.	---	---	---	---
7. Linkages have been established by this A.B.E. Center with other agencies and programs--for example, Employment Security Office, Manpower Training Programs, State and Local Health and Welfare Agencies, etc that can provide supportive services to your needy students.	---	---	---	---

Comments on 1-7 - Part C. Please indicate which item you are commenting on.

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PART D -PROFESSIONAL DEVELOPMENT

RESPONSES

	YES	NO	LIMITED	I DON'T KNOW
1. There is an on-going local in-service training program for the staff.	___	___	___	___
2. I have participated in statewide workshops for A.B.E.-E.S.L. staff.	___	___	___	___
3. I am a member of at least one professional Adult Education association--such as NAPAC (National Association For Public Continuting and Adult Education), A.E.A. (Adult Education Association).	___	___	___	___
4. I have attended a summer institute for teachers and supervisors of A.B.E. and E.S.L.	___	___	___	___
5. Regular staff meetings are held for A.B.E. staff	___	___	___	___
6. I know the members of the Advisory Committee and have attended some of the meetings.	___	___	___	___
7. I subscribe to at least one periodical which deals mainly with Adult Education.	___	___	___	___
8. This A.B.E. Center is an institutional member of a professional Adult Education Association	___	___	___	___
9. I have observed other classes in A.B.E. and have been observed myself--followed by discussion with the person(s) who observed me.	___	___	___	___

Comments on 1-9 - Part D. Please indicate which item you are commenting on.

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PART E -STRENGTHS AND WEAKNESSES

Please list below what you believe are the five strongest points or features of this A.B.E. program.

- (1) \_\_\_\_\_  
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- (2) \_\_\_\_\_  
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- (3) \_\_\_\_\_  
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- (4) \_\_\_\_\_  
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- (5) \_\_\_\_\_  
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Please list below what you believe are the five aspects of your program which need to be improved.

- (1) \_\_\_\_\_  
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- (2) \_\_\_\_\_  
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- (3) \_\_\_\_\_  
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- (4) \_\_\_\_\_  
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- (5) \_\_\_\_\_  
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**APPENDIX VI**

**CURRICULAR MATERIALS**

**FOR**

**A. B. E.**

Listed below, alphabetically by publisher are a number of materials presently available for A.B.E. programming. Please remember that this is by all means only a partial list and is in no way intended to include all of the A.B.E. materials available on today's market. The list was prepared merely as a guide for your convenience and does not necessarily imply complete endorsement of the listed materials. All prices quoted below are subject to change by the publishers without prior notice.

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
ABT ASSOCIATES, INC. 55 Wheeler Street Cambridge, Massachusetts 02138		
	Games For Learning - by Clark C. Abt Occasional Paper #7	\$ .?
ABINGDON PRESS 201 Eighth Avenue, South Nashville, Tennessee 37202		
	Helping People Learn English (revised)	2.50
	A Workbook in Language Teaching (with special reference to English as a foreign language)	2.25
	Supplementary Lessons In American English For Advanced Students	.50
ADULT LITERACY PROGRAM 294 Cedar Street New Haven, Connecticut 06519		
	Lessons for Literacy Classes	n/c
	(1) Beginning level	
	(2) Intermediate level	
	(3) Advanced level	

<u>PUBLISHERS</u>	<u>TITLE</u>	<u>PRICE</u>
<b>ALLIED EDUCATION COUNCIL</b>		
P. O. Box 78 Galien, Michigan 49113		
	The Mott Basic Language Skills Program	
	Series 300 Basic Numbers and Money	\$ 1.75
	300A Basic Language Skills	1.55
	300B Basic Language Skills	1.75
	Teachers Manual	2.00
	Series 600 Teachers Manual	2.00
	600A Basic Language Skills	2.25
	600B Basic Language Skills	2.25
	Series 900 Teachers Manual	2.00
	900A Basic Language Skills	1.95
	900B Basic Language Skills	1.95
	Series 1500 Teachers Manual	2.00
	Teaching Adults to Read	1.55
	Series 1300 A Head Start For Reading	1.25
	Teaching Manual	2.00
	Books (Reading Level Grades 1-3)	1.40 to )
	(Reading Level Grades 4-6)	2.25 )
	Career Education - Voc/Tech Series	. ?
	Semi-Programmed Series (Basic Language Skills)	
	Book 1	1.40
	Book 2	1.75
	Book 3	1.95
	Student Workbook for Sound and Structure	1.75
	(Phonetics)	
	Unifon Cod Book Series	. ?
	(Multi-Sensory English, Isomorphic Encoding)	
	Placement Guide and Answer Sheet	2.50 per 25
	Word Attack Skills-Book 160	1.75
	Word Bank	2.05
<b>AMERICAN EDUCATION PUBLICATIONS</b>		
Education Center Columbus, Ohio 43216		
	Weekly Newspaper "You and Your World"	
	(10 or more copies-30 issues)	1.50 per student
	"Know About Drugs"	
	(minimum order is 10-Teacher's Guide free)	.35 each
	Taking A Stand ) Same req. as above	
	Our Polluted World )	.35 each
	Amazing Adventures (Real Stories of Danger and Daring)	.75
	Champions All (12 stories of Famous Sports Heroes)	.75
<b>AMERICAN INSTITUTES FOR RESEARCH LIBRARY</b>		
710 Chatham Center Pittsburg, Pennsylvania 15219		
	Handbook of Procedures For The Design of Instruction	5.50

