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ABSTRACT

A study was conducted to identify the characteristics of high risk students in selected Ohio Adult Basic Education (ABE) programs, and to describe the characteristics of the programs in order to identify program characteristics related to the ratention of participants. Nine programs, selected to represent programs of various sizes (small, medium, large), were studied, and student files of 1979 and 1980 were randomly selected from each program and analyzed for relationships of program characteristics to student retention and for differences in student characteristics from 1979 to 1980. The high risk student was defined in terms of the number of hours spent in the program. The more time spent in the program, the lower the risk for a student. Some findings include the following: (1) students with lower reading, spelling, and mathematics scores spent more time in the ABE program: (2) adults who were receiving some form of support, such as a stipend or Social Security payments, spent more time in the program: (3) older adults and adults from homes with low standards of living spent more hours in the program: (4) program characteristics that related positively to more hours spent in the program include flexibility in class scheduling, staff communication, and short student intake procedures. Further study of ABE students' individual goals and their accomplishment was recommended. (KC)

LONDON ADULT BASIC EDUCATION

310 DEMONSTRATION PROJECT

Who is the ABE "High-Risk" Dropout Student?

FY 1979 - 1980

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INTRODUCTION

The purposes of this study were to examine whether a set of characteristics could be identified which are common to high risk "dropout" students in Ohio Adult Basic Education programs and if a set of program features could be identified which would predict the tendency of a program to retain the high risk student.

Several Ohio demonstration projects have researched the reasons given by ABE students for dropping out of local programs (Cleveland, 1971; Columbus, 1977, and an eligibility study by Boggs, Buss and Yarnall, 1978). The difference in this study and those previous studies was the careful sampling of ABE student records in an attempt to collect objective information for the purpose of a clearer description of student retention.

Seaman (1971) in Preventing Dropouts in Adult Basic Education notes that the term "drop-out" seems to be generally understood by most educators, but that there appears to be little agreement as to exactly who was a drop-out. Administrators of participating centers, identified a drop-out as a student who did not attend the 12 hours needed to "register" in the ABE program, a student who did not complete their intended goals, a student who did not stay within the program until they completed GED preparation, or any student having attended less than 30 hours of instruction.

In this study the number of instructional hours that a student remained in the ABE program became the focus. Student characteristics and program features were matched with student's length of stay in the program. This was done in order to better describe the high risk student and to identify program features related to increased hours of participation.

Using the length of stay as the focus does not take into consideration the differences in either the student's long or short term goals. These differences, combined with motivational differences, could have varying influences on the students length of stay in the program.

PROJECT DESIGN

Twelve programs were initially selected for study with equal representation from large (greater than 800 enrollees), medium (between 200 and 799 enrollees), and small (under 200 enrollees) programs. Programs were selected on the basis of geographic location and availability of information for collection. The programs selected included:

Large:	Medium:	Small
*1. Cleveland	*1. Lakewood	*1. Lorain County JVS
2. Dayton	*2. Muskingum JVS	*2. Marion
*3. Scioto Valley	*3. Warren	*3. Ohio Hi-Point JVS
4. Toledo	4. Upper Valley JVS	4. Wayne County JVS
	*5. Mansfield	

Of these districts, the final nine participating districts are noted by an asterisk. Mansfield ABE was added to the medium-size programs.

Each program used the following procedures:

1. Fiscal 79 and Fiscal 80 ABE student registration files were randomly sampled to collect information related to 26 variables on student characteristics. These variables can be found in Appendix A. One hundred fifty student files were randomly selected from large programs, 100 from medium programs, and 50 from small programs for each fiscal year. The process for random sampling may be found in Appendix B.
2. Each program completed a Site Feature Form (see Appendix C) for each site from which student files were collected.

Each participating program provided a staff member to be a consultant to the project. It was only through their committed effort and competence that the necessary data was collected. The following ABE staff members were consultants to this project:

1. Larry Sensel (Cleveland)
2. Janet Bapst (Scioto Valley)
3. Kathy Thiel (Lakewood)
4. Irene Dovenbarger (Muskingham JVS)
5. Keith Edgar (Warren)
6. Georgetta McEllhonon (Mansfield)
7. Sharon Shults (Lorain Co. JVS)
8. Edward Bell (Marion)
9. Phyllis Rich (Ohio Hi-Point JVS)

A time line was developed for the project which can be found in Appendix G.

DATA ANALYSIS

Descriptive statistics were completed for frequencies of student characteristics (including means and standard deviations) for each program, for programs grouped by size (small, medium and large) and for the overall data combined. These statistics are listed in Tables 2-5 in Appendix G for both FY 79 and 80 by the percentage of responses to each alternative answer within a question.

Responses to the Site Feature Form were analyzed as to the percentage of the response to alternative answers for each question. The Site Feature Form descriptive statistics are listed in the annotated form in the Appendix. The correlation between student hours in the programs (variables 01 and 02 combined on the Student Characteristic Form) and each student characteristics was determined. Student hours in the program were also correlated with corresponding site features.

Those combinations showing a relationship at the <.05 probability level were identified as being significant.

A multiple regression analysis was computed to determine the best possible site features that could predict the number of hours spent in the ABE program. ANOVA was used to statistically compare small, medium and large programs on student characteristics and program features. "T" test were computed to identify changes within programs for the student populations from FY 79 to FY 80. Due to careful random selection of participant's files, any differences can be interpreted as changes in the group student characteristics from FY 79 to FY 80.

RESULTS/CONCLUSIONS:

Student Characteristics

From the descriptive statistical analysis of student characteristics, the following conclusions have been drawn regarding individual programs based on the random samples drawn.

Q01: Overall student hours of instruction increased from 1979 to 1980.

Q02: The number of students spending more than 50 hours of instruction in ABE decreased between 1979 and 1980.

Q03: Slightly more females attend ABE than males in all participating ABE programs both for 1979 and 1980.

Q04: The average student age was in the range from 26 to 35.

Q05: Students for both 1979 and 1980 were primarily Caucasian in all programs, except Cleveland, Mansfield and Lakewood.

Q06: The last grade of school completed averaged between 9th and 10th grades both years and over all programs.

Q07: At least one child was present in the homes of the ABE students.

Q08: An increase in the number of ABE students with driver's licenses was noted between 1979 and 1980.

Q09: A little under half of the ABE students were registered to vote.

Q10: More ABE students were married than are unmarried.

Q11: Only a little over 5% of the ABE students were veterans. There was an increase in the number of veterans from 1979 to 1980.

Q12: A little more than half of the ABE students were unemployed. Unemployement was greater in 1980 than in 1979.

Q13: About 25 percent of the ABE students were on Welfare, with a slight decrease of Welfare students between 1979 and 1980.

Q14: Only 12-13% of ABE students were receiving disability or Social Security stipends for attending ABE classes.

Q15: Slightly less than half of the students were supported by a spouse.

Q16: Most ABE students had telephones in their homes, except in Scioto Valley, a rural area, where only about 60 percent of the sample students had telephones.

Q17: The average entering reading level for the ABE student was between 5.1 and 7.5 for both fiscal years 1979 and 1980.

Q18: Various assessments of reading levels were used in the sampled programs with the Wide Range Achievement test being used less in 1980 than in 1979.

Q19: Math entry scores increased on the average between 1979 and 1980.

Q20: Various math assessments were used throughout the ABE programs in both 1979 and 1980.

Q21: Spelling entry level scores showed a slight increase in 1980.

Q22: Various spelling assessments were utilized in these programs with the Wide Range Achievement Test used in 69 percent of the cases in 1979, but less in 1980.

Q23: All but 5 percent of the sampled students were citizens of the United States.

Q24: Approximately six percent of the sampled ABE students were ESL students.

Frequencies of responses to the Student Characteristic Form when grouped by size indicate the following summations:

Q01: Students in medium programs completed fewer hours of instruction than in small and large programs.

Q02: Medium programs had fewer students completing over 50 hours of instruction.

Q03: All programs had more female than male students.

Q04: Small programs had younger students.

Q05: More racial mixtures were noted in larger programs.

Q06: Medium programs showed that students had completed more grades in school.

Q07: Small programs had more children in their households.

Q08: More students had driver's licenses in small programs.

Q09: Fewer students were registered to vote in medium size programs.

Q10: Most ABE students were married in all size programs.

Q11: Few students in all programs were veterans.

Q12: High unemployment was noted in large programs.

Q13: More students were Welfare recipients in large programs.

Q14: A larger percentage of students in large programs receive stipends for attending ABE than in small and medium size programs.

Q15: Large programs showed fewer students were supported by their spouse.

Q16: Fewer phones were found in the homes of students in large programs.

Q17: Entry reading level scores were highest in small programs and lowest in large size programs.

Q18: Types of reading assessments varied throughout the programs.

Q19: Math entry scores were highest in small programs and lowest in large programs.

Q20: Types of math assessments varied throughout the program.

Q21: Spelling entry scores were highest in medium size programs.

Q22: Various spelling assessments were used throughout the programs.

Q23: There are fewer ABE students who are U.S. citizens in medium size programs.

Q24: A higher proportion of ESL students are found in medium size programs.

Q25: Insufficient data for conclusions.

SITE FEATURE FORM:

Each program in the study completed a Site Feature Form on the sites from which student data was collected. The compilation of these results is listed by percentage of total responses to each possible choice. In many cases there was a possibility of multiple choices. The specifics of these responses are located in Appendix E on the Annotated Site Feature Form. A summation of those responses follows:

Q01: In 45% of the sites, a combination of morning, afternoon and evening classes were held, with afternoon only classes in only 14% of the sample. Sixty-three percent of the sites met for 11 or more hours per week.

