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ABSTRACT

The project was conducted to find out if there was a need for an adult education program to provide instruction in job-related competencies in the basic skills of reading, writing, math, spelling, and communications for the unemployed and underemployed of Mohave County, Arizona. The report presents the procedures used to identify the persons eligible and willing to take an adult basic education course related to job skills. Results of the study show the difficulty of locating and interviewing persons who may be uneducated, underemployed, or unemployed. Of 1,100 persons who may have less than an eighth grade education 164 were identified, 76 of them from welfare, employment, or other agencies. Of this number 32 indicated that they would take the course, which would justify the hiring of a part-time instructor. Not enough persons were located to substantiate the need for a continuing education program in adult basic education. The need for such education in Mohave County is described and recommendations for future studies are made. (MF)

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FINAL REPORT

Project No. 74-RMG-1306
Grant No. _____

ASSESSMENT OF TRAINING NEEDS OF ADULTS
IN MOHAVE COUNTY

Conducted Under
Part C of Public Law 90-576

Peter Jepson
Mohave Community College
1971 Jagerson Avenue
Kingman, Arizona 86401

June 10, 1974

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SUMMARY OF THE REPORT

Problem: Was there a commonality of need for an Adult Education Program that would provide instruction in job related competencies in the basic skills of reading, writing, math, spelling, and communications for the unemployed and underemployed population of Mohave County?

GOALS AND OBJECTIVES

The goals of the project were as follows:

1. To identify the unemployed and underemployed in Mohave County.
2. To determine those of the unemployed or underemployed who are educationally disadvantaged.
3. To identify from interviews and questionnaires those factors that the unemployed and underemployed themselves see as the cause of their unemployment or underemployment.
4. To gain tentative agreement to participate in programs to alleviate their educational disadvantages.
5. To identify the common needs for vocational training.

The objectives aimed at overcoming the problem and achieving the goal and can be restated from the original proposal as:

1. Identify the unemployed or underemployed adults in the three major population centers of Mohave County, through the use of interviews, questionnaires and referrals with contacts identified by governmental agencies, employers, churches, civic groups, schools and any other possible sources of contact information.
2. Interview and questionnaire would be developed after sampling interviews with approximately 20 of the identified unemployed and underemployed. Validate interview-questionnaire form.
3. Further determine by means of interviews, questionnaires and any needed testing those who appear to be educationally disadvantaged among the unemployed or underemployed adults in Mohave County.
4. From the results of interviews and questionnaires, determine those needs and other factors that the unemployed and underemployed adults themselves identify as contributing to their unemployment or underemployment.
5. Obtain tentative agreement to participate in an Adult Education Program aimed at providing job related competencies in the basic skills of reading, math and communications from those unemployed or underemployed adults identified as seemingly educationally handicapped.

It was part of the goal in this project to get an Adult Basic Education enrollment established to the degree that for one year at least there would be an enrollment to support a half-time instructor in Mohave County.

PROCEDURES FOLLOWED

The procedures revolved around the three main steps of: (1) Identifying persons to be interviewed, (2) making contact with persons who had been identified and (3) analyzing and completing the report.

The procedure of identification necessarily involved several related endeavors. Contacts were made throughout the County with persons who knew the make-up in the County. Agencies such as welfare, employment services, schools and churches, as well as others, were all contacted. Employers were contacted seeking the names of any persons underemployed but released because of educational and or vocational weaknesses. Civic groups were contacted and any and all contacts were utilized. The inventory instrument was validated and tested on a sample population. The inventory is included in the appendix.

Unemployed and underemployed individuals who had been identified were then contacted and interviewed on a one-to-one basis to get information relating to work experience, training, level of schooling, desire and willingness to obtain help and about each persons perception of his own need.

The data gained was analyzed to point out: (1) Needs and other factors the unemployed and underemployed see as contributing to their situation, (2) common areas that interviewers see as vocational needs, (3) the number and residential area of persons needing to increase their reading, math and communication skills, and (4) to determine if there was a commonality of need for vocationally related Adult Education Program in reading, math and communications.

RESULTS

164 persons were identified out of approximately 1,100 persons who might have less than an eighth grade education. 76 persons identified were from agencies who had close contact with the identified persons. 36 persons affirmed they would take an Adult Basic Education course related to job skills. 14 of the persons eligible and willing to take an Adult Basic Education course were unemployed.

CONCLUSION AND RECOMMENDATIONS

The 24 persons in Kingman and the 8 in Peach Springs would amount to one class in Adult Basic Education and would justify the hiring of a part-time instructor. The results of this study indicate the difficulty of identifying and contacting persons who may be uneducated, unemployed, or underemployed. They will not be identified unless they are contacted face-to-face, and this can only be done by a large number of trained interviewers using a door-to-door approach.

BODY OF THE REPORT

The question to be answered by the Project was, "Is there a commonality of need for an Adult Education Program that would provide instruction in job-related competencies in the basic skills of reading, math and communications for the unemployed and underemployed population of a basically rural area that has the scattered geographical groupings, such as are found in Mohave County?"

Mohave County is a basically rural area with three medium-sized population centers and many smaller towns. The population growth in Mohave County has been rapid over recent years. Two of the three population areas have experienced a great influx of persons from many parts of the country. Lake Havasu City is a community whose whole population has migrated in less than a ten-year period of time. The population growth factor was seen as a reason for this present research to identify which Adult Education need factors exist in the County. Census reports from the years 1950 and 1970 indicated that there were large numbers of persons who were unemployed in the County. Other yearly reports suggested strongly that there were many persons who had not completed an eighth grade education and many more who had not completed high school. It has been considered important to provide Adult Basic Education to people who need it on their terms, to have an ongoing program with entry and exit levels, and to provide tutorial or individual instruction where necessary. The need, then, is to establish statistical information relating to educational attainment. If the purposes of a community college are to be successful, that is, to meet the educational needs of the community, then it is necessary to do what we can to allow people to have the choice of improving their English, math, speaking, reading and job aptitudes.

Although applications were made in the past for Adult Basic Education programs in Lake Havasu City, Mohave Valley and Peach Springs, such programs were never established. In planning a continuing Adult Education Program for the County since 1966, no real information was available regarding the unemployed and underemployed population of the County. Unemployment figures from the Employment Service gave numbers but told nothing about the individual needs of the unemployed or underemployed. It was seen as imperative that these persons be identified and their needs analyzed to determine if there is indeed any common factor which can serve as the base of a County-wide education program for these adults. The project proposed to achieve five goals as follows:

1. Identify the unemployed and underemployed.
2. Determine those of the unemployed or underemployed who are educationally disadvantaged.
3. Identify from interviews and questionnaires those factors that the unemployed and underemployed themselves see as the cause of their unemployment or underemployment.
4. Gain tentative agreement to participate in programs to alleviate their educational disadvantages.
5. Identify any common needs for vocational training.

The accomplishment of goals number one and two would accomplish the identification problem in the project or at least find out what would have to be done in order to achieve such identification and recruitment. By achieving goal number three, many ideas could be gained that would allow for matching the kinds of students and the type of curriculum for a planned Adult Basic Education program. If, as mentioned in goal number four, tentative agreement to take an Adult Basic Education course was affirmed by enough persons, it would give substance for ABE funding and make way for some advance planning for courses. If educational needs can be related to job skills as alluded to in goal number five and positive results are achieved, then such an accomplishment would have much to say about the future for manpower development.