PUBLISHERSTITLEPRICE

AMSCO SCHOOL PUBLICATIONS, INC.  
 Box 315  
 Canal Street Station  
 New York, New York  
 10013

Reviewing Preliminary Mathematics		
Review Guide		\$ 1.35
Review Text		1.80
Ninth Year Mathematics Review Guide		1.35
Review Texts:		
French First Year, Spanish First Year	ea.	1.25
General Sciences		1.30
American History		1.55
U.S. History		1.55
Life Science		1.40
English Language Arts		1.75
(Workbook Edition)		1.90
Adventures With Words (Book 1)		1.35
(Book 2)		1.40
Essentials of English (Workbook Edition)		1.70
Words At Work		1.30
More Powerful Reading		1.75
Reading, Spelling, Vocabulary and Pronunciation		
Books 1, 2, 3		1.35
Books 1, 2, 3 Workbook Edition		. ?
Action Stories of Yesterday and Today		1.35
Stories That Live (6th Grade Level)		. ?
Guide to Typewriting		.95
The Scarlet Letter		.70
The Return of the Native		.80
English Language Arts (Intermediate Level)		1.65
Reading Comprehension (Workbook and Tests)		1.25

APPLETON-CENTURY CROFTS  
 Division of Meredith Corporation  
 440 Park Avenue, South  
 New York, New York  
 10016

New Century Basic College English (Access Method)		
(Complete Series) with achievement tests		. ?
Programmed Vocabulary		
Effective Reading for College Students		
(A text workbook)		. ?
Programmed Math Reviews (Series of 5 Books)		. ?
Basic Mathematics (A Programmed introduction)		. ?
Improving Reading Ability		. ?
Countdown to Successful Reading		. ?

ARIZONA STATE UNIVERSITY  
 School of Education  
 Tempe, Arizona  
 85281

Adult Basic Education Reading Institute		. ?
Author: John L. Edwards, Director		

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
ARCO PUBLISHING COMPANY, INC. 219 Park Avenue, South New York, New York 10003		
	Preliminary Practice for the High School Equivalency Diploma Test	\$ 4.00
	High School Equivalency Diploma Tests	4.00
	Beginning Office Worker	4.00
	Scoring High on Reading Tests	4.00
	Vocabulary, Spelling and Grammar (Test Tutor)	2.00
	Preliminary Arithmetic for the High School Equivalency Diploma Test	3.00
	GED High School Equivalency Diploma Tests (Secondary Level)	4.00
	Learning to Use Our Language	2.50
	Triple Your Reading Speed	3.00
	Practice for the Armed Forces Test	3.00
BARNELL LOFT, LTD. 111 South Centre Avenue Rockville Centre, New York 11570		
	Specific Skill Series	each .89
	Working with Sounds Book A	
	Following Directions Book B	
	Getting The Facts Book C	
	Locating the Answer Book D	
	Using The Context Book E	
	Drawing Conclusions	each .89
	Books B through F Worksheets	per 100 1.50
	Getting The Main Idea	each .89
	Books B through E Worksheets	per 100 1.50
	(Answer sheets for above)	each .10
	Picto-Cabulary Series (Series - 36 books only)	54.00
	They Gave Their Names (Etymology)	. ?
BARRON'S EDUCATIONAL SERIES, INC. 113 Crossways Park Drive Woodbury, New York 11797		
	How to Prepare For The High School Equivalency Examination	3.95
	How To Prepare For The High School Equivalency Examination Reading Interpretation	4.95
	Spelling Your Way To Success	1.25
	1001 Pitfalls in English Grammar	1.95
	High School Equivalency Examinations Social Studies, Science, Literature (Set of 3)	10.00
	Grammar, Usage, Spelling, Vocabulary and Mathematics.	