Q02: In 37% of the sites, classes were held in public schools, 14% in churches and 11% in libraries.

Q03: In 69% of the sites, only one class was held at a time, while 20% held three or more classes at one time.

Q04: In 62% of the sites, GED classes were not separated from ABE.

Q05: Only 28% of the sites had a special counselor for ABE students.

Q06: Classes were instructed by only a teacher in 40% of the sites, while 66% have both a teacher and an aide.

Q07: Child care services were provided in 80% of the sites.

Q08: The initial testing of the student was given by the teacher in 66% of the sites, and by the aide in 49%.

Q09: In 43% of the sites, intake of new students took over one hour to complete.

Q10: Intake of new students took place at the actual class site, 94% of the time.

Q11: In 40% of the sites, it was reported that the teacher/student ratio is 1 to 10, while 46% of the sites had a 1 to 11-15 teacher/student ratio.

Q12: In 37% of the sites, monthly staff meetings were held, while 29% meet only semi-annually.

Q13: In 37% of the sites, students were screened for vision and auditory problems.

Q14: In 66% of the sites, students were screened for learning problems.

Q15: In 68% of these sites, special provisions were made for those students with learning problems.

Q16: In 94% of the sites, regular follow-ups are made to determine students gains in achievement.

Q17: In 86% of the sites, phone calls were made, postcards sent, or follow-ups done on students that were absent.

Q18: When a newly registered student did not return, a follow-up was conducted in 85% of the sites.

Q19: In 49% of the sites, an Advisory Council was chosen.

Q20: The mode of instruction most often implemented was programmed materials.

Q21: Although 29% of the sites had an overhead projector, it was seldom used. Sixty-six percent of the sites reported having a language master with 26% using it daily. Twenty-nine percent had a Tach-X with 17% using it only seldom and 9% using it daily. Forty-nine percent had a tape recorder, with 14% seldom using it and 31% using it weekly. Twenty-nine percent had Systems 80, with 14% using it weekly and 9% using it daily.

Q22: In 74% of the programs, certificates of award were given to students.

Q23: In 77% of the sites, a recognition program was held at the end of the year.

Q24: In 77% of the classes, coffee or tea was provided.

Q25: In 91% of the sites, programs were reported as "individualized".

Q26: In 83% of the sites, GED and lower level students were treated differently.

Q27: Group instructional activities were held in 60% of the sites.

Q28: In 80% of the sites, social events were offered for staff and students.

Q29: In 94% of the sites, staff development activities were provided.

Q30: In 34% of the sites, public transportation or regular carpooling was available.

Q31: In 5% of the sites, smoking was permitted in classes.

Correlation of Hours of Instruction with
Student Characteristics and Site Features:

1. Student Characteristics - Hours of instruction for FY 79 and FY 80 were matched with the variables of student characteristics for the purpose of identification of significant relationships between the length of instruction and student characteristics. Those variables showing a significant relationship with hours of instruction can be found in Tables 6 and 7 in the Appendix F.

In FY 79, variables which showed a significant relationship to the number of hours of participation in the program included: Sex (males were retained for a longer period of time than females), driver's license (those students that did not have a driver's license spent more time in the program), receiving Social Security, Supplemental Security Income, Veteran's Benefits, or a stipend while attending classes (those that did receive the stipend were retained for a longer period of time), a phone in the home (those students who did not have a phone in the home accumulated more hours of instruction), and Reading, Math and Spelling Entry level scores (those students with lower entry scores were retained longer in the program).

This set of variables may be viewed through two perspectives. First, males with no driver's license who received a stipend or subsidy payment during the time they attended ABE and who had low academic test scores, spend the most number of hours in the program.

To place this into another perspective, females that had a driver's license, who did not receive any subsidy while attending ABE and had high reading, math and spelling scores spent the least amount of time in the

program. This could possibly be due to several reasons: Quick completion of goals (such as GED), using ABE as a social stepping stone out of the house, or ABE changing as a priority within the framework of life and family.

In FY 80, the significant variables changed slightly, or perhaps this could be seen as adding new dimensions to those variables identified as significant in FY 79. A shift occurred in the FY 80 data, which indicated that females were spending greater time in the program, that older students spent longer time in the program, that students having more children living in their home had more hours of instruction, non-veterans were retained for a longer period of time and that students who did receive Supplemental Security Income, Social Security benefits or a stipend while attending ABE spent more hours in instruction.

Adults entering ABE with higher level academic skills stayed a shorter period of time. This could be interpreted as positive in that they quickly identified their needs and met them (such as, preparation for the GED). Although Reading, Math and Spelling entry level scores were not found to be significantly greater at the $<.05$ level in FY 80 data than in the FY 79, they were close enough to significance to indicate the possibility of a trend. With this trend, those students entering ABE with lower academic levels are maintained for longer periods of time within the instructional setting. If these students are older, have children and are receiving a financial stipend, the likelihood of their being retained for greater hours of instruction is increased. If the lower level is younger and not receiving a financial stipend, they can be considered the high risk student.

2. Site Features - Hours of instruction for FY 79 and FY 80 were matched with site features to identify significant relationships between the length of instruction and program features. Those variables showing a significant relationship with hours of instruction can be found in Tables 8 and 9 in the Appendix F.

In the analysis of hours of instruction in both FY 79 and FY 80 with site features, several variables showed a significant relationship. Programs that offered evening only classes had students participating fewer hours of instruction. This was true even after adjustments were made for the hours of instruction.

Classes that were offered during afternoon hours showed individual students participating more hours in the program. The combination of class offerings at one site (i.e., morning, afternoon and evening classes) yielded the greatest number of individual instructional hours. In most cases, this would indicate that when students can maintain a flexible schedule, they will attend more classes.

Staff that meet more often for staff meetings and partake in staff development tend to show a positive increase in the number of hours their students participate. This could indicate that support given to the staff through administration, communication within a staff, and staff involvement in inservice training, correspond to their effectiveness in the classroom and to student's continued participation.

Programs that spend over an hour on intake processing of a new student tend to have students retained in their programs for shorter periods of time. This significant relationship between intake time and student hours of

instruction might be interpreted as time given to clearly identify student's needs and goals from which to focus instruction. Hence, both the staff and students can work toward these specific needs, spending less time in the program. Another interpretation may include that a long intake system could "weed out" those students who have not clearly identified their eductional goals or education as a priority.

Programs that include visual and auditory screenings show greater time in the program than programs without the screening. This valuable service may identify problems that the students were having that hindered their learning. Screening for these problems might indicate that once the problems are resolved, the students are better able to participate and remain with the program.

Programs that include a tape recorder as a mode of instruction have their students participate for more hours of instruction. The use of multimodalities for instruction, rather than standard programmed materials or standard text books offers to the students new and creative alternatives for learning.

In programs where an informal atmosphere and smoking are permitted, students are retained longer. Social events which include staff and students maintain rapport and mutual respect. Social functions show a relationship with the number of student hours of instruction in the program. Social events may help an adult student feel more a part of the ABE program and offer some much needed social interaction.

Multiple Regression

The number of hours that a student participates in a given ABE program can be predicted through a regression analysis. The variables that predicted greater number of student hours of instruction included programs that offered afternoon classes, had tape recorders, were near public transportation, and/or had car pools and offered social events for staff and students throughout the year. These factors persisted as predictors even after consideration for the different number of hours available from program to program was made.

Analysis of Variance

1. Student characteristics - Student characteristics were compared for data collected in FY 79 and FY 80. The length of time that students spent in ABE was significantly less in medium size programs when compared to small and large size programs. This could be because medium size programs have a greater portion of their students employed in comparison to small and large programs. Students that are employed would often have less time to spend in the program, attend only evening sessions (which overall have shown to be lower in the number of hours in which students are participating), and have many demands on their non-working time. Perhaps the working students are of a higher skill level and more able to complete their goals over a shorter time span.

There are more students receiving welfare benefits in large programs than in small and medium size programs. Students in the large programs had completed significantly fewer grade levels than students of medium size programs.

2. Site features - Medium size programs offered more "evening only" classes than did large programs. Classes are more often located in public schools in small programs than in large programs with medium programs having a combination of class locations. Child care is more often provided in small programs rather than in large programs. The length of intake procedures for new students is longer in medium programs than in large programs. As intake length is a negative predictor of student hours, medium programs may be spending more time on student intake and focusing their instruction more closely to attainment of goals. This is one possible explanation.

Staff meetings are held more often in medium programs than in large programs. Group instruction is more frequent in medium programs than in large programs, and most frequent in small programs.

Vision and auditory screenings are found more in large than in medium programs. Social events are significantly more prevalant in samll and large programs than in medium size programs. Transportation and carpooling can be more readily found in large and medium programs than in small programs.

"T" Test

"T" tests were used to analyze significant changes between the student population in FY 79 and FY 80. Overall, there were not many changes between the two years. Two variables that did show significant changes were that in FY 80, 5 percent more veterans attended ABE than in FY 79, and that math scores improved 8 percent in FY 80 over FY 79.

These changes were noted at the $\leq .05$ significance level. There were some indications, although not statistically significant, of a tendency for increasing number of student hours from FY 79 to FY 80 and more males entering the programs.