The objectives of the original proposal related specifically to the goals and are state again below:

1. Identify the unemployed and underemployed adults in the three major population centers of Mohave County through the use of interviews, questionnaires, and referrals with contacts identified by governmental agencies, employers, churches, civic groups, schools and any other possible sources of contact information.
2. Interview and questionnaire would be developed after sampling interviews with approximately 20 of the identified unemployed and underemployed. Validate interview-questionnaire form.
3. Further determine by means of interviews, questionnaires and any needed testing, those who appear to be educationally disadvantaged among the unemployed or underemployed adults in Mohave County.
4. From the results of the interviews and questionnaires, determine those needs and other factors that the unemployed and underemployed adults themselves identify as contributing to their unemployment and underemployment.
5. Obtain tentative agreement to participate in an Adult Education Program aimed at providing job-related competencies in the basic skills of reading, math and communications from those unemployed or underemployed adults identified as seemingly educationally handicapped.

The operational goal of the project then was to get enrollment established for at least a one-year period to the point where the Adult Basic Education formula would support a half-time instructor on a continuing basis. Achievement of this goal would allow for positive steps to be taken in alleviating undereducation.

COUNTY NEED FOR ADULT BASIC EDUCATION

It was felt that past ABE and GED files in Mohave County would include information closely related to this study. For 1973, 63 persons took the GED test in Kingman. Their average age was 29. They had completed the 10th grade on an average. Thirty-nine planned to go for further training or education and sixteen failed to achieve the minimum critical scores to qualify for secondary school certificates. Though names could not be taken from the files for identification or interviewing purposes, because they belonged to the high school counseling office, a sampling of the files was taken. Of 105 cards looked at, 14 had marked they had gone as far as the eighth grade, four had gone to the sixth, three to the seventh, and one to a vocational school. Ten scores with either Indian or Spanish names were looked at who had failed the test. The average scores on these 10 persons were as follows: 41.1 on correctness and effectiveness of expression, 43.5 on interpretation of reading material in social studies, 43.7 on interpretation of reading in natural sciences, 44.7 on interpretation of literary material, and 40.7 on general mathematical ability. The average scores on the five tests for these 10 persons was 44.38, but the low scores in the expression and math gives further proof, small as it may be, for the need for Adult Basic Education in these areas in Mohave County.

Classes were held in Adult Basic Education every year from 1965-66 through 1971-72 in Kingman.

In 1970-71, the Mohave County Union High School District office made application for Adult Basic Education classes stating:

"10% of our population is Indian, Mohave and Hualapai. 20% is Mexican American. The major industries are tourism, mining and manufacturing; and with the increased technological demands of these industries, people with even a high school education have a difficult time finding employment. Therefore, an eighth grade education equivalent is minimal. The Indian population and Mexican-American population, comprising 30% shows special area problems, in that in this group we find the largest percentage of dropouts and the largest percentage of people who have not completed the eighth grade. A recent survey of the County shows where 22% of the adult population in the County have an eighth grade education or less. We feel that adult education fundamentals such as reading, writing, and arithmetic are most essential in helping prepare these people for skilled training of most any kind."

In 1970-71 classes were planned for Kingman, Peach Springs, Mohave Valley and Lake Havasu City. Only the class in Kingman materialized.

In 1972-73 the District Office made application again stating objectives as follows:

1. To cause an improvement in the intelligence level, 75% of those adults needing further instruction in reading, writing, speaking, mathematics, comprehension and reasoning by at least one grade level.
2. To offer learning opportunities to those adults on an individual basis by summarizing where they are.
3. To evaluate regularly the rate and effect of the instructional offerings and regulate the pace of instruction as needed on an individual basis as reflected by testing.
4. Develop an understanding of mathematical concept procedures and develop skill in the use of figures.

The main goals for that year were:

1. To provide the basic education necessary for those in need of learning to read and write English necessary for employment.
2. To provide that amount of basic education necessary to successfully compete with other members of the community for jobs.

LITERATURE RELATING TO THE NEED FOR
ADULT BASIC EDUCATION AND RECRUITMENT

It had been assumed that our populace was well-educated until events in the 1960's, including those disturbances in the urban ghettos, pointed out that there were millions of men and women in the U.S.A. whose educational attainment was low enough to prevent them from full participation as workers, heads of families, and as citizens. (Harris: p.1) The 1960 census figures indicated that about 24 million adult Americans were completely illiterate, or that they had only a minimum of formal education so that they were classified as functional illiterates without the ability to function successfully with the demands of modern society. (Axford: p.8) Millions more have graduated from high school but without enough basic skills to contribute usefully to our present world of work. (Ozark Conference: p. 37)

As estimated by Sheppard, of the 25 million young entrants into the labor market during 1950-60 approximately 7.5 were school dropouts, and these "push-outs" often return to Adult Basic Education classes for a second chance. (Sheppard: p. 104)

It was mentioned that by 1976 more than 82 million adults would be enrolled in educational pursuits outside the traditional school system whereas 67 million in comparison would be registered in the traditional kindergarten through graduate school settings. (Ozark Conference: p. 5)

The National Reading Center expressed their awareness of increased efforts in Adult Basic Education by stating:

"If, by 1980, 90% of Americans, aged 17 and over, are to read well enough to contribute fully to the post-industrial society of the future, all institutions of American life must be mobilized in an adult literacy campaign, reinforcing and extending the Adult Basic Education work now being carried out by the school systems. The National Reading Center will work in many ways to encourage these efforts in business and industry, in health, welfare and correctional institutions, and in a wide range of voluntary and community organizations." (National Reading Center: p. 1)

Most of Adult Basic Education students fall into the category of the disadvantaged and are stationed involuntarily in the lowest of socioeconomic levels. Axford believed that Adult Basic Education programs were giving new hope to people who once felt they were destined to a marginal existence in a society that regards education as a mechanism for upward mobility and as a way to achieve a high level of economic attainment. (Axford: p. 8)

The decrease in supply of city jobs that didn't require education - hard, physical drudgery type work, and the increase in city jobs requiring education increased the motivation of many persons to return to school.

Other people suggested as possible recruits for Adult Basic Education classes were adults in need of basic education, particularly reading skills. English as a Second Language (ESL) classes are another strong recruiting tool and attract aliens and others who must learn to speak English to function in an environment that doesn't speak its language. Above and beyond the elimination of illiteracy, the disadvantaged adult student must also be offered the chance to find a core of concepts and information if he is to cope with present social and employment conditions. (Harris: p. 3)

Most Adult Basic Education Programs only reach about 5% of the people who need them. As seen by some, one of the most urgent problems is recruiting prospective students. (Harris: p. 15) In general, recruitment of persons for Adult Basic Education programs, may be accomplished most efficiently through personal canvassing, working with agencies serving the target population, use of mass media along with other public relations efforts and through cooperative and consistent efforts with business, industry and labor groups. (Harris: Resume)

Door-to-door recruitment was used as a technique in Newark. Promotional literature telling about students already in a program and those who have "made it," as well as a description of the program plan and counseling services. To hire people who have made it through Adult Basic Education or GED as recruiters was seen as a profitable idea. The New Jersey program had the following points to make about recruitment:

"Recruitment is a necessary ongoing operation due to the fact that adult students attend and participate in the ABE center program until they achieve a particular educational goal, find employment, move from the area, are transferred by their sending agency, or lose interest. The result is a constant change in the center's student population. The recruitment may be effected by various means, some of which are:

- Use of television and radio announcements.
- Posters and leaflets to be placed in public, social, religious and educational buildings.
- Informal talks by the director and counselor to clubs, church groups, PTA groups.
- Letters and phone calls to social and welfare agencies that might refer students for upgrading or preparation for vocations.
- Having open house party at the onset of the ABE program for representatives of the target population and agency leaders serving that community.
- Periodic open house parties for students, their friends and children of students.
- To show service to the industries which employ large numbers of students, to enlist their support of the learning center, and to encourage their efforts in recruiting students for the center."