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
BEHAVIORAL RESEARCH LABORATORIES Ladera Professional Center Box 557 Palo Alto, California 94300		
	Programmed Reading Series I and II	each \$ 1.49
	Books 1 through 8	
	Teachers Manual	.99
	Tests	.49
	Programmed Consumer Mathematics	per set 12.98
	Books 1 through 7	
	Programmed Introduction to American Government	
	Books - Volume I and II	each 3.67
	Programmed: U.S. Constitution	kit 3.81
	Teachers Manuals for above	each .99
	Test Booklets for above	each .49
	Basic Mathematics: A Problem Solving Approach	. ?
	Books 2 through 5 and Teachers Manual	. ?
	First Aid by Johnson & Johnson	3.95
CHANNING L. BETE COMPANY, INC. 45 Federal Street Greenfield, Massachusetts 01301		
	Scriptographic Study Booklets	each 1.00
	What Everyone Should Know About Law	
	Scriptographic Fact Booklets	each .25
	The ABC's of Credit	
	The ABC's of Home Financing	
	The ABC's of Life Insurance	
	About Baby Sitting	
	Home Fire Prevention Check List	
	How To Buy A Home	
	Social Security And You	
	32 Ideas To Improve Your Home	
	What Everyone Should Know About Checking Accounts	
BOARD OF EDUCATION - CITY OF NEW YORK 110 Livingston Street Brooklyn, New York 11200		
	Teaching English as a New Language To Adults	1.50
	Conducting A Program Of Basic Education with Adults	1.00
	Resource Materials in Civil Education for Adult Elementary Classes	.50
BOOBS-MERRILL COMPANY 4300 West 62nd Street Indianapolis, Indiana 46200		
	I Learn To Write	.40
	Learn Manuscript Writing	1.00
BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK 120 East 184th Street Bronx, New York 10468		
	Reaching Out In the Bronx	. ?

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
CALIFORNIA TEST BUREAU A Division of McGraw-Hill Del Monte Research Park Monterey, California 93940	Lessons for Self-Instruction in Basic Skills Series CD Following Directions Series C Addition Series CD Punctuation Series FFG Reading Interpretation I Tests of ABE, Level E, Form I and Manual	\$ 1.00     5.00
CAMBRIDGE BOOK COMPANY 488 Madison Avenue New York, New York 10022	Arithmetic - ABF Series Books 1 through 4 Basic Skills in Grammar Reading - ABE Series Books 1 through 4 Reading for Comprehension - Books I and II Spelling Better and Faster Reading Increase Your Vocabulary - Books I and II Mathematics, A Basic Course - Books I and II Work-A-Text in English-Books I and II General Mathematics Ability We Hold These Truths - U.S. Documentary Pre GED Program: Introduction To English Introduction To Arithmetic Introduction To Reading Teachers Guide GED Book Of Basic Science Economics For Today	1.91 each .89 1.43 each 1.05 each 1.05 1.72 .89 each 1.91 each 1.91 each 2.35 1.59  2.31 2.36 2.36 1.59 3.74 2.23
CAMBRIDGE AND SOMERVILLE LEGAL SERVICES, INC. 235 Broadway at Windsor Cambridge, Mass. 02139	BUYERS GUIDE TO THE LAW Contracts and Consumer Frauds Creditor's Limitations and Helping Agencies (available 11-25 copies @.90 50-100 copies @70¢ 25-50 copies @.80 100-500 copies @60¢)	   1.00 each
CASCADE PACIFIC BOOKS 5448 47th Street, S.W. Seattle, Washington 98100	Beginning English For Men & Women Parts 1 & 2	1.41 each
CENTRE EDUCATIF ET CULTUREL, INC. 8101 Boul Metropolitain, Anjou Montreal 5, Quebec	Series 203 English Conversation for Canadian Students Books 1 through 6 (through Table 100) English Conversation for Canadian Students Workbooks 1 through 4 (through Table 100) Teachers Manual	  2.00 each  1.20 each 1.00