Monthly Attendance Flow

Monthly attendance means were analyzed and can be found in Table 10 of Appendix H, Average Monthly Attendance Flow. The highest number of students enrolled into ABE programs in October, February and March with the lowest newly registered students in Decemger. About 67.7 of newly registered students returned to classes and were still in attendance in the month following their registration. The lowest percentages of students returning to ABE classes in the month following their registration can be found in December and June. This is most likely due to the Christmas Holidays and the end of the school year.

Almost 90% of the students that enroll during the Autumn months return to classes after registration. Nearly 1 out of every 5 newly registered students do not return to classes after registration during the Winter. This might indicate that programs could concentrate retention efforts during the winter months.

For the data collection year (October '79 - June '80), approximately 50% of those students that registered in an ABE program did not complete the 12 hours necessary for enrollment during the month following their registration. The greatest number of students that registered but did not become enrolled occurred in December and January with the highest percentage of actual enrollments during October, March, April and May.

SUMMARY

This is a report of a study designed to identify the characteristics of high risk students in selected Ohio Adult Basic Education programs. In addition, the characteristics of the program were described in order to identify program characteristics related to the retention of participants in these Adult Basic Education programs.

The programs were selected so as to represent programs of varying sizes (large, medium and small). Nine programs participated in the study. Student files for 1979 and 1980 were randomly selected from each program. The student and program characteristics were recorded and analyzed for relationships of program characterisitics to student retention and for differences in student characteristics from 1979 to 1980. The large, medium and small programs were compared for differences in student and program characteristics.

The high risk student was defined in terms of the number of hours spent in the program. The more time spent in the program, the lower the risk for a student

The student characteristics which appear to be related to time spent in the program include the participants ability as reflected by Reading, Spelling and Mathematic scores. The students with lower scores can be predicted to spend more time in the Adult Basic Education program. It was also apparent that the adults who were receiving some form of support such as a stipend, disability or social security benefit spent more time in the program. Generally, individuals coming from homes where the standard of living was low as reflected by no telephones, many children and no drivers license, spent more hours in the program. The older adults also spent more hours in the program.

The program characteristics which are related to the number of hours in the program suggest that flexibility in scheduling is important. Having some hours available mornings, afternoons and evenings could be helpful. Programs which facilitate staff-staff communication as well as staff-participant and participant-participant communication seem to keep students coming back. Staff meetings, social functions both planned and informal, may be helpful. There is some evidence (use of tape recorder) that teaching methods involving modern technology and individualization is helpful.

The time spent for student intake into the program is an important variable. The longer the procedure, the shorter the stay in the program. Many alternative conclusions for this are plausible.

Generally, the students in the large program have lower level reading and math skills, more unemployed and more participants on welfare than the medium and small programs.

The differences in programs according to size are rather scattered with little or no pattern apparent. The large and medium programs tend to have more involved intake procedures with visual and auditory screening than the small programs. This may be a factor contributing to fewer hours of participation. Better diagnosis on intake could lead to better selection of materials and instruction.

Changes from 1979 to 1980 included an increase in the number of veterans enrolled and an increase in the math ability of the participants. Average monthly attendance flows indicate that peak enrollment for new students occurs in October, February and March. About 67% of these newly registered students returned to classes but only about 50% completed the 12 hours necessary for program enrollment.

It would be informative in the future to determine what goals each participant has or perhaps should have and match the attainment of each student to their goals. This matching would be a useful criteria for success of an individual and consequently the program. An inspection of participant and program characterisitcs which are related to achieving these individual goals would be valuable.

APPENDIX

A. Student Characteristics Form

B. Sample Selection and Data Collection Procedures

C. Site Feature Form

D. Monthly Report Form

E. Annotated Site Feature Form

F. Descriptive Statistics for Student Characteristics and Program Features

G. Project Time Line

H. Table 10 Average Monthly Attendance Flow

APPENDIX A

STUDENT CHARACTERISTICS FORM

If information for a given item is unavailable, leave item blank (unmarked)

Mark only one response for each item.

Item I — Number of hours of instruction in ABE
- A. 12 hours or less
- B. 13 to 25 hours
- C. 26 to 38 hours
- D. 39 to 51 hours
- E. Over 51 hours

Item 2 — If over 51 hours of instruction please indicate number of hours
- A. 51 to 100 hours
- B. 101 to 150 hours
- C. 151 to 200 hours
- D. 201 to 250 hours
- E. over 250 hours

Item 3 — Sex
- A. Male
- B. Female

Item 4 — Age
- A. 16 to 25 yrs.
- B. 26 to 35 yrs.
- C. 36 to 45 yrs.
- D. 46 to 55 yrs.
- E. over 55 yrs.

Item 5 — Race
- A. Caucasian
- B. Black
- C. Oriental
- D. Chicano
- E. Other

Item 6 — Last Grade of School Completed
- A. 6th or under
- B. 7th or 8th grade
- C. 9th or 10th grade
- D. 11th or 12th grade
- E. above 12th grade

Item 7 — Number of children in household
- A. none
- B. 1 to 2
- C. 3 to 4
- D. 5 to 6
- E. more than 6

Item 8 — Does student have a Driver's License
- A. yes
- B. no

Item 9 Is student registered to vote
A. yes
B. no

Item 10 Marital Status
A. Single
B. Married
C. Divorced
D. Widowed
E. Other

Item 11 Is the student a Veteran
A. yes
B. no

Items 12-15 Source of income

12 Is the student employed
A. yes
B. no

13 Is the student on welfare
A. yes
B. no

14 Is the student receiving a disability or social security
A. yes
B. no

15 Is student supported by spouse/family
A. yes
B. no

Item 16 Does the student have a phone
A. yes
B. no

Item 17 Reading entry Level
A. 0 - 2.5
B. 2.6 - 5.0
C. 5.1 - 7.5
D. 7.6 - 10.0
E. 10.1 or greater

Item 18 Test that determined REading Level
A. Wide Range Achievement Test
B. California Test of ABE
C. The ABLE Test
D. Dayton
E. Other

Item 19 Math entry Level
A. 0 - 2.5
B. 2.6 - 5.0
C. 5.1 - 7.5
D. 7.6 - 10.0
E. 10.1 or greater

Item 20 Test that determined Math Level
A. Wide RangeAchievement Test
B. California Test of ABE
C. The ABLE Test
D. Dayton
E. Other

Item 21 Spelling Entry Level
- A. 0 - 2.5
- B. 2.6 - 5.0
- C. 5.1 - 7.5
- D. 7.6 - 10.0
- E. 10 +

Item 22 Test that determined Spelling
- A. WRAT
- B. CTABE
- C. ABLE
- D. Other

Item 23 Is the student a citizen of the USA
- A. yes
- B. no

Item 24 Is the student an ESL student
- A. yes
- B. No

Item 25 Was this student tested for learning problems?
- A. yes
- B. no

Item 26 Was this student given The London Procedure (in part or whole) to determine learning problems and suggestions for teaching?
- A. Yes
- B. No

APPENDIX B

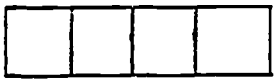
Sample Selection
and
Data Collection Procedures

by

Dr. Arthur L. White
Ohio State University

Procedures for sample selection

Step 1. Record the number of records for Adult Basic Education participants on file for 1978-79.

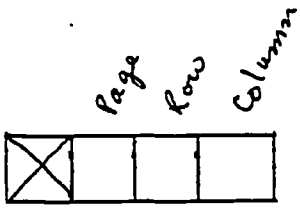


Step 2. Obtain the appropriate Adult Basic Education Participant Number sheets so as to include the number recorded in step #1.

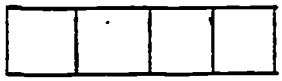
Step 3. Place the Random Number Chart on the table and with your eyes closed bring the point of your pencil down on the chart.

Step 4. Record the 3 digits nearest the point of the pencil.

Page: If odd - page 1; If even - page 2
Row: 1 = row 1 . . . 0 = row 10
Column: 1 = Column 1 . . . 0 = Column 10



Step 5. Use these 3 digits to find the starting point for the random selection. If the number in step #1 is a 2 digit number record the 1st 2 digits, if a 3 digit number record the 1st 3 digits, if a 4 digit number record the 1st 4 digits. Record the starting number here



Step 6. Compare the number step #1 with number in step #5. If step #1 $\geq$ step #5 circle this number and go down the column to the next number. If you are at the bottom of a column go to top of next column. If you are at the end of the page go to top of the other page.

Step 7. Continue selecting numbers from Random Number charts and circling on Participant Number sheets until you have selected 50 100 150 numbers.