Demographic data summarized by location is especially helpful in showing economic, sociological, and educational impact of a proposed center. Good recruiting data can identify special needs in terms of contact areas of instruction and instructional materials needed and the type of instructor training needs and even predict if the program will affect the target population for which it is designed. The director can learn from the data, for example, how many English as a Second Language instructors should be hired, if a bilingual counselor will be needed, and if a high school equivalency component within the Adult Basic Education structure would be appropriate. (Ward: p. 11-12)

A recruiter who is part of the counseling program and works under the counselor can assist those he is recruiting by contacting employment agencies, on the job training programs, making appointments for the student, or even accompanying him to an interview. This latter kind of personal attention is considered not only helpful but good public relations.

In a program entitled, "Student Taught Adult Basic Literacy Efforts" (STABLE) at Berea College in Kentucky, one emphasis was placed on recruitment of adult students. Recruitment was accomplished through agencies already working in the areas, in community meetings, through publicity and through organized surveys. STABLE teachers went from house-to-house in a systematic way, letting students know about the program and recruiting students.

Recruitment must take into consideration the reluctance of people with limited education to expose themselves. Agencies were strongly requested in this study to make referral of students to ongoing Adult Basic Education classes, especially level one students who would not normally find it easy to participate in Adult Basic Education classes. (Ward: pp. 11-12)

It was helpful from the point of view of this study to get a cross-sectioned look at students involved in ABE programs. Profiles of the rural worker, the school drop-out anywhere, the Indian program, the student of English as a Second Language, were all appropriate to this study.

Rural workers who attend ABE classes are mostly migrant workers or seasonal farm workers. "Both groups, in most cases, have been economically, academically, and culturally isolated from the mainstream of the human society."

The seasonal farm worker was described as that group of workers who usually work on farms during the soil preparation and the planting periods - with a lull in work during the maturation stages of plants - and again during the harvest season.

The migrant workers usually travel from state to state to catch the harvesting work. "They mostly live in camps in sub-marginal living conditions, i.e., old buses, panel trucks, tents, etc. . . . White and Mexican-American migrants often travel in family groups. The black migrant is many times an unwedded woman with several children or a male who has left his family to find some form of employment."

The school drop-out as an ABE participant is a different breed from all other ABE participants. He is that person who was somehow turned off by school and decided that he had had enough. Many times he took odd jobs, i.e., packaging at supermarkets, service station attendants, etc. - immediately after dropping out and later when he became married or realized that this type employment is strictly at the survival level and the ones who were getting ahead were those with diplomas and degrees, he turns to education to re-learn himself and re-map his earning/learning road.

Indian ABE students are very different in that they are all still holding to their language and show no desire to become totally submerged by the WASP culture. Indian ABE programs are mostly financed by BIA (Bureau of Indian Affairs) in the Department of the Interior. "The Indian BIA participants are less interested in becoming culturally identified with the mainstream of the United States probably than any other minority group. Their programs are usually centered around some specific service for the group - like health needs."

There are no easy generalizations that can be made about ABE students that are learning English as a second language. Many such students should not properly be placed in an ABE setting since they have come to the United States with the necessary reading and computation skills and need only to transfer these skills to the symbol system of English.

In addition to the student directly immigrating from abroad, the Mexican, the Puerto Rican, and the Cuban subcultures in the United States have members who may require instruction in English as a Second Language.

In a publication, meant to help in developing community assistance programs, it was mentioned that it may be difficult to get already over-worked workers to assist, but that sources of support can be found from public agencies, privately financed agencies, extra establishment efforts, the recreation and leisure time community, the cultural community, the educational, economic, and political communities, and welfare, religious and health communities and the social control and mass communication communities. (Kozoll: p. 18-19)

Much of the effectiveness of the recruiter will depend on how well he recognizes the sophisticated coping skill that uneducated and poor adults have developed to cope with their hostile environment and to realize their misunderstanding of available services is after a product of ignorance and fear, compounded by half truths and myth.

The wide range of reactions to formal agency behavior can be summarized as follows:

1. The poor frequently react with suspicion and hostility to overtures and offers of assistance from others.
2. The poor are inclined to reject formal associational contacts (such as waiting room behavior, authority figures behind desks and impersonal forms), in favor of casual and sometimes close relationships.

3. A great deal of value is placed on kinship ties with the poor, especially extended family relationships, and these ties act as a bolster and should be considered a mechanism for securing acceptance of new ideas.
4. The church plays a particularly important role, especially for females, and within that group, the clergy have a good deal of leverage.
5. Attempts to change or expand the range of services poor adults are aware of and use are likely to have limited success if they adhere to established patterns of contact unacceptable to that group. (Kozoll: p. 20)

PROCEDURES, MATERIALS, INSTRUMENTS AND TECHNIQUES USED

The project plan was to identify unemployed and underemployed persons who would willingly participate in an adult basic education program on job-related competence. The first step was to identify all of the sources that might be of assistance to the project director both in identifying prospective students and in giving helpful hints. The sources consulted consisted of the following individuals and groups:

Governmental Agencies: Department of Economic Security and several of its divisions in Kingman that is a County-wide resource, the County Mental Health Clinics in Kingman and Bullhead City, the County-wide Probation Department, the Upper Mohave Valley Economic Planning Association, all Secondary Schools, Elementary and Junior High School Superintendents in Mohave County, Community School Directors, Mohave Community College, Haulapai Tribal Council, Fort Mojave Tribal Agency, Community Action Program in Peach Springs, Operations Mainstream and NYC Out of School Programs in Kingman and Peach Springs, Community Centers in Dolan Springs, Retired People's Organization in Dolan Springs, Lark Program Directors, and churches.

Service Organizations: Kiwanis, Lions Club, Rotary.

Employers: Duval Corporation, General Cable Company, Kingman Farms, McCulloch Corporation, Davis Dam and others.

Student Enrollments: Enrollment at Mohave Community College, previous Adult Basic Education enrollees, and previous GED participants.

Private Sector Individuals: Persons who were reported to be interested in ABE and would be good sources of information were contacted. These included:

1. A lady who had worked with ABE before in Mohave Valley.
2. A lady who is involved in many community programs in Bullhead City.
3. A druggist in Bullhead City.
4. A chain store owner in Needles.
5. An ex-mayor in Dolan Springs.
6. Indigenous persons who might do volunteer recruiting.

Recruiting Procedures Used:

1. Contacted all sources that might be able to identify names of possible students or be able to contact them on their own. These sources are mentioned above.
2. Placed posters in Arizona Economic Security Building.
3. Had news releases sent to all newspapers and radio stations. (See Appendixes)

4. Consulted previous ABE students who had not achieved greatly or who had dropped out of previous programs.
5. Sent notices to all service clubs, churches and large companies asking for identification of persons and for recruiting posters to be used.
6. Made face-to-face interviews, telephone interviews, and consulted with persons in agencies who would act as interviewers.

Information Gaining Procedures:

1. Talked with previous ABE teachers.
2. Talked with high school counselors in Kingman.
3. Talked with school superintendents and principals.
4. Talked with persons in many agencies including social services, health, correctional and welfare agencies.
5. Talked with individuals who had worked with manpower development programs in the past.

These sources were asked the following questions:

1. What are some names of persons who were unemployed or underemployed and undereducated to the point where they had not completed the eighth grade?
2. Do you know of other sources that might be able to give names?
3. Do you have any suggestions on how to find persons who have not completed the eighth grade?
4. Do you have any suggestions on how to approach the people who will be interviewed to get the best results?