PUBLISHERTITLEPRICE

CENTER FOR INFORMATION ON AMERICA  
Washington, Connecticut  
06793

GRASS ROUTES GUIDES		All available as follows:
Out State Legislatures		
Public Authorities	1- copies	.35 each
Public Office at the Local Level		
	10-49 copies	.20 each
Lobbying	50-249 copies	.15 each
The Fundamentals of Freedom	250-499 copies	.12 each
Community Action	Group subscrip-	
The Electoral College	tions:	
The Citizen and Political Parties	10-49	1.25 per year
The Employer-Employee Relationship	50 or more	1.15 per year
Watchdogs of the National Economy		
The Right To Vote		
Money in the United States		
Consumer's Primer on Money		
Corporations and Social Problems: What's the Involvement?		
The President's Commissions		
The 91st Congress and Its Committees		
The 92nd Congress and Its Committees		
U. S. Defense Commitments		
Presidential Disability and Succession		
VITAL ISSUES		
Bad Rural Housing and Teacher's Guide		
Vocational Training and Teacher's Guide		
Manpower Programs and Teacher's Guide		
Our Human Resources and Teacher's Guide		
How We Elect Our Presidents and Teacher's Guide		

COLLEGE ENTRANCE BOOK COMPANY  
104 Fifth Avenue  
New York, New York  
10011

Vitalized General Science		1.00
COWLES EDUCATIONAL BOOKS, INC.		
How To Pass High School Equivalency Exam		3.55
Interpretation of Reading Materials in:		
Social Studies		2.22
Literary Materials		2.22
Natural Sciences		2.22
Guide to Careers and Professions		2.96
Teacher's Guide to G.E.D. Program		1.50
Preparation for G.E.D.		3.34
Correctness and Effectiveness of Expression		2.22

ARTHUR C. CROFT PUBLICATIONS  
New London, Connecticut  
06320

A Day With The Brown Family (Reader I)		. ?
Reading Placement (Home and Family Life Series)		. ?

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
THOMAS Y. CROWELL COMPANY (The Institute of Modern Languages, Inc.) 201 Park Avenue South New York, New York 10003	Crowell Contemporary English Series: Contemporary Spoken English I, II, III, IV, V Contemporary Review I, II Review Exercises for English as a Second Language	\$ 1.95 each 1.95 each . ?
DAUGHTERS OF THE AMERICAN REVOLUTION (National Society) Administration Building-1776 D Street, N.W. Washington, D.C. 20006	DAR Manual for Citizenship	. ?
DES MOINES AREA COMMUNITY COLLEGE 2006 Ankeny Boulevard Ankeny, Iowa 50021	Your Volunteer Program	2.65
DOUBLEDAY AND COMPANY, INC. GARDEN CITY NEW YORK, NEW YORK 11530	Mathematics Made Simple How To Prepare for and Pass High School Equivalency Examination	1.45 1.95
THE ECONOMY COMPANY 5811 West Minnesota Indianapolis, Indiana 46241	Guidebook To Better Reading Teacher's Manual (Free with 6 or more student's books)	1.47 1.47
EDUCATIONAL CENTER 2797 South 450 West Bountiful, Utah 84010	TRI SERIES: Words with Three Syllables Words with Three Letters Words with Three Phonetic Units	.60 each
EDUCATIONAL DEVELOPMENTAL LABORATORIES P. O. Box 356 Brookline, Massachusetts 02146	Communications Skills Program (Learning 100) for Class of twenty-five	1,203.75
EDUCATIONAL SERVICES 1702 K Street, N.W. Washington, D.C. 20005	English Is A Foreign Language (Teacher's Manual)	.75

