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ABSTRACT

The Adult Basic Education Linkage Project (originally titled Project Reach) was designed to expand and promote linkage of adult basic education (ABE), English as a second language (ESL), and general equivalency degree (GED) programs in Western Pennsylvania with community groups and businesses and to conduct an extensive, ongoing outreach campaign to attract local ABE, GED, and ESL classes. Project activities consisted of a linkage campaign involving (1) intensive information-gathering and contact with over 200 community and business organizations in the Pittsburgh area; (2) outreach efforts including written and mass media publicity campaigns; (3) utilization of business and industry contact persons in project publicity activities; (4) development of a telephone-based information and referral service; (5) a needs assessment survey of local organizations in both the public and private sectors; (6) development of an ABE linkage directory; and (7) workshops to train local ABE staff and representatives from cooperating groups on the use of the ABE directory and in making interagency referrals of ABE-eligible adults. Questionnaires administered to project participants and business and industry contact persons attest to the project's success in meeting most of its goals. Specific comments on the project and suggestions for program improvement are appended.
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A D U L T B A S I C E D U C A T I O N
L I N K A G E P R O J E C T

Final Report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Abstract

The Adult Basic Education Linkage Project (original title: Project Reach) was funded by the Pennsylvania Department of Education and the U.S. Education Department during 1980-81 as a Section 310 Adult Education Special Experimental Demonstration Project. The goals of the project were to (1) expand and promote linkage of ABE, ESL, and GED programs in Western Pennsylvania with community groups and businesses and (2) conduct an extensive, on-going outreach campaign to attract prospective students to local ABE, GED, and ESL classes. The final report of the project details linkage efforts, outreach activities, business and industry contacts, information and referral services, a needs assessment survey, training workshops, development of project products, and evaluation of the project. The project's product, the Adult Basic Education Linkage Directory, is a 275-page, spiral-bound resource guide to Adult Basic Education, Adult Secondary Education, English as a Second Language, vocational training, and support services for ABE-eligible adults in Western Pennsylvania. The ABEL final report and directory would be most useful to (1) adult educators interested in improving outreach, increasing enrollment, and/or effecting linkage with community organizations or businesses; (2) education and social service professionals involved in the development of resource guides; (3) Western Pennsylvania residents interested in obtaining specific information on local ABE and support services.

I. INTRODUCTION

Much has been written and said recently concerning the need for aggressive innovative outreach and linkage activities for ABE programs. Outreach efforts are essential to attract a greater number of least-educated adults to existing classes, and to set up mechanisms for bringing services to ABE-eligible populations, wherever they happen to be. Interagency linkage must be established to increase the accessibility of support services so that the entire constellation of education, skills training, employment, and social service needs of ABE students is addressed.

The results of the ABE "Administrative Survey of Fiscal Year 1978-79" prepared by Penn State University make it clear that those adults who are least competent in basic education skills have been underserved. Only 17% of the 33,810 persons served in ABE programs throughout Pennsylvania in 1978-79 were in the high priority 1 - 4 target group, and only 10% were in the high priority ESL target group. In Allegheny County, the statistics were not much better, with only 17% of the 3,551 ABE clientele falling in the 1 - 4 level and an equal percentage in the ESL level. We know from PDE's "A Needs Assessment of Adult Basic Competencies in Pennsylvania" (1979) that incompetency in basic life skills is characteristic of over one-third of the general population and three quarters of the ESL population. When one considers the alarming level of adult functional incompetency statewide, it becomes clear that ABE programs are not fulfilling their potential in reaching the least-educated population.

In an attempt to remedy this situation on a local level, the Allegheny Intermediate Unit was awarded funds by the Pennsylvania Department of Education in accordance with Pennsylvania's priority #5 for 1980-81 Section 310 Special Experimental Demonstration Projects in Adult Education: "Develop, implement and document the process of implementing adult basic education program linkage/outreach with business, industry, and human service organizations." The thrust

of the Adult Basic Education Linkage Project was to be two-fold, encompassing both linkage and outreach of ABE programs in Allegheny County with business, industry, and human service organizations. By the term "linkage" we meant a cooperative relationship to be developed among ABE programs, agencies, and firms that would facilitate information-sharing and systematic, extensive referral of eligible adults for specific social services, occupational training, and educational opportunities. It was anticipated that effective outreach and linkage activities and their final product, the ABEL Directory, would strengthen the ABE support services system and increase public and agency awareness of ABE services, thereby assisting local ABE programs in recruiting least-educated adults. More specifically, Project ABEL proposed the following objectives for its one-year duration:

Linkage Objectives

1. To establish a comprehensive referral system by:
 - (a) Identifying public and private agency resources to meet the specific needs of ABE students in the areas of education, occupational training, and social services.
 - (b) Developing an Interagency Linkage Handbook (ABEL Directory) for use by ABE staffs, students, and cooperating agencies and groups.
2. To train ABE staffs and representatives from cooperating groups in the workings of the interagency referral system and in the use of the Interagency Linkage Handbook.