Step 8. Go to the Adult Basic Education Participant Files for your Program and record the data for the participants indicated by the selection numbers and the order in which they occur in the files.

to be selected:

150	149	148	147	146	145	144	143	142	141	140	139	138	137	136
135	134	133	132	131	130	129	128	127	126	125	124	123	122	121
120	119	118	117	116	115	114	113	112	111	110	109	108	107	106
105	104	103	102	101	100	99	98	97	96	95	94	93	92	91
90	89	88	87	86	85	84	83	82	81	80	79	78	77	76
75	74	73	72	71	70	69	68	67	66	65	64	63	62	61
60	59	58	57	56	55	54	53	52	51	50	49	48	47	46
45	44	43	42	41	40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21	20	19	18	17	16
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

A TABLE OF 14,000 RANDOM UNITS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	10480	15011	01536	02011	81647	91646	69179	14194	62590	36207
	22368	46573	25595	85393	30995	89198	27982	53402	93965	34095
1	24130	48360	22527	97265	76393	64809	15179	24830	49340	32081
	42167	93093	06243	61680	07856	16376	39440	53537	71341	57004
	37570	39975	81837	16656	06121	91782	60468	81305	49684	60672
	77921	06907	11008	42751	27756	53498	18602	70659	90655	15053
	99562	72905	56420	69994	98872	31016	71194	18738	44013	48840
2	96301	91977	05463	07972	18876	20922	94595	56869	69014	60045
	89579	14342	63661	10281	17453	18103	57740	84378	25331	12566
	85475	36857	43342	53988	53060	59533	38867	62300	08158	17983
	28918	69578	88231	33276	70997	79936	56865	05859	90106	31595
	63553	40961	48235	03427	49626	69445	18663	72695	52180	20847
3	09429	93969	52636	92737	88974	33488	36320	17617	30015	08272
	10365	61129	87529	85689	48237	52267	67689	95394	01511	26358
	07119	97336	71048	08178	77233	13916	47564	81056	97735	85977
	51085	12765	51821	51259	77452	16308	60756	92144	49442	53900
	02368	21382	52404	60268	89368	19885	55322	44819	01188	65255
4	01011	54092	33362	94904	31273	04146	18594	29852	71585	85030
	52162	53916	46369	58586	23216	14513	83149	98736	23495	64350
	07056	97628	33787	09998	42698	06691	76988	13602	51851	46104
	48663	91245	85828	14346	09172	30168	90229	04734	59193	22178
	54164	58492	22421	74103	47070	25306	76468	26384	58151	06646
5	32639	32363	05597	24200	13363	38005	94342	28728	35806	06912
	29334	27001	87637	87308	58731	00256	45834	15398	46557	41135
	02488	33062	28834	07351	19731	92420	60952	61280	50001	67658
	81525	72295	04839	96423	24878	82651	66566	14778	76797	14780
	29676	20591	68086	26432	46901	20849	89768	81536	86645	12659
6	00742	57392	39064	66432	84673	40027	32832	61362	98947	96067
	05366	04213	25669	26422	44407	44048	37937	63904	45766	66134
	91921	26418	64117	94305	26766	25940	39972	22209	71500	64568
	00582	04711	87917	77341	42206	35126	74087	99547	81817	42607
	00725	69884	62797	56170	86324	88072	76222	36086	84637	93161
7	69011	65797	95876	55293	18988	27354	26575	08625	40801	59920
	25976	57948	29888	88604	67917	48708	18912	82271	65424	69774
	09763	83473	73577	12908	30883	18317	28290	35797	05998	41688
	91567	42595	27958	30134	04024	86385	29880	99730	55536	84855
	17955	56349	90999	49127	20044	59931	06115	20542	18059	02008
8	46503	18584	18845	49618	02304	51038	20655	58727	28168	15475
	92157	89634	94824	78171	84610	82834	09922	25417	44137	48413
	14577	62765	35605	81263	39667	47358	56873	56307	61607	49518
	98427	07523	33362	64270	01638	92477	66969	98420	04880	45585
	34914	63976	88720	82765	34476	17032	87589	40836	32427	70002
9	70060	28277	39475	46473	23219	53416	94970	25832	69975	94884
	53976	54914	06990	67245	68350	82948	11398	42878	80287	88267
	76072	29515	40980	07391	58745	25774	22987	80059	39911	96189
	90725	52210	83974	29992	65831	38857	50490	83765	55657	14361
	64384	67412	33339	31926	14883	24413	59744	92351	97473	89286
10	08962	00358	31662	25388	61642	34072	81249	35648	56891	69352
	95012	68379	93526	70765	10593	04542	76463	54328	02349	17247
	15664	10493	20492	38391	91132	21999	59516	81652	27195	48223

Miscellaneous Statistical Tables

A TABLE OF 14,000 RANDOM UNITS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	16408	81899	04153	53381	79401	21438	83035	92350	36693	31238
	18629	81953	05520	91962	04739	13092	97662	24822	94730	06496
1	73115	35101	47498	87637	99016	71060	88824	71013	18735	20286
	57491	16703	23167	49323	45021	33132	12544	41035	80780	45393
	30405	83946	23792	14422	15059	45799	22716	19792	09983	74353
	16631	35006	85900	98275	32388	52390	16815	69298	82732	38480
	96773	20206	42559	78985	05300	22164	24369	54224	35083	19687
2	38935	64202	14349	82674	66523	44133	00697	35552	35970	19124
	31624	76384	17403	53363	44167	64486	64758	75366	76554	31601
	78919	19474	23632	27889	47914	02584	37680	20801	72152	39339
	03931	33309	57047	74211	63445	17361	62825	39908	05607	91284
	74426	33278	43972	10119	89917	15665	52872	73823	73144	88662
3	09066	00903	20795	95452	92648	45454	09552	88815	16553	51125
	42238	12426	87025	14267	20979	04508	64535	31355	86064	29472
	16153	08002	26504	41744	81959	65642	74240	56302	00033	67107
	21457	40742	29820	96783	29400	21840	15035	34537	33310	06116
	21581	57802	02050	89728	17937	37621	47075	42080	97403	48626
4	55612	78095	83197	33732	05810	24813	86902	60397	16489	03264
	44657	66999	99324	51281	84463	60563	79312	93454	68876	25471
	91340	84979	46949	81973	37949	61023	43997	15263	80644	43942
	91227	21199	31935	27022	84067	05462	35216	14486	29891	68607
	50001	38140	66321	19924	72163	09538	12151	06878	91903	18749
5	65390	05224	72958	28609	81406	39147	25549	48542	42627	45233
	27504	96131	83944	41575	10573	08619	64482	73923	36152	05184
	37169	94851	39117	89632	00959	16487	65536	49071	39782	17095
	11508	70225	51111	38351	19444	66499	71945	05422	13442	78675
	37449	30362	06694	54690	04052	53115	62757	95348	78662	11163
6	46515	70331	85922	38329	57015	15765	97161	17869	45349	61796
	30986	81223	42416	58353	21532	30502	32305	86482	05174	07901
	63798	64995	46583	09765	44160	78128	83991	42865	92520	83531
	82486	84846	99254	67632	43218	50076	21361	64816	51202	88124
	21885	32906	92431	09060	64297	51674	64126	62570	26123	05155
7	60336	98782	07408	53458	13564	59089	26445	29789	85205	41001
	43937	46891	24010	25560	86355	33941	25786	54990	71899	15475
	97656	63175	89303	16275	07100	92063	21942	18611	47348	20203
	03299	01221	05418	38982	55758	92237	26759	86367	21216	98442
	79626	06486	03574	17868	07785	76020	79924	25651	83325	88428
8	85636	68335	47539	03129	65651	11977	02510	26113	99447	68645
	18039	14367	61337	06177	12143	46609	32989	74014	64708	00533
	08362	15656	60627	36478	65648	16764	53412	09013	07832	41574
	79556	29068	04142	16268	15387	12856	66227	38358	22478	73373
	92608	82674	27072	32534	17075	27698	98204	63863	11951	34648
9	23982	25835	40055	67006	12293	02753	14827	22235	35071	99704
	09915	96306	05908	97901	28395	14186	00821	80703	70426	75647
	50937	33300	26695	62247	69927	76123	50842	43834	86654	70959
	42488	78077	69882	61657	34136	79180	97526	43092	04098	73571
	46764	86273	63003	93017	31204	36692	40202	35275	57306	55543
10	03237	45430	55417	63282	90816	17349	88298	90183	36600	78406
	86591	81482	52667	61583	14972	90053	89534	76036	49199	43716
	38534	01715	94964	87288	65680	43772	39560	12918	86537	62738

APPENDIX C

SITE FEATURE FORM

Fill out one Program Feature Form for each site which student files will be selected for the study.

1. Name of Program _____

2. Name of Site _____

3. What is the class schedule of the site?

_____ Morning only	_____ 0-10 hrs. weekly	_____ 11 hrs. +
_____ Afternoon only	_____ 0-10 hrs. weekly	_____ 11 hrs. +
_____ Evening only	_____ 0-10 hrs. weekly	_____ 11 hrs. +
_____ Combination of above	_____ 0-10 hrs. weekly	_____ 11 hrs. +

4. Where is the site located?

_____ Public School	_____ Library	Other - Specify____
_____ Church	_____ Other Agency	_____

5. How many classes are run at the same time?

___1	___3	___5
___2	___4	___6

6. Is ABE separated from GED?

_____Yes
_____No

7. If yes, what criteria is used for separation?

_____
_____
_____

8. Is the site given support services by a counselor for ABE students? _____Yes
_____No

If yes, is a separate counselor provided for ABE? _____Yes
_____No

9. How are the classes staffed?

_____Teacher
_____ Teacher and Aide

10. Are child care services provided on site? _____Yes _____No off site? _____Yes _____No

If yes, please explain.