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
EDUCATIONAL SYSTEMS CORPORATION Suite 502 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036	Techniques On Reading Disability	\$ . ?
EDUCATORS PUBLISHING SERVICE, INC. 75 Moulton Street Cambridge, Massachusetts 02138	A Second Course in Phonic Reading Book I Teacher's Manual Book II Teacher's Manual Martin Mooney's Minute Mysteries Casebooks 1, 2, 3	1.20 .60 .90 .50 .75 each
ENCYCLOPEDIA BRITANNICA PRESS 425 N. Michigan Avenue Chicago, Illinois 60611	TEMAC Programmed Learning Materials: Basic Mathematics (each level)	2.40
ENGLISH LANGUAGE SERVICE, INC. 550 Wilkins Court Rockville, Maryland 20852	Intensive Course in English Elementary (Parts I and II) Teacher's Manual Intermediate (Volume I) Advanced 1 (Volume II) Advanced 2 (Volume III) Specialized Studies (Volume IV) Instructor's Supplement Transformational Grammar: A Guide for Teachers	2.75 each 2.75 1.65 1.65 1.65 1.35 .40 3.50
FEARON PUBLISHERS, INC. 2165 Park Boulevard Palo Alto, California 94306	How To Meet Individual Differences In Teaching Arithmetic Using Dollars and Sense	2.00 2 00
J. G. FERGUSON PUBLISHING CO. 6 N. Michigan Avenue Chicago, Illinois 60602	You and Your Job Series What Is It? Where Is It? How To Get It How To Keep It Where Do You Go From Here? Instructor's Guide	3.00 set 2.95

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
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	The Hoosier Schoolmaster	
	The Outcasts of Poker Flat	
	The Portrait of a Lady	The Rise of Silas Lapham
	Huckleberry Finn	The Red Badge of Courage
	The House of Seven Gables	
	High School Equivalency Test (General-Review)	3.95
	Correctness and Effectiveness of Expression	2.95
	Reading Interpretation in Social Studies,	
	Natural Sciences and Literature	
		2.95
		2.95
<b>FRANK E. RICHARD</b>	General Mathematical Ability	
324 First Street		
Liverpool, New York		
13088	Getting Ready To Drive	1.25
	Family Life(Books 1 and 2)	2.00 each
	Family Life Practice Material (Books 1 and 2)	2.00 each
		2.00 each
	Family Life Practice Material (Books 1 and 2)	1.25 each

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
SCHOLASTIC BOOK SERVICES		
50 West 44th Street		
New York, New York		
10000		
	SCOPE Word Skills:	
	Across and Down	\$ .75
	Word Puzzles and Mysteries	.75
	SCOPE Reading Skills:	
	Wide World	.75
	Dimensions	.75
SCHOLASTIC TESTING SERVICE, INC.		
480 Meyer Road		
Bensenville, Illinois		
60106		
	Basic Reading Inventory	
	Test Booklets and Line Markers (Pkg. of 20)	6.00
	Manual of Instructions and Interpretation	.50 each
SCIENCE RESEARCH ASSOCIATES		
259 East Erie Street		
Chicago, Illinois		
60611		
	New Rochester Occupational Reading Series:	
	Student's Workbooks	3.36 each
	Teacher's Manual	1.29
	The Job Ahead (Books 1,2,3)	4.50 each
	Computational Development Skills	72.50 kit
	Mental Computation (Book B)	
	Pupil's Book	.83
	Teacher's Guide	.83
	Your Attitude is Changing	
	Classroom Book (1-24 copies)	4.40 each
	Teacher's Guide (Free with 8 or more copies)	.80
	Kaleidoscope of Skills	
	Arithmetic	5.70 set
	Reading	5.70 set
	Program Guide For Time To Write	. ?
	Multilevel Reading Program	. ?
	Kuder Occupational Interest Surveys	2.50 set
	Reading in High Gear	
	Set of 8 books	8.50
	Instructor's Manuals	15.00
SCOTT, FORESMAN AND COMPANY		
99 Bauer Drive		
Oakland, New Jersey		
07436		
	Activity Concept English 401	4.50
	Teacher's Planbook English 401	.75
	Treasure Island	2.16
	Robinson Crusoe	2.10
	Famous Mysteries	2.13
	Moby Dick	2.10