Outreach Objectives

3. To expand and diversify sources from which ABE clientele are referred by:
 - (a) Familiarizing appropriate agency staffs with available ABE services in Allegheny County.
 - (b) Utilizing and expanding informal communication networks in the community.

4. To determine the feasibility of establishing future classes at non-traditional learning sites for underserved, eligible ABE students.

Project ABEL staff included:

- + Project Director (full-time), Janet R. Graham--Developed and implemented all linkage/outreach efforts; conducted training sessions; maintained fiscal, administrative, and evaluation records; developed the ABEL Directory.
- + Director of ABE/ESL Programs (1/8 time), Howard H. Kleinmann--Supervised the Project Director and coordinated the project with other ABE and ESL programs operated by the AIU.
- + Staff Secretary (1/3 time), Janice L. Parris/Jean Shannon--Handled incoming information and referral requests; typed project correspondence, reports, financial records, and products.

The principal product of this project, the Adult Basic Education Linkage Directory, is a comprehensive resource guide to Adult Basic Education, Adult Secondary Education, English as a Second Language, vocational-technical training, and selected support services for adults in the Greater Pittsburgh area. For a more complete description of format and contents of the ABEL Directory, see Section II. F. of this report. Copies of the directory are available on loan from Pennsylvania's adult education clearinghouse, AdvanceE, and have also been forwarded to ERIC and the U.S. Department of Education.

In addition to the numerous resources listed in Section II. F., the following materials were also consulted by project staff and are recommended reading for other ABE administrators and staff interested in implementing or expanding outreach/linkage components or programs:

1. Ciavarella, Michael A., editor. Community Education Expansion and Outreach Linkages: Impact on Adult Education. Shippensburg State College, 1980.
2. Lindsay, Carl A. A Conceptual and Data-Based Analysis of Pennsylvania's Adult Basic Education Target Population. The Pennsylvania State University, 1980.

3. Madeira, Eugene L. Reaching the Least Educated: Pennsylvania's Handbook on Recruitment. School District of Lancaster, 1980.
4. Queeney, Donna S. "A Needs Assessment of Adult Basic Competencies in Pennsylvania", Millersville State College, 1980.
5. Struthers, David J. The Missing Link. Elsinore Union High School District, CA, 1980.

II. ACTIVITIES

A. Linkage

The first two months of the project were spent in intensive information-gathering in preparation for outreach efforts and subsequent referral of adults to fall ABE, GED, and ESL classes in the Pittsburgh area. The following methods were used to secure information on classes offered in Allegheny and surrounding counties:

- + Telephone calls
- + Form letters and mail-back information forms (see Appendix)
- + On-site visits to classes and/or sponsoring agencies
- + Brochures, news releases, etc., on programs

Telephone calls and on-site visits to individual adult education programs, although time-consuming, were effective means of gathering accurate information and also served to establish personal contacts in the various sponsoring agencies. In view of the fact that many agencies had to be contacted within a two-month period, however, more and more emphasis was gradually placed on the use of mail-back information forms with follow-up phone calls. Obstacles to obtaining up-to-date program information included the facts that (a) several state-funded programs received their grant award notification late and (b) many program contact people scheduled their vacation time during July and August.

The first few weeks of the project also involved developing various record-keeping forms to document contracts and referrals made during the course of the project. All such forms are included in the Appendix.

A 1500-piece bulk mailing conducted in early September, 1980, introduced the project--via its outreach flyer and brochure (see Appendix)--to local human service organizations, community groups and centers, businesses, labor unions, ethnic organizations, libraries, educational agencies, and information and referral services. The mailing, in conjunction with ongoing telephone and in-

person linkage efforts, generated considerable response from agencies and individuals alike. However, in view of the amount of time involved in preparing an extensive mailing, it was decided to curtail future mass mailings during the rest of the project.

As the project's linkage efforts progressed, it became clear that there was a great demand among community organizations for preliminary copies of the ABE services listings which had been compiled to date. Therefore, beginning in November, approximately 35 agencies and organizations which had indicated that a significant number of their clients were in need of ABE services were provided with preliminary copies of the first three sections (ABE, GED, and ESL) of the ABEL Directory. In this manner, agencies were able to refer their clients directly to ABE services rather than via Project ABEL. Although this practice ultimately cut down on the number of phone inquiries received by the project, it strengthened community linkage and provided more efficient and personalized referral.