Step No. 2 involved the actual identification of persons to be interviewed. Some of the sources were successful in providing names, others felt ethically or legally that they could not do this, but that they could do the interviewing on their own, or they could advertise and promote the research by sending notices out to all those whom they knew to be unemployed or underemployed and who had not finished the eighth grade.

The researcher in this case did not have the funds to hire para-professionals to do recruiting, nor was he successful in finding volunteer workers who might do a worthwhile job of recruiting. It was felt that to have had this trustworthy assistance would have been of utmost help.

The procedures, promotional materials and techniques used in each community studied are given below:

PEACH SPRINGS

The main sources of names from Peach Springs were the Operation Mainstream, the N.Y.C. Program, students who signed up for a GED course, those who took a GED test, the Land Operations Plant, the BIA Office, the Vocational Education Office for Vocational Education, and the Headstart Director.

The Operation Mainstream Administrator and the N.Y.C. Administrator were instructed on the interviewing procedures and said they would do as much as they could to assist in the program. A GED test was arranged as

part of this project. To pass the test was considered to be a successful event for the Hualapai Indians of Peach Springs, and it was decided that if some could pass it, it would be arranged. Through a combination of the test results and the course, those in need of Adult Basic Education would be determined. Late in the project, the director went again to Peach Springs to deliver flyers to doorsteps and to make final recruiting efforts to see if the number of persons to be interviewed could be increased.

DOLAN SPRINGS, CHLORIDE AND MEADVIEW

The persons consulted in the area of Dolan Springs, Chloride and Meadview were the Superintendent of Schools and the School Board President who was also the ex-mayor and a person who knew what was going on in the community.

All news releases and promotional techniques reached Dolan Springs, but as a final resort, house-to-house delivery of flyers was used. There was not the time nor the funds to do house-to-house interviewing.

EAST SIDE OF COLORADO RIVER NEAR NEEDLES

Two main contacts were made. The Proprietor of a chain of stores that are spotted along the Colorado River was suggested as a knowledgeable man about the Indian population that lives on the California side of the River. The Administrative Head of the Fort Mohave Tribal Council was contacted and flyers and questionnaires were sent to his office after he said he could identify persons who might be interested in taking Adult Basic Education courses.

WIKIEUP

The only source contacted in Wikieup was the School Superintendent.

KAIBAB

The contact was made with the tribal office in Kaibab. Flyers were sent to the contact person who said she would post them.

COLORADO CITY

The Superintendent of Schools was contacted and flyers were sent to him.

BULLHEAD CITY AND MOHAVE VALLEY

The high school Vice-Principal, the Community School Director, the head of the Upper Mohave Valley H.E.L.P. Program, the former head of an OEO Program, a druggist, and the County-wide heads of probation and economic security were contacted in Bullhead City and Mohave Valley. All news releases, radio announcements and recruitment techniques were tried in Bullhead City. Near the end of this project, after the few persons identified had been interviewed, flyers were passed out and door-to-door interviewing was used.

LAKE HAVASU CITY

The County-wide Economic Security and Probation Offices were contacted, as were the schools, and the largest employers. News releases, radio spots and flyers were all used to promote the research and help recruit. Door-to-door interviewing was done toward the end of the project. Several employers were contacted.

KINGMAN

The first steps of identifying persons to be interviewed were to contact the Arizona Economic Security Office, the administrative heads of the N.Y.C., Mainstream and Mental Health Programs. Later contacts were made with the Probation Department and the Agricultural Extension Service. Over seventy-five college reserve faculty at the Mohave Community College were asked to submit names of persons who were in their classes who might be in need of Adult Basic Education. School administrators, a high school counselor, the community school director, the County Coordinator of Vocational Education, and the head of Vocational Rehabilitation were contacted. Posters were placed in the Economic Security Building. A survey of all classes asking students to indicate their interest in courses for the Spring Semester 1974 pointed out strong interest in English, Math, and Technology courses. Radio and news release promotion were used. Flyers were sent out to major employers, churches, service clubs, and handed out door-to-door toward the end of the project.

RESULTS AND ACCOMPLISHMENTS

This section of the project report will give attention to the results obtained, the accomplishments and the limitations of the study.

Results and Accomplishments

It will be easiest to comprehend by looking at the results in the tabular form as follows in Table I and discussing the results as they relate to goals and objectives.

TABLE I
DATA ON INTERVIEW CONTACTS MADE
IN ASSESSING WILLINGNESS TO TAKE ABE COURSE

	<u>No. of Names Received</u>	<u>No. Inter- viewed in person or by phone</u>	<u>No. willing to take course</u>	<u>No. unemployed willing to take course</u>	<u>No. of Contacts by mail</u>
Kingman	80	36	24	8	39
Lake Havasu City	15	1	1	0	14
Bullhead City & Mohave Valley	15	3	3	0	11
Peach Springs	28	28	8	4	0
Dolan Springs, Chloride & Meadview	2	2	2	2	2
Arizona Side of the Colorado River near Needles	24	24	0	0	0

Goals number one and two were accomplished in that a portion of the unemployed and underemployed in Mohave County were identified. Every unemployed person in the county who had been to the employment office during the fiscal year 1973-74 and who had not completed the eighth grade was notified on the opportunity to be interviewed about Adult Basic Education. Goal number three sought the causes for unemployment and underemployment as seen by those persons interviewed. The causes most often mentioned were lack of facility in reading, writing and speaking English and poor knowledge of math. To achieve goal number four, effort was made to get tentative agreement from those persons interviewed to participate in Adult Basic Education courses. Goal number five was to identify common needs for a job related Adult Basic Education program. It was discovered that adult basic English and math that would help people on the job was needed.

The objectives were achieved as follows:

1. Agencies were contacted who identified the unemployed and underemployed in Mohave County. One hundred and sixty-four were identified and were either interviewed or given the opportunity to be interviewed.
2. The interview form was used with a sample of the population to be studied and was altered for further use by interviewing.
3. The undereducated were identified from those who were unemployed or underemployed.
4. Poor facility with English and math were most often cited as contributing to unemployment or underemployment.
5. Tentative agreement was obtained from persons to participate in an Adult Basic Education program that would provide job related competencies in reading, math, and communications.

From the above it can be seen that all goals were achieved to a degree. There were not enough persons located for interviews to substantiate the need for an ongoing program in Adult Basic Education.

LIMITATIONS

Though the census reports and economic security reports vary, Table III (appendix) indicated there were 1,114 in Mohave County as having less than an eighth grade education, finding the whereabouts of these persons or letting them know of the opportunities for them to be interviewed was the main part of the problem of this study.

Every possible method of promoting the project was tried at least once using the advertising technique of repetition. Flyers, poster, news releases, speaking to groups, radio spots, mailed questionnaires, were all used with little success.

The most difficult parts of this project were to identify the persons to be interviewed, finding people at home to be interviewed, and reaching them by telephone. Getting a response by persons when a note was left met with little success. Sometimes it seemed every approach was a deadend and only a door-to-door salesman approach would be satisfactory. The latter was tried once in an area where it was assumed that many of the disadvantaged might live, but this attempt met with failure.

Most organizations felt they could neither ethically or legally give out names. Companies with a relatively large number of employees felt that they did not let persons go because of educational weaknesses, and that even if they hire a person with less than a ninth grade education, they do not let persons go for lack of education.

Principals of schools could only give dropout rates from secondary schools, and due to social promotion, nearly all students stay in school until age 16 or until after the eighth grade. One elementary principal showed figures for example of all eighth graders finishing out the year though two of the students were 15. It became apparent that neither employers or schools could supply names of persons to be interviewed. Flyers, news releases, radio spots were of no value in identifying persons to be interviewed.

The above negative statements point out to this researcher that persons lacking in education do not wish to be identified. That advertising Adult Basic Education through every means possible apparently was not the approach to use.