11. Who handles the initial testing of the student?

_____Teacher
_____Aide
_____Counselor
_____Separate person assigned to testing
Other - Specify_____
_____

12. What initial tests are given? List names of tests.

_____
_____
_____
_____
_____
_____

13. How long does intake of a new student take (in terms of time)?

_____15 min.
_____30 min.
_____45 min.
_____1 hour
_____More than 1 hour

14. Where and when is intake of the new student accomplished?

_____In the class site
_____Central office or other place

15. What is the ratio of teacher to student?

_____1 teacher to 10 students
_____1 teacher to 11-15 students
_____1 teacher to 16-20 students
_____1 teacher to 21-30 students
_____ 1 teacher to 30 or more students

16. How often does the staff meet for staff meetings?

_____daily
_____weekly
_____monthly
_____ semi-annually
_____annually
_____never

17. Are students screened for visual and auditory health problems? Describe.

Visual	Auditory	Health
Yes_____	Yes_____	Yes_____
No _____	No _____	No _____

18. Are students screened for learning problems? (please explain)

Yes_____
No _____
If yes, explain

19. What provisions are then made for students with learning problems?

20. What type of student follow-ups are made in terms of gains in achievement (post-tests, etc.) and when or how often (in reality)?

21. When a student is absent what is done?

22. When a newly registered student does not return what is done?

23. Does the site have a Community Advisory Council? Yes_____
No _____

Are they active? Yes_____
No _____

24. What mode of instruction is most often implemented?
_____Group instruction _____Standard Textbooks
_____Programmed materials Other - describe_____
_____
_____

25.-26. Audio visual equipment available on the class site

Equipment			Is this equipment used		
_____Yes	_____No	Overhead	_____Seldom	_____Weekly	_____daily
_____Yes	_____No	Language Master	_____ "	_____ "	_____ "
_____Yes	_____No	Tach X	_____ "	_____ "	_____ "
_____Yes	_____No	etc.	_____ "	_____ "	_____ "
_____Yes	_____No	etc.	_____ "	_____ "	_____ "
_____Yes	_____No	etc.	_____ "	_____ "	_____ "

27. Certificates of award? Are Certificates of award given? _____Yes
_____No

If yes, on what basis are they given?

28. Is there a recognition program at the end of the year? _____Yes
_____No

29. Is smoking permitted in the class site? _____Yes
_____No

30. Is coffee provided in the class site? _____Yes Tea? _____Yes
_____No _____No

31. Describe the procedures followed when a perspective student wants to enter ABE class.

_____
_____
_____
_____
_____
_____

32. How and on what basis is the program individualized? (tests, curriculum guides, class structure, class layout, etc.)

33. How are low level (below 8th grade) students handled differently from GED students?

34. Is there ever any group activities within the class? (describe)

35. Are any social events provided for students and staff? (describe)

36. Describe staff development activities. (Local & state level) in which the site staff attend.

37. Please name any other features unique to this class site_____

_____

_____

38. Is public transportation or car pooling provided or available?

APPENDIX D

MONTHLY REPORT FORM

Reporting for _____, 19_____

District_____ Date_____

Consultant_____

Response	Question
_____	1. How many new students registered for ABE this month?
_____	2. How many of last months (_____) name of previous month newly registered students are still attending the program?
_____	3. How many of last months students did not return after registration?
_____	4. How many of last months students were not 'enrolled' in the program because they attended less than 12 hours?

MONTHLY REPORT FORM

Reporting for _____, 19_____

District_____ Date_____

Consultant_____

Response	Question
_____	1. How many new students registered for ABE this month?
_____	2. How many of last months (_____) name of previous month newly registered students are still attending the program?
_____	3. How many of last months students did not return after registration?
_____	4. How many of last months students were not 'enrolled' in the program because they attended less than 12 hours?

ANNOTATED

APPENDIX E

SITE FEATURE FORM

Name of Program _____

Name of Site _____

1. What is the class schedule of the site?
   - 23 morning only
   - 14 afternoon only
   - 31 evening only
   - 45 combination
   - 37 0 - 10 hours/week
   - 63 11+ hours/week

2. Where is the site located?
   - 37 Public School
   - 14 Church
   - 11 Library

3. How many classes are run at the same time?
   69 1 ___ 6 2 ___ 17 3 ___ 4 ___ 5 ___ 3 6

4. Is ABE separated from GED?
   - 38 yes
   - 62 no

5. Is the site given support services by a counsel for ABE students?
   - 26 yes
   - 68 no

   If yes, is a separate ocunselor provided for ABE?
   - 20 yes
   - 17 no

6. How are classes staffed?
   - 40 Teacher
   - 66 Teacher and Aide

7. Are Child care services provided on site?
   - 14 yes
   - 80 no

   Off site?
   - 6 yes
   - 60 no

8. Who handles the initial testing of the student?
   - 66 Teacher
   - 49 Aide
   - 6 Counselor
   - 3 Separate person assigned to testing

9. How long does intake of a new student take?
   31 15 min ___ 14 30 min ___ 9 45 min ___ 1 hr. ___ 43 + 1 h

10. Where is intake of the nes student accomplished?
    - 94 In the class site
    - 9 Central Office or other place

11. What is the ratio of teacher to student?
    40 1 to 10 ___ 46 1 to 11-15 ___ 9 1 to 16-20 ___ 3 1 to 21-30
    3 1 to more than 30

12. How often doe the staff neet for staff meetings?
9 daily 9 Weekly 37 monthly
39 semi-ann ____ never

13. Are students screened for visual and auditory health problems?
37 Vision
37 Auditory
30 Health

14. Are students screened for learning problems?
66 yes
34 no

15. What provisions are then made for a student with learning problems?
68 some provisions
11 no provisions

16. What types of follow-ups are made in terms of gains in achievement and when or how often?
94 some type of regular follow-up
3 no follow-ups

17. When a student is absent what is done?
86 Something is done
9 Nothing is done

18, When a newly registered student does not return what is done?
93 something is done
6 nothing is done

19. Does the site have a Community Advisory Council?
49 yes
43 no

If yes, is the council active?
42 yes
36 no

20. What mode of instruction is most often implemented?
25 group instruction
72 programmed materials
11 Standard textbooks

21. Audio-visual equipment avialable and its use.

29	overhead	26	seldom	6	weekly	____ daily
66	language master +(2)	17	seldom	23	weekly	26 daily
39	Tach-X	17	seldom	3	weekly	9 daily
49	tape recorder	14	seldom	37	weekly	____ daily
6	tutorette	3	seldom	____	weekly	6 daily
29	Systems 80	6	seldom	14	weekly	9 daily
6	Creative Reader	____	seldom	____	weekly	6 daily

22. Are certificates of award given?
74 yes
14 nn

23. Is there a recognition program at the end of the year?
77 yes
20 no

24. Is coffee or tea provided on the class site?
77 yes
23 no

25. Is the program individualized?
94 yes
3 no

26. Are low level students handled differently from GED students?
83 yes
3 no

27. Are there ever group activities with the class?
60 yes
31 no

28. Are there any social events provided for the staff and students?
80 yes
17 no

29. Are staff development activities provided?
94 yes
3 no

30. Is public transportation or regular carpooling available?
34 yes
96 no

31. Is smoking permitted in the class site?
57 yes
43 no

APPENDIX F

DESCRIPTIVE STATISTICS

FOR

STUDENT CHARACTERISTICS AND PROGRAM FEATURES

Table 1

CLEVELAND ABE

	1979			%					1980			%				
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
Q01	2.87	1.44	10	13	11	11	54	149	2.07	1.60	25	15	19	8	33	150
Q02	1.44	1.40	37	15	28	6	14	81	2.26	1.32	16	14	12	44	14	50
03	.61	.49	39	61				142	.47	.58	55	44			1	149
04	1.26	1.43	45	19	15	7	13	149	1.03	1.34	52	19	12	7	9	150
05	.95	.67	15	82	3			149	.93	.69	19	76	2	1	3	150
06	1.82	1.14	19	13	40	22	5	149	1.76	.99	15	17	43	24		150
07	.63	.85	55	31	10	2	2	148	.78	.91	49	33	14	3	1	148
08	.47	.50	53	47				118	.69	.51	33	67		1		129
09	.41	.49	59	41				118	.53	.52	48	51	1			129
10	.69	.98	56	29	7	6	2	147	.48	.82	66	25	7	1	2	150
11	.98	.14	2	98				149	.91	.29	9	91				150
12	.70	.46	30	70				149	.84	.37	16	84				150
13	.62	.49	38	63				136	.62	.49	38	62				149
14	.85	.36	15	85				136	.80	.40	20	80				149
15	.52	.50	48	52				137	.67	.47	33	67				150
16	.07	.26	93	7				148	.11	.37	91	9		1		150
17	1.52	.94	16	32	37	15		149	1.58	1.20	20	34	21	17	7	149
18	.04	.35	98	1			1	149	.50	.90	68	22		9		149
19	1.36	.81	11	52	28	8	1	113	1.44	1.00	14	44	29	7	5	97
20	1.72	1.98	64		1		42	113	1.38	1.45	48	8		43		97
21	1.42	1.24	17	58		17	8	12	1.59	1.17	20	30	26	19	6	54
22	3.00	0,00				100		13	1.96	1.26	19	24		57		54
23	.03	.16	97	3				148	.01	.12	99	1				150
24	.99	.12	1	99				149	.99	.08	1					150
25	.89	.31	11	89				149	.96	.20	4	96				150
26	.89	.31	11	89				149	.96	.20	4	96				150