Community linkage was also accomplished via a number of presentations made to community organizations interested in learning more about ABE services available for their clients, students, or employees. Groups were provided with background information on ABE, GED, and ESL services, information on programs currently offered, training in the use of the directory, and suggestions as to how to go about setting up their own classes in the future. Community groups which participated in these mini-workshops included:

Pittsburgh Board of Education Liaison Counselors
Caribbean Association of Pittsburgh
North Hills YWCA International Women
Vintage, Inc.
Methodist Union of Social Agencies (MUSA)
New Heritage, Inc.
Pennsylvania School Public Relations Association (PNSPRA)
Title XX Indochinese ESL Staff

In addition, the Project Director met individually with representatives of several agencies and organizations to discuss in detail how AIU, through its

regular 306 or future 310 projects, might establish formal linkages with these agencies to provided increased ABE services. Participating groups included:

- Hellenic Cultural Center
- Turtle Creek Valley MH/MR
- Vintage, Inc.
- New Heritage, Inc.
- Tressler-Lutheran Refugee Program
- Council of Three Rivers American Indian Center
- Refugee Resettlement Office
- Community College of Allegheny County, Allegheny Campus
- Information & Volunteer Services of Allegheny County

In all, over 200 organizations were contacted by the project by telephone and/or in person for the purpose of linkage. Although many more individuals and organizations were notified of Project ABEL's services by mail, they are not included here, as this type of contact tends to be less effective. The following chart provides an overview of the types of organizations contacted by the project for prospective linkage and information-sharing:

Table 1. PROJECT ABEL CONTACTS BY TYPE

<u>Type of Organization</u>	<u>Number</u>
Human service organizations	71
Business, industry, labor	40
Educational agencies	60
Religious organizations	8
Community groups	8
Other (professional associations, armed forces, libraries, etc.)	<u>15</u>
	202 Total

Throughout the funding period, Project ABEL maintained a very close working relationship with the 310-funded WE CARE Project operated by Information and Volunteer Services of Allegheny County. Since both ABEL and WE CARE had similar objectives and the overall goal of increasing public awareness of ABE services, the respective project directors coordinated their efforts from the beginning. This informal linkage of the two projects and agencies was characterized by several joint public relations efforts, extensive sharing of information, contacts, and

resources, and joint interviews of selected agency contact persons. Ultimately, the close cooperation enjoyed by the two projects improved the quality of both projects' products and reinforced their respective linkage/outreach efforts.

B. Outreach

Intensive outreach efforts designed to attract prospective adult students and make them aware of Project ABEL's information and referral services began in late August. One of the principal outreach vehicles for the project was its one-page, brightly-colored flyer (see Appendix) encouraging adults to call Project ABEL for specific information on individual ABE, GED, and ESL programs. Over 9,000 flyers were disseminated in Southwestern Pennsylvania during the course of the project by means of a variety of methods, including:

- + Mailings to agencies, businesses, and organizations
- + Information booths at Women's Resource Day, Pittsburgh Convention Center, Accent on Women exhibit, Pa. Mid-Winter Conference, Refugee Resettlement Office, etc.
- + Personal distribution and posting at small businesses in high-priority areas
- + Presentations on project to community groups
- + Enclosures in newsletters of participating organizations
- + Enclosures in information packets to Allegheny County legislators, Allegheny County Labor Council, etc.