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
SILVER BURDETT COMPANY		
4200 North Industrial Blvd.		
Indianapolis, Indiana		
46254		
(Ref: General Learning Corp.)		
	English, Your New Language (Books 1 and 2) (Teacher's Editions)	\$ 2.25
	Building Your Language Power (Book 1)	1.02
	(Books 2,3)	.96
	(Books 4,5)	.84
	(Book 6)	.81
	Call Them Heroes-Reading Series	.36 each
	(Books 1 through 4 and teacher's manual)	
SIMON & SCHUSTER		
(See Regent's Publications)		
Technical & Review Book Division		
1 West 39th Street		
New York, New York		
10018		
L.W. SINGER COMPANY		
(A subsidiary of Random House)		
249 West Erie Blvd.		
Syracuse, New York		
13201		
	English Writing Patterns:	
	Books 2 through 6	.78 each
	Program Guide for Books 2 through 6	1.08
	Books 7 through 12	.78
	Program Guide for Books 7 through 12	1.08
	Modern Basic Mathematics:	
	Book 1	3.39
	Book 2	3.42
	Man Improves His World (Reading Series)	.96 each
	The Minerals Story	The Energy Story
	The Forestry Story	The Fisheries Story
	The Soil Story	The Water Story
	The Wildlife Story	
	Structural Reading Series:	
	Book A	1.29
	Book B	1.65
	Book C	1.74
	Book D	1.83
	Book E	1.92
SOIL CONSERVATION OF AMERICA		
7515 N.E. Ankeny Road		
Ankeny, Iowa		
50021	Environmental Quality and The Citizen	. ?
SPECIAL SERVICE SUPPLY		
Box 705 Huntington, New York		
11743		
	Job Application Skilltext	1.35
	Fundamental Forms Skilltext	1.35

PUBLISHERTITLEPRICE

SPECIAL SERVICE SUPPLY  
(continued)

Spring Board	\$ 1.50
Arithmetic Skilltext for Daily Living Parts A,B,C	1.95 each
Teacher answer forms included	
Spelling Dictation Skilltext Parts A,B	1.95 each
Dining Out Skilltext	1.75
Occupational Education Fact Finding Series Parts I,II,III with answer forms	1.45 each

STECK-VAUGHN COMPANY  
P. O. Box 2028  
Austin, Texas  
78767

I Want To Learn English	.81
Steps To Learning-Books 1 and 2	.66 each
Basic Essentials of Mathematics-Parts 1 and 2	.75 each
Adult Reader	.81
This Earth Of Ours	.87
The World About Us	.87
They Served America	1.32
Basic Science for Living-Books 1 and 2	.75
Helping Your Children	1.32
We Are What We Eat	.75
Health For Happiness	1.32
My Country	.66
New Fabrics, New Clothes and You	1.32
From A to Z	.36
Learning and Writing English	.81
I Want To Read And Write	.81
English Essentials-A Refresher Course	.75
How To Read Better-Books 1 and 2	.66 each
Working With Word Patterns	.81
The Care We Give Our Clothes	1.32
Our Language Book 3, Revised	.72
Language Exercises-Books 3 through 6	.78
Functional English, A Refresher Course	.99
You And Your Money	.66
Read To Learn	.66
Where Does The Money Go?	.81
Learning Our Language (Books 1 and 2)	.75 each
Steps To Mathematics (Books 1 and 2)	.66 each
Building Word Power	.81
Gateways to Correct Spelling Worktext-Teacher's Edition)	1.02
How To Get A Job And Keep It	.66

TEACHERS COLLEGE PRESS  
Teachers College, Columbia University  
525 West 120th Street  
New York, New York  
10027

Standard Test Lessons in Reading Books A through E	.50 each
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TEXAS EDUCATION AGENCY  
Austin, Texas  
78701

"The Newspaper" Food for Thought at the Break-  
fast Table and in the Classroom of Adult Education . ?

<u>PUBLISHER</u>	<u>TITLE</u>	<u>PRICE</u>
269.		
U. S. GOVERNMENT PRINTING OFFICE Superintendent of Documents Washington, D.C. 20402	Our Constitution and Government	\$ 1.75
	Our Constitution and Government (simplified)	1.25
	Aids for Citizenship Teachers	.15
	Federal Textbooks on Citizenship:	
	English, Home and Community Life (for helper)	.40
	English and Federal Government (For the student)	1.25
	English and Federal Government (Part 2 for the helper)	.35
	Our Constitution and Government (for the student)	1.00
	Our Constitution and Government (for the helper)	.25
	Becoming a Citizen Series;	
	Our American Way of Life, Book 1	.65
	Our United States, Book 2	.75
	Our Government, Book 3	1.25
	Teacher's Guide for 1, 2, 3	.25
UNIVERSITY OF SOUTHERN CALIFORNIA School of Education Los Angeles, California 90000	Teaching English As A Second Language (A prospectus for teachers)	2.75
UNIVERSITY OF THE STATE OF NEW YORK The State Education Department Albany, New York 12224	Teaching Adult Reading	no charge
	Teaching Adult Basic Computation	no charge
	Teaching Adult Basic Reading	no charge
VOCATIONAL-TECHNICAL CURRICULUM LABORATORY Rutgers State University Building 4103-Kilmer Campus New Brunswick, New Jersey 07306	Teaching English As A Second Language to Adults . ?	
J. WESTON WALCH, PUBLISHER Box 658 Portland, Maine 04104	Keys To Your Reading Improvement	. ?
XEROX EDUCATION PUBLICATIONS Middletown, Connecticut 06457	Champions All (12 stories of famous sports heroes)	.60 each
YOUTH EDUCATION SYSTEMS, INC. Stamford, Connecticut 06904	Review Workbook for Adult Education in Mathematics- English (Preparation for G.E.D.)	2.95