The primary limitation in this project is that of identifying persons. It was thought at one time that a sure method of getting names would be to send tactfully worded notes home with elementary school children explaining to parents about the availability of Adult Basic Education courses and asking for education information. After deliberation on this plan, it was decided that it was too much of an invasion of privacy. It was improbable that a majority of persons would not have received some word about how to be interviewed for Adult Basic Education. The very large question of whether or not people wish to be identified looms on the scene.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR THE FUTURE

From the results of this study it can be stated that a need for Adult Basic Education courses that would relate educational skills to job skills is needed in at least two of the communities in Mohave County.

The implications for a future study similar to this one are many. The most important of all would be that other researchers realize the difficulty in identification in a study of this sort.

The recommendations of this researcher are many and varied after having looked at the problems involved in identifying and recruiting persons needing and willing to enroll in Adult Basic Education courses:

1. Attempts by business, industry, and education need to become more aware of the stigmas of failure and lack of education that many of the disadvantaged feel. I would suggest that industry, education, and economic security meet together in a joint attack on undereducation, unemployment, and underemployment.
2. In the researcher's opinion, the name "Basic" should be dropped and courses in Refresher English, Refresher Math, etc. should be included within the regular adult education program of community schools and community colleges.
3. From the number of people who drop out of ABE and GED programs, neighborhood or block-type programs, and individual instruction or tutoring are some methods that must be tried.
4. This researcher feels that if individualized home study, programmed approaches were used and the results broadcasted, then more ABE volunteers would come forth.
5. For recruiting to be successful, it would take the type of house-to-house coverage that is done at census taking time, which is the kind of coverage the important problem of undereducation, underemployment and/or unemployment requires.
6. Relating to the necessity for a blanket survey would be the need for the use of persons who had been successful ABE or GED students and people from the target population to do the surveying. They should get paid for their work.
7. Recruiting should be done just prior to the time when a course is to start.

APPENDIX

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TARGET POPULATION

Facts and figures on the population to be investigated can be gained by studying Tables I through VI. Table I gives figures from the 1970 census and reports that there were 3,400 males and 3,007 females twenty-five years of age or older in Mohave County with less than a high school diploma; that there were 85 persons 25 and over with no school; 238 persons with between 1 and 4 years of education and 2,656 with 5-8 years of education. Three thousand, four hundred and twenty-eight persons had between 9 and 11 years of schooling. There was no information on the report for those persons between 16 and 24. There was no indication how many had not completed the eighth grade.

Tables No. II and III present the following figures on Mohave County that are related to the present study:

1. Table II gives numbers from various ethnic groups 16-21 years of age who are not high school graduates - 182 persons.
2. Table III gives numbers of persons 25 years and over who are white, black, Spanish American, or from other races who have not completed the eighth grade.

According to these figures, there are 323 persons who have had 0-4 years of schooling and 791 who have had 5-7 years, for a total of 1,114 persons who did not complete the 8th grade. This was the most accurate figure arrived at for deciding on a target population for this project. Of that total, 37 were from other races and 134 were Spanish Americans. There were no figures on the black population.

Table No. IV gives information for the 1973 fiscal year on the Educational attainment of all applicants to the Kingman and Lake Havasu Local Employment Service offices. Data was not available for unemployed and underemployed applicants. The data is again from the 1970 census and indicated that of 5,493 applicants with the employment services in the two communities, 2,236 were females and 3,257 were males, and 1,742 were under 22 years of age. One hundred and sixty-one had between 0 and 7 years of school, and 2,189 had between 8 and 11 years of school. Table No. V gives similar types of information for fiscal year 1972. Table No. VI gives overall population figures for Arizona Counties and is included here to show the rapid growth rate which says to the director of this project; that if the County had a serious undereducation, unemployment and underemployment in the 1960's, that with a percentage growth of 234.2 from 1960 to 1970 and a forecasted growth of 58.6 for 1970-1980, the growth in the under-educated will also be high.

SEP 25 1973
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W. P. SHOFSTALL
 SUPERINTENDENT

TABLE - I
 STATE EDUCATIONAL LEVELS**
 25 YEARS AND OVER - (MALE) AND (FEMALE)
 WITH LESS THAN A HIGH SCHOOL EDUCATION

COUNTIES	25 YEARS AND OVER		NO SCHOOL		1-4 YEARS		5-8 YEARS		9-11 YEARS		TOTAL				
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE					
APACHE	3,838	4,417	1,449	1,949	3,398	508	389	897	1,144	1,118	2,262	737	961	1,698	
COCHISE	6,218	7,044	278	411	689	688	845	1,533	3,169	3,247	6,416	2,083	2,541	4,624	
COCONINO	4,070	4,369	777	1,010	1,787	418	367	785	1,450	1,436	2,886	1,425	1,556	2,981	
GILA	3,924	4,232	130	201	331	332	309	641	1,844	1,785	3,629	1,618	1,937	3,555	
GRAHAM	1,987	2,076	120	111	231	230	180	410	918	1,026	1,944	719	759	1,478	
GREENLEE	1,396	1,389	31	35	66	157	141	308	631	593	1,224	567	620	1,187	
MARICOPA	98,164	105,758	4,310	4,019	8,329	8,363	7,022	15,385	45,824	46,205	92,029	39,667	48,512	88,179	
MOHAVE	3,400	3,007	39	46	85	186	52	238	1,600	1,056	2,656	1,575	1,853	3,428	
NAVAJO	5,679	6,129	954	1,427	2,381	633	557	1,190	2,305	1,997	4,302	1,787	2,148	3,935	
PIMA	31,856	36,769	1,243	1,567	2,810	2,917	3,075	5,992	15,297	15,825	31,122	12,399	16,302	28,701	
PINAL	10,024	9,004	715	682	1,397	1,559	1,054	2,613	4,738	4,209	8,947	3,012	3,059	6,071	
SANTA CRUZ	1,705	2,229	75	101	176	267	401	668	882	1,290	2,172	481	437	918	
YAVAPAI	5,306	4,987	130	71	201	381	255	636	2,838	2,257	5,095	1,957	2,404	4,361	
YUMA	7,645	7,251	420	326	746	979	741	1,720	3,792	3,224	7,016	2,454	2,960	5,414	
TOTAL	185,212	198,661	383,873	10,671	11,956	22,627	17,628	15,388	33,016	86,432	85,268	171,700	70,481	86,049	156,530

**1970 Census PC(1)-C4 Arizona, Table 120. There are 281,281 persons in the age group 16-24 for whom educational breakdowns are not yet available from the Census Bureau. Because of a continuing high dropout rate, it is evident that there are many persons in this age group with less than a high school education.

TABLE I (continued)

STATE EDUCATIONAL LEVELS*
25 Years and Over

	<u>Number</u>	<u>Less than 5th grade</u>	<u>Less than 9th grade</u>	<u>Less than High School</u>
No School	22,627			
Grades 1-4	33,016	55,643		
Grades 5-8	171,700		227,343	
Grades 9-11	156,530			383,873

*1970 Census PC(1) Arizona, Table 120. There are 281,281 persons in the age group 16-24 for whom educational breakdowns are not yet available from the Census.