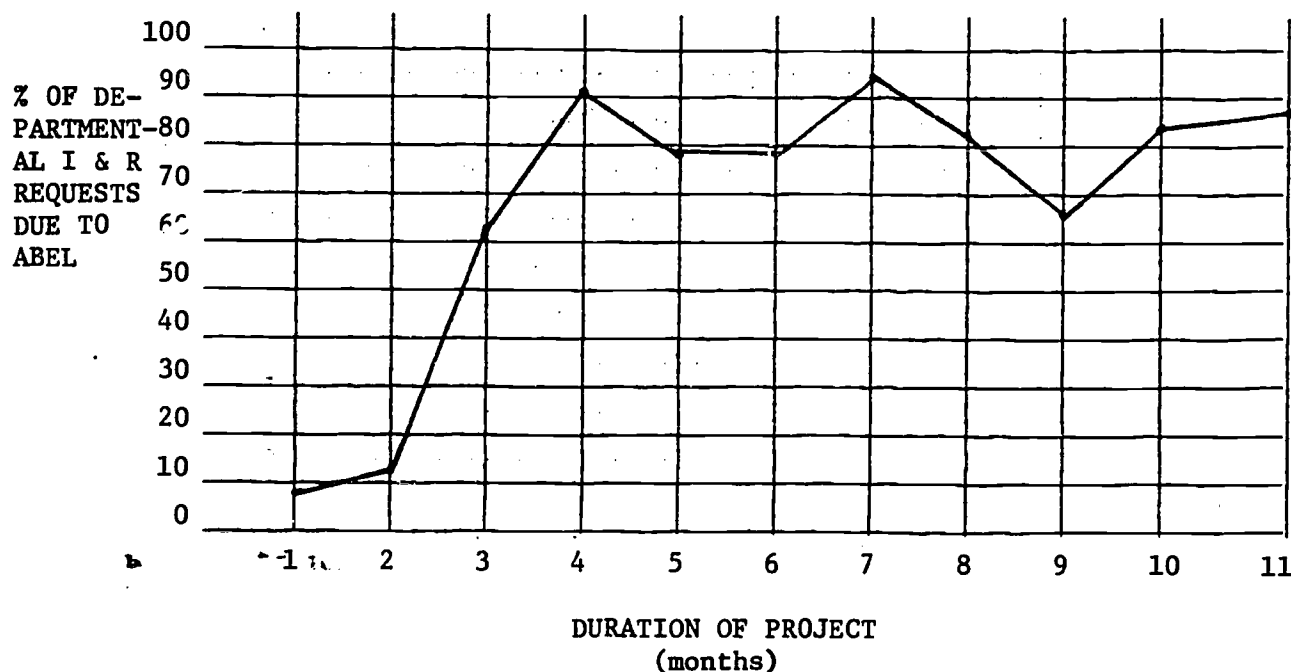
Other outreach methods employed included Public Service Announcements for radio and television broadcast and news releases (see Appendix); radio interviews; personal visits and presentations to agencies; telephone calls; feature articles on the project in various organizations' newsletters and bulletins, etc.

Although the project as a whole was highly successful in attracting prospective ABE students, different outreach methods met with varying degrees of success. Contacts established with agencies, businesses, and community groups (by mail, phone, and/or in person) were by far the most successful method of reaching prospective adults, yielding 33% of total information and referral requests received

by the project. Posting of Project ABEL flyers in public places was the second most successful outreach method, accounting for 28% of total requests. News releases and articles appearing in daily, weekly, or monthly newspapers and newsletters were almost as successful (12%) as word-of-mouth (17%) in spreading the word about ABEL's information and referral services for ABE programs. Least effective outreach methods included radio and TV announcements (4%), listings in the "Guide to Human Services" blue pages in the telephone book (3%) and other miscellaneous methods (3%).

Another measure of the success of the project's outreach component is the percentage of information and referral requests that can be directly attributed to the Project, as opposed to the normal volume of telephone calls received by the AIU's Department of ABE and ESL Programs. According to logs of referrals over an eleven-month period, an average of 68% of referral requests received were due to Project ABEL's outreach and linkage efforts. The following graph illustrates the impact of the project on the number of information and referral requests received from the public at large as well as agencies as the project progressed.

Table 2. IMPACT OF PROJECT ON I & R REQUESTS



In addition, the fact that waiting lists had to be established for several of AIU's ABE/ESL classes this year can be viewed as further indication of the success of the project's outreach efforts. Feedback from numerous ABE administrators during the course of the project also supports the fact that the project had a positive impact on local ABE enrollment figures.

C. Business and Industry Contacts

Project ABEL's involvement with business, industry, and labor encompassed both outreach and linkage activities. Contact persons--typically training or education directors of companies or unions--were approached first by telephone and given a brief explanation of the project and ABE services in general and asked to consider ways in which they might work cooperatively with ABEL. More specifically, business and labor contacts were asked:

- (a) if some of their employees/members might be interested in taking advantage of existing ABE, GED, or ESL services.
- (b) if they would be willing to advertise Project ABEL among their employees/members by posting and distributing our flyers, mentioning ABEL in their newsletter, etc.
- (c) if they would be interested in co-sponsoring ABE, GED, or ESL classes on site for their employees/members in the future.

Contact persons were usually then sent further information on the project and discussions were continued via follow-up phone calls or personal visits.

Of the forty companies and unions contacted, nearly all agreed to help publicize the project internally. This practice proved to be a valuable source of referrals, particularly in the case of smaller companies where management often had a closer working relationship with employees and some first-hand knowledge of their abilities and limitations.