Table 1

LAKEWOOD ABE

	1979		%						1980		%					
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
Q01	1.76	1.56	29	24	14	7	26	98	.92	1.25	54	22	8	10	6	100
02	.38	.58	67	29	4			24	.14	.38	68	14				7
03	.70	.46	30	70				97	.63	.48	37	63				100
04	1.12	1.14	40	24	22	12	2	92	.83	1.08	54	20	17	5	3	98
05	.20	.63	91		8	1		95	.53	1.24	83	1	4	4	8	100
06	2.17	.86	4	11	57	21	7	81	2.65	1.02	5	5	30	39	20	99
07	.89	.82	35	44	18	1	1	88	.62	.83	58	23	16	2		98
08	.12	.33	88	12				25	0.00	0.00	100					6
09	.50	.51	50	50				22	.58	.50	42	58				26
10	.99	.62	18	66	15	1		87	.70	.72	43	45	9	2		99
11	1.00	0.00		100				1	.98	.14	2	98				52
12	.43	.50	57	43				83	.42	.50	58	42				99
13	.92	.27	8	92				79	.90	.30	10	90				99
14	.98	.16	3	97				79	.95	.26	6	93	1			99
15	.69	.47	31	69				71	.58	.50	42	58				97
16	0.00	0.00	100					86	.05	.22	95	5				99
17	2.41	.74	3	6	38	53		68	2.28	.94	9	6	33	52		86
18	4.00	0.00					100	68	1.32	.93		89			11	85
19	1.74	.59	2	29	63	6		65	2.39	.55		3	55	42		69
20	3.97	.25		2	98			66	1.04	.36		99			1	69
21	4.00	0.00					100	2	2.69	.52			33	64	3	39
22								0	1.00	0.00		100				39
23	.12	.33	88	13				80	.28	.45	72	28				98
24	.72	.45	28	72				96	.67	.47	33	67				95
25	1.00	0.00		100				98	.99	.10	1	99				100
26	1.00	0.00		100				98	.99	.10	1	99				100

Table 1

MANSFIELD ABE

	1979		%						1980		%					
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
Q01	1.84	1.61	30	20	14	8	28	100								
02	.77	1.07	57	20	17	3	3	30								
03	.46	.50	54	46				100								
04	.88	1.12	50	27	12	7	4	100								
05	.44	.77	67	26	5		2	100								
06	2.15	.99	9	11	38	39	3	98								
07	.50	.70	61	27	11			88								
08	.30	.46	69	31				59								
09	.84	.37	16	84				50								
10	.62	.78	55	31	12	2		99								
11	.89	.31	11	89				74								
12	.46	.50	54	46				48								
13	.90	.30	10	90				40								
14	.77	.44	23	77				13								
15	.77	.43	23	77				22								
16	.26	.44	74	26				73								
17	2.07	1.28	15	19	23	30	13	91								
18	1.03	1.74	73	1	1		25	92								
19	1.60	.88	11	32	42	15		88								
20	.82	1.60	78	2			20	90								
21	1.51	.87	14	30	45	10		69								
22	0.00	0.00	100					70								
23	.07	.26	93	7				100								
24	.93	.26	7	93				99								
25								0								
26	.94	.24	6	94				96								

Table 1

LORAIN COUNTY J.V.S. ABE

	1979			%					1980			%				
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
001	2.54	1.56	14	20	8	14	44	50	2.24	1.55	18	20	16	12	34	50
02	2.00	1.27	18	9	41	18	14	22	1.21	1.13	32	37	11	21		19
03	.60	.50	40	60				50	.36	.48	64	36				50
04	.88	.98	44	32	18	4	2	50	.74	.88	50	30	16	4		50
05	.48	.89	66	28	2	4		50	.24	.66	82	16			2	50
06	2.30	.58		4	64	30	2	50	2.28	.70	2	8	50	40		50
07	.88	1.06	48	28	14	8	2	50	.92	.83	36	38	24	2		50
08	.10	.30	90	10				50	.08	.27	92	8				50
09	.38	.49	62	38				50	.52	.50	48	52				50
10	.88	.76	33	48	17	2		48	.84	.71	32	54	12	2		50
11	.98	.14	2	98				50	.82	.39	18	82				50
12	.48	.50	52	48				50	.28	.45	72	28				50
13	.78	.42	22	78				50	.84	.37	16	84				50
14	.96	.20	4	96				50	.84	.37	16	84				50
15	.42	.50	58	42				50	.36	.48	64	36				50
16	.02	.14	98	2				50	.12	.33	88	12				50
17	2.94	1.02	2	8	18	38	34	50	2.96	.97	2	4	24	36	34	50
18	0.00	0.00	100					50	0.00	0.00	100					50
19	2.44	.84		10	48	30	12	50	2.24	.80		12	62	16	10	50
20	0.00	0.00	100					50	0.00	0.00	100					50
21	2.74	1.12	4	10	24	32	30	50	2.94	.96	2	4	24	38	32	50
22	0.00	0.00	100					50	0.00	0.00	100					50
23	.02	.14	98	2				50	.04	.20	96	4				50
24	.94	.24	6	94				50	.90	.30	10	90				50
25	.88	.33	12	88				50	.86	.35	14	86				50
26								0	.86	.35	14	86				49

Table 1

MARION ABE

	1979		%						1980		%					
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
Q01	2.02	1.10	6	28	36	18	12	50	1.20	1.28	34	40	8	8	10	50
02	1.00	.89	33	33	33			6	.20	.45	80	20				50
03	.68	.47	32	68				50	.66	.48	34	66				50
04	.88	.94	42	36	14	8		50	.74	1.03	60	14	18	8		50
05	.08	.27	92	8				50	.14	.61	92	6			2	50
06	1.90	.71	2	24	56	18		50	1.92	.88	8	16	54	20	2	50
07	1.22	.93	22	42	32		4	50	1.08	1.03	34	36	20	8	2	50
08	.20	.40	80	20				50	.22	.42	78	22				50
09	.52	.50	48	52				50	.52	50	48	52				50
10	.98	.87	26	58	12		4	50	.96	.90	34	42	20	2	2	50
11	.94	.24	6	94				50	1.00	0.00		100				50
12	.48	.50	52	48				50	.74	.44	26	74				50
13	.80	.40	20	80				50	.62	.49	38	62				50
14	.98	.14	2	98				50	.96	.20	4	96				50
15	.60	.50	40	60				50	.30	.46	70	30				50
16	.18	.39	82	18				50	.10	.30	90	10				50
17	2.63	1.18	8	10	14	45	22	49	2.40	.90	2	10	46	30	12	50
18	0.00	0.00	100					49	.08	.57	98				2	50
19	1.88	.82	4	24	56	12	4	50	2.16	.77	2	10	64	18	6	50
20	4.00	0.00						50	3.96	.20				4	96	50
21	1.84	.99	10	24	39	24	2	49	2.06	.77	2	14	66	12	6	50
22	3.16	.62	2			76	22	49	3.00	0.00				100		50
23	0.00	0.00	100					50	0.00	0.00	100					50
24	1.00	0.00		100				50	1.00	0.00		100				50
25	1.00	0.00		100				50	1.00	0.00		100				50
26	1.00	0.00		100				50	1.00	0.00		100				50

Table 1

MUSKINGUM COUNTY J.V.S. ABE

	1979					%			1980					%		
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
001	1.93	1.68	32	16	12	9	32	101	1.64	1.51	30	26	15	8	21	100
02	.62	.83	56	28	13	3		32	1.14	1.46	52	14	10	14	10	21
03	.74	.44	26	74				101	.70	.46	30	70				100
04	.90	1.09	48	27	15	7	3	100	.93	.97	41	32	22	3	2	100
05	.32	.87	81	14			4	90	.06	.24	94	6				100
06	1.99	.85	6	18	47	29		97	2.24	.78	4	9	46	41		100
07	1.04	1.02	37	35	17	10	1	98	1.10	.93	28	42	24	4	2	100
08	.28	.45	72	28				60	.28	.45	72	28				97
09	.65	.48	35	65				51	.69	.47	31	69				96
10	1.03	.64	16	68	13	3		100	1.14	.88	16	65	13	1	5	99
11	.96	.20	4	96				95	.88	.33	12	88				100
12	.52	.50	48	52				100	.60	.49	40	60				100
13	.91	.29	9	91				23	.90	.30	10	90				100
14	.78	.42	22	78				23	.99	.10	1	99				100
15	.27	.45	73	27				45	.39	.49	61	39				100
16	.16	.37	84	16				101	.30	.50	72	26	2			100
17	1.96	.94	7	20	50	18		90	2.17	1.00	5	16	44	25	10	93
18	4.00	0.00					100	89	3.95	.37		1	1		98	94
19	1.56	.74	7	38	50	4	1	90	1.68	.90	6	39	41	10	4	96
20	3.96	.42	1	99				90	3.14	1.62	20		2		78	98
21	2.49	1.19	3	21	30	18	29	77	2.20	1.08	4	21	41	19	15	91
22	.04	.34	99			1		78	.06	.44	98			2		92
23	.05	.22	95	5				101	.04	.20	96	4				100
24	.96	.20	4	96				101	.97	.17	3	97				100
25	1.00	0.00		100				101	1.00	0.00		100				100
26	1.00	0.00		100				101	1.00	0.00		100				99