U. S. DEPARTMENT OF LABOR
 MANPOWER ADMINISTRATION
 MOHAVE COUNTY IN ARIZONA

TABLE II
 EMPLOYMENT STATUS BY SCHOOL COMPLETION FOR 16-21 YEAR OLDS,
 AND BY DISABILITY STATUS FOR 16-64 YEAR OLDS,
 BY SEX, RACE, AND ETHNIC GROUPS

LABORATORY
 LAWRENCE BERKELEY
 RUN DATE - 9-26-74

	M A L E S				F E M A L E S				TOTAL	WHITE	BLACK	OTHER RACES	SPANISH AMERICAN	TOTAL	WHITE	BLACK	OTHER RACES	SPANISH AMERICAN
	TOTAL	WHITE	BLACK	OTHER RACES	TOTAL	WHITE	BLACK	OTHER RACES										
16-21 YEAR OLDS NOT ENROLLED IN SCHOOL	402	374	0*	29*	30	472	0*	0*	412	472	0*	0*	41	412	472	0*	0*	41
TOTAL	402	374	0*	29*	30	472	0*	0*	412	472	0*	0*	41	412	472	0*	0*	41
NOT HIGH SCHOOL GRADUATE	182	160	0*	22*	0	167	0*	0*	167	167	0*	0*	41.2	167	167	0*	0*	41.2
PERCENT OF ALL 16-21 YEAR OLDS	20.7	19.2	0.0*	47.8*	0.0	18.0	0.0*	0.0*	18.0	19.7	0.0*	0.0*	8	18.0	19.7	0.0*	0.0*	8
EMPLOYED OR IN ARMED FORCES	116	101	0*	17*	0	37	0*	0*	37	37	0*	0*	13	37	37	0*	0*	13
UNEMPLOYED OR NOT IN LABOR FORCE	64	59	0*	5*	0	130	0*	0*	130	130	0*	0*	41.9	130	130	0*	0*	41.9
PERCENT OF NONHIGH SCHOOL GRADS.	35.2	36.9	0.0*	22.7*	0.0	77.0	0.0*	0.0*	77.0	77.8	0.0*	0.0*	22	77.0	77.8	0.0*	0.0*	22
HIGH SCHOOL GRADUATE	221	214	0*	7*	30	305	0*	0*	305	305	0*	0*	8	305	305	0*	0*	8
EMPLOYED OR IN ARMED FORCES	153	153	0*	0*	23	125	0*	0*	125	125	0*	0*	14	125	125	0*	0*	14
UNEMPLOYED OR NOT IN LABOR FORCE	68	61	0*	7*	7	180	0*	0*	180	180	0*	0*	45	180	180	0*	0*	45
PERCENT OF HIGH SCHOOL GRADUATES	30.8	28.5	0.0*	100.0*	23.3	59.0	0.0*	0.0*	59.0	59.0	0.0*	0.0*		59.0	59.0	0.0*	0.0*	
16-64 YEAR OLDS NOT INHABITANTS AND NOT ENROLLED IN SCHOOL 1/	6945	6754	0*	191*	232	7231	0*	0*	7231	7101	0*	0*	199	7231	7101	0*	0*	199
TOTAL	6945	6754	0*	191*	232	7231	0*	0*	7231	7101	0*	0*	199	7231	7101	0*	0*	199
NOT DISABLED OR HANDICAPPED	6012	5840	0*	172*	232	6387	0*	0*	6387	6277	0*	0*	179	6387	6277	0*	0*	179
IN LABOR FORCE	5676	5404	0*	172*	232	2643	0*	0*	2643	2580	0*	0*	103	2643	2580	0*	0*	103
LABOR FORCE PARTICIPATION RATE	92.7	92.5	0.0*	100.0*	100.0	41.4	0.0*	0.0*	41.4	41.2	0.0*	0.0*	51.8	41.4	41.2	0.0*	0.0*	51.8
DISABLED OR HANDICAPPED	933	914	0*	19*	0	844	0*	0*	844	824	0*	0*	0	844	824	0*	0*	0
IN LABOR FORCE	477	458	0*	19*	0	154	0*	0*	154	134	0*	0*	0	154	134	0*	0*	0
LABOR FORCE PARTICIPATION RATE	51.1	50.1	0.0*	100.0*	0.0	16.2	0.0*	0.0*	16.2	16.3	0.0*	0.0*	0	16.2	16.3	0.0*	0.0*	0
EMPLOYED	400	390	0*	19*	0	154	0*	0*	154	134	0*	0*	0	154	134	0*	0*	0
UNEMPLOYED	60	68	0*	0*	0	0	0*	0*	0	0	0*	0*	0	0	0	0*	0*	0
UNEMPLOYMENT RATE	14.3	14.8	0.0*	0.0*	0.0	0.0	0.0*	0.0*	0.0	0.0	0.0*	0.0*	0	0.0	0.0	0.0*	0.0*	0
NOT IN LABOR FORCE	456	450	0*	0*	0	690	0*	0*	690	690	0*	0*	0	690	690	0*	0*	0
ABLE TO WORK	112	112	0*	0*	0	284	0*	0*	284	284	0*	0*	0	284	284	0*	0*	0
UNABLE TO WORK	344	344	0*	0*	0	406	0*	0*	406	406	0*	0*	0	406	406	0*	0*	0
DISABLED MORE THAN 6 MONTHS	344	344	0*	0*	0	308	0*	0*	308	308	0*	0*	0	308	308	0*	0*	0
PERCENT OF UNABLE TO WORK	100.0	100.0	0.0*	0.0*	0.0	95.6	0.0*	0.0*	95.6	95.6	0.0*	0.0*	0	95.6	95.6	0.0*	0.0*	0

1/ TABLE BASED ON 5 PERCENT SAMPLE



U. S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
MOHAVE COUNTY IN ARIZONA

TABLE III
EMPLOYMENT STATUS BY SCHOOL COMPLETION FOR 16-21 YEAR OLDS,
AND BY DISABILITY STATUS FOR 16-64 YEAR OLDS,
BY SEX, RACE, AND ETHNIC GROUPS

RUN DATE - 9-26-74
LAWRENCE BERKELEY
LABORATORY

YEARS OF SCHOOL COMPLETED, PERSONS AGE 26 & OVER	TOTAL	WHITE	BLACK	OTHER RAVES	SPANISH AMERICAN
ELEMENTARY	143	312	0*	11*	42
5-7 YEARS	191	765	0*	26*	92
8 YEARS	1,863	1,827	0*	38*	87
HIGH SCHOOL	3,328	3,328	0*	102*	128
1-3 YEARS	5,907	5,901	0*	110*	239
4 YEARS	1,841	1,840	0*	41*	107
COLLEGE	1,057	1,053	0*	4*	57
PERCENT WITH LESS THAN 8 YEARS	7.4	7.3	0.0*	10.0*	17.8
PERCENT HIGH SCHOOL GRADUATE	51.7	51.9	0.0*	47.0*	53.0
PERCENT COLLEGE GRADUATE	7.0	7.1	0.0*	1.2*	7.6
MEDIAN YEARS COMPLETED	12.2	12.2	9.0*	12.1*	12.1
YEARS OF SCHOOL COMPLETED, PERSONS 16-24 YEARS OLD	63.8	54.3	0.0*	52.2*	63.6
PERCENT HIGH SCHOOL GRADUATE	2.3	1.9	0.0*	11.0*	0.0
PERCENT COLLEGE GRADUATE					
SCHOOL ENROLLMENT, BY AGE					
TOTAL ENROLLED, 14-34 YEARS OLD	2,100	2,023	0*	77*	129
14-15 YEARS	1,091	1,065	0*	26*	72
16-21 YEARS	948	897	0*	51*	57
16-17 YEARS	737	693	0*	44*	26
18-19 YEARS	188	191	0*	7*	20
20-21 YEARS	13	13	0*	0*	0
22-24 YEARS	14	14	0*	0*	0
25-34 YEARS	47	47	0*	0*	0
PERCENT OF POPULATION IN SCHOOL, BY AGE					
TOTAL, 14-34 YEARS	30.7	30.7	0.0*	31.3*	27.8
14-15 YEARS	95.4	96.2	0.0*	70.3*	100.0
16-21 YEARS	52.4	51.9	0.0*	62.2*	43.8
16-17 YEARS	81.6	81.7	0.0*	80.0*	77.0
18-19 YEARS	41.7	41.5	0.0*	46.7*	43.0
20-21 YEARS	3.0	3.1	0.0*	0.0*	0.0
22-24 YEARS	1.7	1.8	0.0*	0.0*	0.0
25-34 YEARS	1.5	1.6	0.0*	0.0*	0.0
TOTAL MEN 16-64 YEARS OLD WITH LESS THAN 3 YEARS OF COLLEGE COMPLETED 1/	6,517	6,314	0*	203*	232
WITH VOCATIONAL TRAINING	2,374	2,339	0*	35*	90
PERCENT OF 16-64 YEARS OLD WITH LESS THAN 3 YEARS COLLEGE	36.4	37.0	0.0*	17.2*	38.8