**APPENDIX VII**

**CURRICULAR MATERIALS**

**FOR**

**LIFE COPING SKILLS**

Listed below, alphabetically by publisher, are a number of materials presently available for teaching life-coping skills in A.B.E. classes. Please remember that this is by all means only a partial list and is in no way intended to include all of the materials available on today's market. The list was prepared merely as a guide for your convenience and does not necessarily imply complete endorsement of the listed materials. All prices quoted below are subject to change by the publishers without prior notice.

<u>SOURCE</u>	<u>TITLE</u>	<u>PRICE</u>
Channing L. Bete Company, Inc. 45 Federal Street Greenfield, Massachusetts 01301	"32 Ways For Improving Your Home"	\$ .25 per booklet
	"The ABC's of Credit"	
	"What Everyone Should Know About Checking Accounts"	
	"The ABC's of Home Financing"	
	"ABC's of Life Insurance"	
	"Social Security and You"	

Note: Many more titles are available

The Center for Information on America  
Washington  
Connecticut 06793

<u>SOURCE</u>	<u>TITLE</u>	274. <u>PRICE</u>
	"Consumer's Primer on Money"	\$ .35 each
	"Community Action: How To Get It Successfully"	
	"The Citizen and Political Parties"	
	<u>Note:</u> Many other titles available	
Follett Publishing Company 1010 West Washington Boulevard Chicago, Illinois 60607		
	"Paycheck"	.69
	"Knowing How To Budget and Buy"	.87
	"The Law For You"	.87
	"Investing Your Savings"	.87
	<u>Note:</u> Several other titles are available	
Ginn and Company 191 Spring Street Lexington, Massachusetts 02173		
	Consumer Education Series:	1.25 per book
	Book 1- "Dress Well For Little Money"	
	Book 2-"Refunds and Exchanges"	
	Book 3-"Buying Appliances"	
	Book 4- "What's Good Furniture"?	
	Book 5-"Be Sharp! Don't Be Cheated"	
Holt, Rinehard and Winston, Inc. 383 Madison Avenue New York, New York 10017		
	"Measure, Cut, and Sew"	3.00
	"Get Your Money's Worth"	2.75
	"You and The Law"	2.50
Grolier Educational Corporation 845 Third Avenue New York, New York 10022		
	Modern Consumer Education Kit (includes audio-visual materials)	about 250.00



<u>SOURCE</u>	<u>TITLE</u>	275. <u>PRICE</u>
Household Finance Corporation Prudential Plaza Chicago, Illinois 60601	Money Management Program: (series of 4 booklets)	\$ .25 each
	"Your Automobile Dollar"	
	"Your Budget"	
	"Your Food Dollar"	
	"Your Savings and Investment Dollar"	
The Macmillan Company Riverside New Jersey 08075	"Improve Your Writing For Job Success"	2.00
NEWS FOR YOU Box 131 Department P Syracuse, New York 13210	NEWS FOR YOU-- A weekly newspaper designed especially for uneducated adults and written on two reading levels	.06 per copy for bulk subscriptions
	Edition A: 3rd to 4th grade reading	
	Edition B: 4th to 5th grade reading	
New Readers Press Box 131 Syracuse, New York 13210	"Good Manners in the United States"	\$.35
	The Be Informed Series:	.75 per booklet
	"Personal Credit:	
	"Buying An Auto"	
	"Social Security"	
	"Renting A House"	
	"Finding A Job"	
	"Wise Buying"	