Table 1

OHIO HI POINT J.V.S. ABE

	1979		%						1980		%					
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
Q01	1.22	1.48	48	18	12	8	14	50	1.60	1.58	36	22	8	14	20	50
02	1.00	1.20	50	13	25	13		8	.90	1.10	50	20	20	10		10
03	.62	.49	38	62				50	.69	.47	31	69				49
04	.73	.81	47	35	16	2		49	.72	.88	48	38	10	2	2	50
05	.06	.24	94	6				50	.02	.14	98	2				50
06	2.00	.86	6	17	47	30		47	1.98	.78	4	16	59	18	2	49
07	.80	.88	44	36	18		2	50	.94	.94	38	38	16	8		50
08	.20	.41	80	20				49	.20	.40	80	20				50
09	.72	.45	28	72				47	.58	.50	42	58				50
10	.84	.65	30	56	14			50	1.06	1.10	36	36	20	2	6	50
11	.94	.24	6	94				49	.88	.33	12	18				50
12	.55	.50	45	55				49	.66	.48	34	66				50
13	.72	.45	28	72				50	.80	.40	20	80				50
14	.98	.14	2	98				49	.94	.24	6	94				50
15	.57	.50	43	57				49	.62	.49	38	62				47
16	.20	.40	80	20				50	.16	.37	84	16				49
17	2.46	1.02	8	10	15	62		39	2.76	1.04	4	6	26	38	26	50
18	1.05	.51	3	95			3	39	1.08	.80	10	84			6	50
19	1.78	.75	5	22	65	5		37	2.40	1.08	4	13	40	23	19	47
20	1.03	.54	5	92				38	1.08	.83	11	83			6	47
21	2.27	1.10	8	16	24	43	8	37	2.80	.98	5		29	41	24	41
22	1.11	.46		94		6		36	1.22	.79		93			7	41
23	.02	.14	98	2				50	0.00	0.00	100					50
24	1.00	0.00		100				49	.98	.14	2	98				50
25	1.00	0.00		100				49	.84	.37	16	84				50
26	1.00	0.00		100				48	.84	.37	16	84				50

Table 1

SCIOTO VALLEY ABE

	1979		%						1980		%					
	X	SD	0	1	2	3	4	N	X	SD	0	1	2	3	4	N
Q01	2.65	1.68	22	9	5	11	54	151	3.32	1.10	1	11	11	10	67	150
02	2.74	1.55	16	9	13	10	52	82	1.69	1.67	35	23	10	3	29	102
03	.72	.45	28	72				151	.80	0.40	20	80				150
04	.88	1.02	48	25	19	8	1	151	.85	1.00	49	23	21	5	1	150
05	.12	.59	94	4			2	150	.07	0.38	97	1	2	1		150
06	2.03	.81	5	17	51	27	1	150	1.97	0.84	4	23	48	23	2	150
07	1.09	.91	27	46	19	8	1	151	.97	0.83	31	47	19	3	1	150
08	.18	.38	82	18				145	.20	0.40	80	20				150
09	.56	.50	43	57				138	.52	0.50	48	52				147
10	1.08	.83	22	55	17	5	1	150	1.01	0.79	25	53	17	3	1	150
11	.96	.20	4	96				151	.97	0.20	3	96	1			150
12	.72	.45	28	72				151	.64	0.48	36	64				150
13	.64	.48	36	64				149	.69	0.47	31	69				150
14	.83	.37	17	83				150	.89	0.32	11	89				150
15	.55	.50	45	55				150	.51	0.50	42	58				148
16	.40	.49	60	40				149	.39	0.49	61	39				150
17	1.52	.86	11	39	38	11	1	151	1.97	0.74	4	17	57	22		150
18	3.95	.41	1	1			99	151	3.98	0.24		1			99	150
19	1.11	.74	11	77	5	5	2	151	1.37	0.72	6	59	30	4	1	143
20	3.97	.33	1				99	150	3.89	0.56	1	2	1	1	96	147
21	1.67	2.08	33	33			33	3	2.19	1.06	4	26	29	31	11	84
22	2.00	2.83	50				50	2	2.51	0.88		24	1	73	1	82
23	.03	.16	97	3				150	.02	0.14	98	2				150
24	.97	.16	3	97				151	.97	0.16	3	97				150
25	1.00	0.00	100					1	1.00	0.00		100				3
26	.95	.22	5	95				150	.99	0.08	1	99				147

Table 1

WARREN CITY ABE

	1979		%						1980		%					
	X	SD	0	1	2	3	4+	N	X	SD	0	1	2	3	4	N
01	.98	1.66	71	5	2		22	99	2.00	1.38	18	19	27	15	20	99
02	2.04	.21			95	5		22	.72	.84	45	45	3	7		29
03	.61	.49	39	61				99	.60	.49	40	60				99
	.75	.90	47	37	9	5	1	99	.81	1.00	51	28	11	10		98
05	.18	.42	83	16	1			89	.22	.49	80	18		1		92
06	2.09	.92	7	17	38	37	1	92	2.36	.73	2	9	40	49		94
07	.75	.97	55	22	19	2	2	99	.90	.95	40	37	15	6	1	94
08	.48	.50	52	48				94	.36	.54	67	32		1		93
09	.71	.46	29	71				92	.61	.49	39	61				85
10	.59	.86	58	32	6	2	2	99	.90	1.08	43	38	10	2	6	97
11	.95	.22	5	95				98	.20	.45	80	20				5
12	.50	.50	49	51				99	.55	.50	45	55				94
13	.80	.40	20	80				99	.76	.43	24	76				79
14	.74	.44	26	74				99	.75	.43	25	75				77
15	.52	.50	48	52				99	.51	.50	49	51				75
16	.22	.42	78	22				99	.06	.24	94	6				98
17	2.18	1.39	19	11	23	27	20	90	2.64	1.18	6	10	26	29	29	93
18	4.00	0.00					100	94	3.57	1.25	11				89	93
19	1.70	1.11	16	27	37	14	7	90	2.15	1.14	7	20	37	20	15	94
20	.94	1.70	77				23	94	.03	.23	98	1	1			95
21	1.96	1.40	22	16	26	18	18	88	2.30	1.43	17	14	19	23	27	78
22	.70	1.28	77			23		94	.38	1.01	87			13		86
23	.03	.17	97	3				99	.03	.18	97	3				95
24	.98	.14	2	98				99	.99	.10	1	99				98
25	.98	.14	2	98				99	1.00	0.00		100				98
26	.98	.14	2	98				99	1.00	0.00		100				97

Table 2

FREQUENCY OF STUDENT

CHARACTERSITICS IN SMALL PROGRAMS

	1979 %								1980 %							
	X	SD	A	B	C	D	E	N	X	SD	A	B	C	D	E	N
Q01			23	22	19	13	7	150			29	27	11	0	22	150
02	1.61	1.27	28	14	36	14	8	36	.97	1.09	44	29	12	15		34
03	.63	.48	37	63				150	.57	.50	43	57				149
04	.83	.91	44	34	16	5	1	149	.73	.92	53	27	15	5	1	150
05	.21	.58	84	14	1	1		150	.13	.53	91	8			1	150
06	2.07	.74	3	15	56	26	1	147	2.06	.80	5	13	54	26	1	149
07	.97	.97	38	35	21	3	3	150	.98	.93	36	37	20	6	1	150
08	.17	.37	83	17				149	..17	.37	83	17				150
09	.54	.50	46	54				147	.54	.50	46	54				150
10	.90	.76	30	54	14	1	1	148	..95	.92	34	44	17	2	3	150
11	.95	.21	5	95				149	..90	.30	10	90				150
12	.50	.50	50	50				149	. .56	.50	44	56				150
13	.77	.42	23	77				150	.75	.43	25	75				150
14	.97	.16	3	97				149	. .91	.28	9	91				150
15	.53	.50	47	53				149	. .42	.50	58	42				147
16	.13	.34	87	13				150	. .13	.34	87	13				149
17	2.70	1.09	6	9	16	47	22	138	2.70	.99	3	7	32	35	24	150
18	.30	.55	72	27			1	138	. .39	.75	69	28		3		150
19	2.06	.86	3	18	55	117	7	137	2.27	.89	2	12	56	19	12	147
20	1.73	1.79	38	25			37	138	1.69	1.76	37	27		1	35	147
21	2.29	1.13	7	17	29	32	14	136	1.60	.98	3	6	40	30	21	141
22	1.44	1.44	38	25		29	8	135	1.42	1.34	35	27		35	2	141
23	.01	.12	99	1				150	...01	.12	99	1				150
24	.98	.14	2	98				149	..96	.20	4	96				150
25	.96	.20	4	96				149	..90	.30	10	90				150
26	1.00	0		100				98	. .90	.32	10	90				149