1/ BASED ON 6 PERCENT SAMPLE

TABLE IV
 EDUCATIONAL ATTAINMENT IN MOHAVE COUNTY
Fiscal Year 1973

<u>Office</u>	<u>Total Applicants</u>	<u>Female</u>	<u>Under 22</u>	<u>Highest School Grade All Applicants</u>		
				<u>0-7</u>	<u>8-11</u>	<u>Over 12</u>
Kingman	3,368	1,310	1,155	139	1,570	1,258
Lake Havasu City	2,125	926	597	22	619	1,107

Compiled by Arizona Economic Security Office

TABLE V

COUNTY EDUCATIONAL LEVELS

Fiscal Year 1972 Figures
 From Arizona Economic Security
 Arizona Employment Service

<u>Grade Levels</u>	<u>Kingman and Bullhead City Applicants</u>	<u>Lake Havasu City Applicants</u>	<u>TOTAL Mohave County Applicants</u>
0-7 grade education	64	10	74
8-11 grade education	811	235	1,046
12th grade education	719	539	1,258
12th grade and over education	<u>232</u>	<u>189</u>	<u>421</u>
TOTALS	1,826	973	2,799

TABLE VI

POPULATION GROWTH OF ARIZONA BY COUNTY

County	1960 Population	1970 Population	1980 Projected	Numerical Change		% Change	
				1960-1970	1970-1980	1960-1970	1970-1980
Apache	30,438	32,304	52,300	+ 1,866	+ 19,996	+ 6.1%	+ 61.9%
Cochise	55,039	61,918	100,100	+ 6,879	+ 38,182	+ 12.5	+ 61.7
Cocconino	41,857	48,326	69,500	+ 6,469	+ 21,174	+ 15.5	+ 43.8
Gila	25,745	29,255	48,500	+ 3,510	+ 19,245	+ 13.6	+ 65.8
Graham	14,045	16,578	22,800	+ 2,533	+ 6,222	+ 18.0	+ 37.5
Greenlee	11,509	10,330	17,800	- 1,179	+ 7,470	- 10.2	+ 72.3
Maricopa	663,510	962,425	1,699,100	+ 305,915	+ 729,675	+ 46.1	+ 75.3
Mohave	7,736	25,857	41,000	+ 18,121	+ 15,143	+ 234.2	+ 58.6
Navajo	37,994	47,559	77,300	+ 9,565	+ 29,741	+ 25.2	+ 62.5
Pima	265,660	351,667	614,300	+ 86,007	+ 262,633	+ 32.4	+ 74.7
Pinal	62,673	68,579	104,800	+ 5,906	+ 36,221	+ 9.4	+ 52.8
Santa Cruz	10,808	13,966	23,900	+ 3,158	+ 9,934	+ 29.2	+ 71.1
Yavapai	28,912	36,837	56,200	+ 7,925	+ 19,363	+ 27.4	+ 52.6
Yuma	46,235	60,827	105,500	+ 14,592	+ 44,673	+ 31.6	+ 73.4
State Total	1,302,161	1,773,428	3,033,100	+ 471,267	+ 1,259,672	+ 36.2%	+ 71.0%

Source: U.S. Department of Commerce, Bureau of the Census; 1980 projections by Battelle for Arizona Department of Economic Planning and Development.

A unique brochure was developed by a Washington Community College. Its recruiting technique is described below:

ADULT BASIC EDUCATION

AND

HIGH SCHOOL COMPLETION

"Would you like to better your readin', writin', 'rithmetic and study skills?

Why not look into what Whatcom Community College can do for you?

If you should happen to be one of many who need a GED - General Education Development certificate, which would give you the equivalency of a high school diploma, we can help you. We offer classes in Bellingham, Lynden, and in the Nooksack and Lummi tribal areas. Primary through high school grades are covered.

We do our own GED testing at the Developmental Center which is a part of our Marine Drive Instructional Center, Marine and Bennett Drives.

WCC also offers classes in Citizenship for those who want to become U.S. citizens, and a class in English as a Second Language for persons who do not read or write English.

The Adult Basic Education Program at WCC offers you top notch instructors, using adult-centered materials, at times and places convenient to you!"

STATE AND COUNTY NEED FOR ADULT BASIC EDUCATION

State demographic data was made available on adult education in a 1973 report. The target population were persons sixteen years of age and older not enrolled in school who did not finish high school. The data was from 1970 state census counts, but the counts are probably low because there was a 5,300,000 underestimation in the 1970 census amounting to a 2-5% estimated error. There are 23 items on each state relating to education information. As far as Adult Basic Education is concerned, "The purpose of the demography is to provide state-by-state data for the purpose of assessing enrollment compared to the general and target population, average pupil hours and cost factors, and students enrolled by race and ethnic groups." (Adult Education: Introduction) Additional ABE data can be obtained from the Office of Education publication number (OE) 73-11413 Adult Basic Education Program Statistics. There were considered to be 1,168,293 persons in the United States with no school years completed. The demographic information on Arizona can best be seen by listing the items below:

1.	Target population ABE	433,126
2.	Race and persons of Spanish language	
	White	1,613,335
	Black	52,653
	Indian	93,508
	Japanese	2,787
	Chinese	3,775
	Filipina	1,473
	Korean	403
	All other races	2,959
	Persons of Spanish Language	333,349
3.	Population 16 years and over	1,196,750
	Population 16 years and over with less than	
	a high school diploma.	511,871
	Population 16-24	278,818
	Population 16-24 not enrolled in school with	
	less than the completion of high school	49,253
	Population 20 years and older with less than	
	a high school diploma	414,042
4.	Population 25 years and older	915,737
	Population of males 25 and older	438,754
	Population of females 25 and older	476,983
	Population of females with no school.	11,956
	Population of males with no school.	10,671
5.	Percentage who have completed 5 years or less	7.8%
6.	Median school years completed state population	12.2
	Median school years white male population	12.3
	Median school years black male population	9.4
	Median school years male persons of Spanish	
	heritance	9.3
	Median school years white female population	12.3
	Median school years black female population	9.9
	Median school years female persons of Spanish	
	heritance	8.8

7.	1970-71 ABE Enrollment	4,546
	1970-71 ABE Completion	311
	Number of Males Enrolled	1,856
	Percentage of males enrolled	41%
	Number of Females enrolled	2,690
	Percentage of females enrolled	59%
8.	Percentage of ABE Students by Race	
	White	85.2%
	Black	6.7%
	American Indian	4.6%
	Oriental.	2.7%
	Other6%
9.	Percentage of ABE Students by Selected Ethnic Groups	
	Cubans8%
	Mexican American	61.4%
	Puerto Ricans3%

(Adult Education: Arizona)

QUESTIONNAIRE

1. _____ 2. Male Female
Last First Middle Initial Circle
3. _____ 4. _____
Mailing Address Phone
5. _____ 6. _____ 7. _____
Date of Birth Marital Status Number of Dependents
8. _____ 9. _____
Highest Grade Completed List Any Specialized Training Courses Completed
10. _____
List Title of Jobs Held During Past Five Years
11. _____
Indicate Any Types of Education or Vocational Training Course Which You Believe You Need.