Note: Several other titles available

<u>SOURCE</u>	<u>TITLE</u>	<u>PRICE</u>
Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	"A Guide To Consumer Credit"	\$ .25 per pamphlet
	"How To Stretch Your Money"	
	"Buyer, Be Wary"	
	"What Inflation and Tight Money Mean To You"	
	<u>Note:</u> Many more titles are available	
Frank E. Richards Company 324 First Street Liverpool, New York 13088	"Getting Ready To Drive"	1.50
	"Getting and Holding A Job"	1.50
	"Happy Housekeepers"	1.50
	"Foundations of Citizenship For Adults"	2.00
	<u>Note:</u> Several other titled available	
Special Service Supply Box 705 Huntington, New York 11743	"Skilltext For Fundamental Application Forms"	1.35
	"Dining Out Skilltext"	1.75
	"Spring Board-The World of Work"	1.50
	"Job Application Skilltext"	1.35
Steck-Vaughn Company P. O. Box 2028 Austin, Texas 78767	"Where Does The Money Go"	.90
	"We Are What We Eat"	.85
	"You and Your Money"	.85
	"How To Get A Job and Keep It"	.85

<u>SOURCE</u>	<u>TITLE</u>	<u>PRICE</u>
The New York Times School and College Services 229 West 43rd Street New York, New York 10036	Kits containing curriculum service booklets and teaching aids which help students to read newspapers more effectively.	FRFE
Procter and Gamble Company Free Teaching Aids P. O. Box 14009 Cincinnati, Ohio 45214	Teaching Kits dealing with: Cake Selection, Home Care, Personal Grooming, Laundering, Better Baking and Proper Frying, and Fats and Oils.	FREE
	ALSO FREE-Take-Home Leaflets for students on numerous topics such as:  "Let's Clean House" "Let's Concentrate on You" Etc.	
The Sperry and Hutchinson Company c/o Department of Consumer Relations P. O. Box 935 Fort Worth, Texas 76101	Brochure entitled "How To Be A Better Shopper"	FREE

<u>SOURCE</u>	<u>TITLE</u>	<u>PRICE</u>
Hunt-Wesson Kitchens Box 3331 Fullerton, California 92634	Variety of Take-Home Recipes for hamburgers, etc.	FREE
Immigration and Naturalization Services J. F. Kennedy Federal Building Government Center Boston, Massachusetts 02203	Series of Federal Textbooks on Citizenship	FREE
<u>IMPORTANT:</u> Use your school letterhead when inquiring about available titles.		
Institute of Life Insurance 277 Park Avenue New York, New York 10017	"Making The Most of Your Money"	FREE
	"Handbook of Life Insurance"	FREE
League of Women Voters of New Hampshire 7 South State Street Concord, New Hampshire 03301	A pamphlet entitled "Do You Know Election Regulations?" which covers eligibility, registration, residency requirements, etc., as they relate to the voting process.	FREE
	A variety of other FREE materials which focus on civic responsibilities are available from this source.	
Lily Mills Company Shelby North Carolina 28150	Kit entitled "Your Convenient Sewing Glossary At A Glance"	FREE
N. H. Department of Employment Security 32 South Main Street Concord, New Hampshire 03301	Multimedia Kit entitled "Unemployment Is a Social Problem". This kit deals with various problems related to unemployment and explains unemployment insurance etc.	FREE

<u>SOURCE</u>	<u>TITLE</u>	<u>PRICE</u>
Steck-Vaughn Company (Cont.)	"Helping Your Children"	\$ 1.35
	"New Fabrics, New Clothes, and You"	1.35
	"The Care We Give Our Clothes"	1.35
	"Health For Happiness"	1.25
Superintendent of Documents U. S. Government Printing Office Washington, D.C. 20402	"Your Medicare Handbook"	.40
Mr. Stanley Allen, Director Internal Revenue Service Portsmouth, New Hampshire 03801	Volunteer Income Tax Assistance Kits	FREE
<p>The State A.B.E. Office will procure sufficient quantities for distribution to all Local A.B.E. Directors when materials become available in late December.</p> <p>If there is sufficient interest by A.B.E. personnel, a Workshop can also be arranged with I.R.S. to show us how to use the kits most effectively.</p>		
Cleanliness Bureau The Soap and Detergent Association 485 Madison Avenue New York, New York 10022	"Beauty Is Easy At Any Age"	FREE
Home Economics Cooperative Extension Service University of New Hampshire Taylor Hall Durham, New Hampshire 03824	A good variety of brochures and booklets which deal with such topics as : foods, NUTRITION, HEALTH, SEWING, COOKING, CHILD-CARE, ETC.	FREE