Table 3

FREQUENCY OF STUDENT

CHARACTERISTICS IN MEDIUM PROGRAMS

	1979 %								1980 %							
	X	SD	A	B	C	D	E	N	X	SD	A	B	C	D	E	N
Q01			40	16	11	6	12	398			34	22	17	0	17	299
02	.90	.98	47	20	29	3	1	108	.81	1.11	53	30	5	9	4	57
03	.63	.48	37	63				397	.64	.48	36	64				299
04	.91	1.07	47	29	14	8	3	391	.86	1.02	49	27	17	6	2	296
05	.29	.70	80	14	4		2	374	.27	.81	86	8	1	2	3	292
06	2.10	.91	7	14	45	32	3	368	2 .42	.87	4	8	39	43	7	293
07	.80	.92	47	32	17	3	1	373	.88	.92	42	34	18	4	1	292
08	.35	.48	65	35				238	.31	.49	70	29				196
09	.70	.46	30	70				215	.64	.48	36	64				207
10	.80	.76	37	49	11	2	1	385	.91	.92	34	49	11	2	4	295
11	.94	.24	6	94				268	.89	.31	11	89				157
12	.49	.50	52	48				330	.53	.50	47	53				293
13	.87	.34	13	87				241	.86	.35	14	86				278
14	.83	.38	17	83				214	.91	.30	9	90				276
15	.54	.50	46	54				237	.49	.50	51	49				272
16	.16	.37	84	16				359	.14	.37	87	12				297
17	2.14	1.14	12	14	33	30	10	339	2.37	1.07	7	11	34	35	13	272
18	3.20	1.59	20				80	343	3.00	1.47	4	28			68	272
19	1.64	.87	9	32	47	10	2	333	2.04	.96	5	22	43	22	7	259
20	2.29	1.97	42	1			57	340	1.46	1.70	43	26	1		29	262
21	2.02	1.26	13	22	33	16	17	236	2.33	1.16	8	14	31	29	17	208
22	.29	.88	90	10				242	.36	.77	76	18		6		217
23	.07	.25	93	7				380	.12	.32	88	12				293
24	.90	.30	10	90				395	.88	.32	12	88				293
25	.99	.08	1	99				298	1.00	.06		100				298
26	.98	.14	2	98				394	1.00	.06		100				296

Table 4

FREQUENCIES OF STUDENT

CHARACTERISTICS IN LARGE PROGRAMS

	1979 /%								1980 %							
	X	SD	A	B	C	D	E	N	X	SD	A	B	C	D	E	N
Q01			16	11	8	11	14	300			13	13	15	0	50	300
02	2.10	1.61	26	12	21	8	33	163	1.88	1.58	29	20	11	16	24	152
03	.66	.47	34	66				294	.64	.52	37	62				299
04	1.07	.30	47	22	17	8	7	300	.94	1.18	51	21	17	6	5	300
05	.54	.76	55	43			3	299	.50	.70	58	38	2	1	1	300
06	1.92	.99	12	15	45	25	3	299	1.86	.92	10	20	46	24	1	300
07	.86	.91	41	38	14	5	1	299	.86	.88	40	40	16	3	1	298
08	.31	.46	69	31				263	.43	.52	58	42		0		279
09	.42	.50	51	49				256	.52	.51	48	51				276
10	.89	.93	39	42	12	5	2	297	.74	.84	46	39	12	2	1	300
11	.97	.17	3	97				300	.94	.25	6	93				300
12.	.71	.46	29	71				300	.74	.44	26	74				300
13	.64	.48	36	64				285	.65	.48	35	65				299
14	.84	.37	16	84				286	.84	.37	16	84				299
15	.53	.50	47	53				287	.63	.48	37	63				298
16	.24	.42	76	24				297	.25	.46	76	24				300
17	1.52	.90	13	35	38	13		300	1.78	1.02	12	25	39	20	4	299
18	2.01	2.00	49	1		50		300	2.25	1.86	34	11		5	50	299
19	1.22	.78	11	66	15	6	2	264	1.40	.84	9	53	30	5	3	240
20	3.00	1.73	25	0		75		263	2.89	1.59	20	5		18	58	244
21	1.49	1.36	20	53	13	13		285	1.96	1.14	10	28	28	26	9	138
22	2.87	.83	7	8		7		15	2.29	1.08	7	24	1	67	1	136
23	.03	.16	97	3				298	.02	.13	98	2				300
24	.98	.14	2	98				300	.98	.13	2	98				300
25	.89	.31	11	89				150	1.02	.47	4	94			2	153
26	.92	.27	8	92				299	.98	.15	2	98				297

Table 5

OVERALL FREQUENCIES

OF

STUDENT CHARACTERISTICS

	1979 %								1980 %							
	X	SD	A	B	C	D	E	N	X	SD	A	B	C	D	E	N
Q01			29	15	11	9	99	848			25	23	15	0	31	749
02	1.62	1.48	34	15	25	7	19	307	1.50	1.50	37	23	9	14	16	243
03	.64	.48	36	64				840	.63	.50	38	62				747
04	.95	1.12	46	27	16	7	4	840	.87	1.07	50	25	16	6	3	746
05	.36	.71	72	25	2		2	823	.33	.73	75	20	1	1	2	742
06	2.03	.92	8	15	47	28	2	814	2.12	.91	6	14	45	32	3	742
07	.85	.92	43	35	17	4	1	822	.89	.90	40	37	18	4	7	740
08	.29	.45	71	29				650	.33	.50	68	32				625
09	.58	.50	42	58				618	.57	.50	44	56				633
10	.85	.83	36	47	12	3	9	830	.85	.89	39	44	13	2	3	745
11	.95	.21	5	95				717	.92	.28	8	91				607
12	.58	.50	42	58				779	.62	.49	38	62				743
13.	.75	.44	25	75				675	.75	.43	25	75				727
14	.87	.34	13	87				649	.88	.33	12	88				725
15	.54	.50	46	54				673	.53	.50	47	53				717
16	.18	.39	82	18				806	.18	.40	82	17				746
17	2.00	1.13	11	22	32	27	8	777	2.19	1.09	8	16	36	29	12	721
18	2.23	1.95	40	5			54	781	2.14	1.81	30	21	0	2	47	721
19	1.57	.89	9	42	37	10	3	734	1.85	.97	6	31	41	15	7	646
20	2.44	1.91	35	5			60	741	2.05	1.80	33	18	1	7	41	653
21	2.09	1.23	11	21	30	21	16	387	2.30	1.13	7	16	33	28	16	487
22	.78	1.30	69	9		19	3	392	1.19	1.32	46	22	0	31	1	494
23	.04	.20	96	4				828	.05	.23	94	6				743
24	.94	.23	6	94				844	.94	.24	6	94				743
25	.96	.20	4	96				597	.98	.29	4	96				601
26	.96	.20	4	96				791	.97	.17	3	97				742

TABLE 6

Correlation of Hours of Instruction to Student Characteristics for FY 79

Variable	$\bar{X}$	P
Drivers License	.41	.024
Receiving disability or SSI	-.54	.003
Has Phone	.37	.032
Entry Reading Level	-.59	.000
Entry Math Level	-.57	.001
Entry Spelling Level	.49	.041

TABLE 7

Correlation of Hours of Instruction to Student Characteristics for FY 80

Variable	$\bar{X}$	P
Sex	.48	.010
Age	.58	.001
# Children in Household	.38	.046
Veteran	.50	.021
Receiving Disability or SSI	-.49	.010

TABLE 8

Correlation of Hours of Instruction to Site Features for FY 79

Variable	$\bar{X}$	P*
Evening only	-.57	.000
Combination	.37	.030
Intake Time	.39	.018
Staff Meeting Frequency	-.44	.021
Visual Screening	.53	.001
Auditory Screening	.53	.001
Smoking Permitted	.44	.040
Use of Tape Recorder	.98	.019

TABLE 9

Correlation of Hours of Instruction to Site Features for FY 80.

Variable	$\bar{X}$	P*
Afternoon only	.56	.003
Standard Texts	-.40	.034

*P = <.05

APPENDIX G

PROJECT TIME LINE

July - August: Organization of format for study.

September: Select districts for study, initial contact by letter with selected districts, meet with districts' consultants for input into project design and project explanation.

October: Randomly select student files for FY 79 student characteristics, begin Site Feature Forms, identify high-risk students for case study, complete monthly attendance flow forms, program visitations.

November: Collect data for FY 79 student characteristics, continue Site Feature Form, identify high-risk students for case study, complete monthly attendance flow form, program visitations.

December: Collect data for FY 79 student characteristics, completion of Site Feature Form, follwo high-risk students for case study, complete monthly attendance flow form, program visitations.

January: FY 79 student characteristics due, initial portion of case study due, Site Feature Form due.

February: Begin compilation of collected data, monthly attendance flow forms due, follow-up on case studies.

March: Obtain final collected student data, monthly attendance flow forms due, continue follow-up on case studies.

April: Begin analysis of collected data on student characteristics from FY 79 and Site Feature Forms. Monthly attendance flow forms due, continue follow-up on case studies.

May:	Continue analysis of collected data on student characteristics from FY 79, begin random selection of FY 80 students' files for data collection, monthly attendance forms due, continue follow-up of case studies.
June:	Begin collection of FY 80 student characteristics from randomly selected student registration forms, complete monthly attendance flow forms, continue data analysis, complete case studies.
July:	Group meeting with participating district: Initial analysis of FY 79 data distributed, discussed and problem areas listed for further analysis.
August:	Deadline for data completion.
September:	Compilation of data collected, analysis and initial reporting.

APPENDIX H

TABLE 10

Average Monthly Attendance Flow

	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
1. Mean number of new students registered for ABE this month?	110	43	18	74	91	84	75	43	54
2. Mean number of last months newly registered students still attending the program.	85	82 (75%)	25 (58%)	13 (72%)	56 (75%)	58 (63%)	62 (74%)	59 (78%)	19 (44%)
3. Mean number of last months students not returning after registration.	9	10 (.09%)	5 (.12%)	2 (.11%)	21 (.28%)	17 (.19%)	16 (.19%)	11 (.15%)	11 (.26%)
4. Mean number of last months students not "enrolled" in the program because they attended less than 12 hours.	36	51 (.46%)	32 (.74%)	15 .83%)	51 (.69%)	37 (.41%)	30 (.36%)	23 (.31%)	28 (.65%)