INTERVIEW STRUCTURE

1. Verify Job Experience.
2. Determine the need for retraining in any skills that the individual might have previously acquired.
3. Verify educational experiences.
4. Determine the individuals perceptions of the factor or factors causing unemployment or underemployment.
5. Determine the individuals willingness to participate in Adult Education, aimed at eliminating factors contributing to unemployment or underemployment.
6. Determine whether or not each individual sees any need for assessment procedure.

POSSIBLE TESTING

Based on the expressed needs of an individual for assessment, testing would include as needed, measurement of achievement in basic skills of reading, math communication, aptitude measures and other tests as needed;

MOHAVE COMMUNITY COLLEGE
1971 Jagerson Ave.
Kingman, AZ 86401

MEMO

TO: EMPLOYERS, SERVICE ORGANIZATIONS AND CHURCHES IN MOHAVE COUNTY

FROM: PETE JEPSON, MOHAVE COMMUNITY COLLEGE

MOHAVE COMMUNITY COLLEGE, IN AN ATTEMPT TO UPGRADE THE EDUCATIONAL LEVEL AND EMPLOYMENT LEVEL OF ADULTS IN MOHAVE COUNTY, IS DOING A SURVEY TO DISCOVER THE NEED FOR AND WILLINGNESS OF ADULTS TO TAKE ADULT BASIC EDUCATION COURSES RELATED TO THEIR WORK SKILLS. COURSES WILL BE OFFERED IF ENOUGH PEOPLE ARE INTERESTED.

DO YOU KNOW OF ANY PERSONS IN YOUR COMPANY OR CONGREGATION WHO HAVE LESS THAN EIGHTH GRADE EDUCATION, AND WHO MAY BE UNEMPLOYED OR UNDEREMPLOYED BECAUSE OF IT? SINCE THE MOST DIFFICULT PART OF ANY RESEARCH SUCH AS THIS IS THE IDENTIFICATION OF PERSONS TO INTERVIEW, I WOULD APPRECIATE HEARING FROM YOU IF YOU KNOW OF PERSONS WHO COULD BENEFIT FROM TAKING COURSES IN ENGLISH, ENGLISH AS A SECOND LANGUAGE, READING, WRITING, ARITHMETIC. PLEASE CALL ME AT 757-4331.

PLEASE POST THE ENCLOSED FLYER AND/OR ANNOUNCE ITS CONTENTS.

MOHAVE COMMUNITY COLLEGE
1971 Jagerson Avenue
Kingman, AZ 86401

MEMO

TO: PERSONS WHO MAY BE ELIGIBLE FOR ADULT BASIC EDUCATION

FROM: PETE JEPSON, COORDINATOR OF ADULT VOCATIONAL EDUCATION PROGRAMS,
MOHAVE COMMUNITY COLLEGE

YOU ARE RECEIVING THE ATTACHED BECAUSE I AM DOING A RANDOM SAMPLE STUDY TO DISCOVER THE NEED OF PEOPLE IN MOHAVE COUNTY FOR ADULT BASIC EDUCATION. I HAVE RECEIVED SOME OF YOUR NAMES FROM LISTS OF PEOPLE WHO HAVE TAKEN ADULT BASIC EDUCATION CLASSES IN THE PAST.

ADULT BASIC EDUCATION IS A PROGRAM TO TEACH ENGLISH, READING, WRITING, ENGLISH AS A SECOND LANGUAGE, AND OTHER WORK RELATED INFORMATION TO PERSONS WHO DID NOT COMPLETE THEIR 8TH GRADE EDUCATION. TAKING THESE COURSES, WHICH GIVE INDIVIDUAL INSTRUCTION, MAY ALSO HELP PERSONS GET READY TO TAKE COURSES FOR THE GED (HIGH SCHOOL EQUIVALENCY TEST).

SINCE THE GENERAL PURPOSE OF THIS SURVEY IS TO ASSIST PEOPLE IN RAISING THEIR EDUCATIONAL AND EMPLOYMENT LEVELS, IF THERE ARE ENOUGH PEOPLE TO TAKE ADULT BASIC EDUCATION COURSES, THEY CAN BE OFFERED STARTING IN SEPTEMBER.

PLEASE FILL OUT THE ATTACHED FORM AND RETURN IT IN THE ENCLOSED STAMPED AND ADDRESSED ENVELOPE. PLEASE ANSWER YES TO #5 IF YOU ARE INTERESTED IN TAKING COURSES. IF YOU HAVE GONE BEYOND THE 8TH GRADE, YOU MIGHT STILL SEND IN THE QUESTIONNAIRE. WHEN COURSES START, YOU WILL BE NOTIFIED. YOU WILL ALSO BE NOTIFIED WHEN GED COURSES WILL BE OFFERED.

IF THIS QUESTIONNAIRE DOES NOT PERTAIN TO YOU, YOU MIGHT PASS IT ON TO SOMEONE WHO WOULD BE ELIGIBLE FOR ADULT BASIC EDUCATION.

Date

Dear _____:

I was given your name by Minny Silva who thought you might be interested in talking to me about taking Adult Basic Education Courses through Mohave Community College. Please call me at 757-4331 if you are interested.

By next fall if there are enough people interested, we hope to have classes available in Math, Reading, English, Speaking, and Writing that can help in your work or help you get a better job.

Sincerely,

Pete Jepson
Coordinator of
Adult Vocational Programs

PJ:jz

A . . B . . E .

WHAT IS IT?

IT IS ADULT BASIC EDUCATION.

WHY TAKE ABE?

A.B.E. IS FOR PERSONS WHO DID NOT FINISH THE EIGHTH GRADE. IT IS TO IMPROVE READING WRITING AND SPEAKING ABILITY. IT IS FOR IMPROVING YOUR WORK ON THE JOB OR GETTING A BETTER JOB.

WHERE?

COURSE WOULD BE HELD IN KINGMAN, BULLHEAD CITY, PEACH SPRINGS, DOLAN SPRINGS, LAKE HAVASU CITY, OR WHEREVER ENOUGH PEOPLE ARE INTERESTED

WHEN?

STARTING SEPTEMBER, 1974 IF ENOUGH PEOPLE ARE INTERESTED.

WHO?

YOU, IF YOU NEED IT.

HOW?

CALL TODAY?
CALL PETE JEPSON, 757-4331, IN KINGMAN
CALL 855-7900 IN LAKE HAVASU CITY
CALL 758-3916 IN BULLHEAD CITY

IF NO ONE IS THERE TO ANSWER YOUR QUESTIONS, LEAVE YOUR NAME, OR SEND A CARD GIVING YOU NAME AND A.B.E. PRINTED ON IT TO:

PETE JEPSON
MOHAVE COMMUNITY COLLEGE
1971 JAGERSON AVENUE
KINGMAN, AZ 86401

ADULT BASIC EDUCATION

IF YOU HAVE NOT COMPLETED THE
EIGHTH GRADE AND NEED TO IMPROVE
YOUR ENGLISH, READING, WRITING,
AND MATH

AND OTHER SKILLS RELATING TO YOUR WORK

PLEASE CALL:

DR. PETE JEPSON. -- 757-4331

AT MOHAVE COMMUNITY COLLEGE

AND ASK ABOUT ADULT BASIC EDUCATION COURSES