In the case of the larger companies contacted, training directors were often unable or unwilling to say whether their employees might benefit from ABE services. In cases such as this, it was helpful to provide specific examples of instances where ABE, GED, or ESL instruction could improve employee performance. General

terms such as "basic math and reading skills" tended to not be effective in dealing with business and labor, since they were interpreted as implying that workers were less than qualified and that the organization's standards were low. In several instances, however, training directors who had initially responded, "We don't have people like that" were surprised to find that a few employees did come forward in response to the circulation and posting of ABEL outreach flyers and admit that they needed to improve their math, reading, or English skills. Employers subsequently reported that they were glad to know where to refer these people for help. Since even these individuals were somewhat apprehensive about approaching their employers to discuss their situation--fearing this might jeopardize their future employment--it is safe to assume that many more did not come forward. Furthermore, since some 28% of callers using Project ABEL's information and referral service said they learned about the program through our flyers, there is no way of knowing how many employees preferred the anonymity of a phone call to the potential embarrassment of revealing their situation to their employers.

Regarding the possibility of setting up on-site ABE, GED, or ESL classes for their employees or union members, contacts generally reported that they felt that the somewhat limited response could be handled via existing resources. Once they received some indication of interest from specific employees, business and industry contacts were glad to know where to refer them for help, and several requested preliminary copies of the ABEL Directory in order to make these referrals directly.

Since trying to market ABE services to business and industry is a time-consuming, difficult undertaking, perhaps the following tips will be helpful:

- + Keep in mind that as adult educators we tend to use language, jargon, and concepts appropriate for our world of work and consistent with our view of the world. Don't assume that the values and language of the educational and social service delivery systems are shared or understood by business and labor personnel. Be explicit and learn to use some of their jargon, if possi-

ble.

- + It is extremely important to establish the credibility, goals, financial orientation (e.g., public, non-profit, private, etc.) and funding sources of your organization when approaching business and industry. Companies are often immediately suspicious of callers from outside of the business and industrial world and want to know right away what your agency stands for. Any printed material on your program or organization is very helpful.
- + When trying to establish a relationship with a particular company or union, it is essential to have the right contact person. As previously mentioned, the training or education director of a business or union is usually the most appropriate person. To find out specific names before you call, try consulting membership directories of professional associations such as the American Society for Training and Development (ASTD) or the Pittsburgh Personnel Association. Although these kinds of directories are normally issued only to members, chances are you already have personnel contacts who are members. Public libraries can put you in touch with these and other helpful resources, such as the statewide Chamber of Commerce directories published each year.
- + Although you need to develop a "sales pitch" for your program and services, business and industry contacts need to be convinced of your sincerity and integrity from the beginning. In-person meetings can be particularly helpful to develop trust in both you and your organization.
- + Cultivate your existing contacts in business, whether they are of a work-related or social nature. They can help lead you to the key people in an organization.
- + Good working relationships with particular companies are often developed over a period of years, so follow up on your contacts and keep them informed of your programs via your mailing list, phone calls, etc.

For a complete list of labor unions and businesses contacted, refer to the Appendix.

D. Information and Referral

One of the primary direct services of Project ABEL to ABE-eligible adults in Western Pennsylvania was to provide them with specific program information and refer them to the appropriate ABE/GED/ESL program(s) offered in their area. The project's information and referral component was accomplished primarily by phone, since outreach efforts encouraged prospective adult students to call the project for information on specific programs. All ABE and ESL departmental staff were provided with copies of current ABE information as it became available and guidance in making and logging referrals. For each referral made, the following information was noted:

- + Type of service requested (day/evening program, ABE/ESL/GED instruction, social services, other)
- + Sex, native language, and approximate age of prospective student (optional)
- + Area of residence of prospective student
- + How caller heard about Project ABEL
- + Program(s) to which person was referred
- + Whether or not caller desired printed information on specific programs

A copy of the Client Request Form used to log each referral can be found in the Appendix. It was decided early in the project to not routinely ask prospective students to provide us with their name, address, and phone in view of the fact that ABE-eligible adults are often self-conscious about their need for remediation.

Information and referral services were also provided to prospective students in person through visits to agencies and organizations with a substantial number of clients interested in attending ABE, GED, or ESL classes. For example, through AIU's existing linkage with the Refugee Resettlement Office of Catholic Social Services in Pittsburgh, the project director conducted numerous on-site interviews with refugee adults who were enrolled in ESL classes and wanted to improve their functional math skills. As a result of these meetings, over 30 students were referred to appropriate ABE math classes, primarily those operated by the Pittsburgh Board of Education, and Community College of Allegheny County; CCAC's Basic Skills Program even arranged a special small-group basic math class for several refugees in response to these referrals.

A total of 847 ABE/GED/ESL referrals were made directly by the project, in person or by phone, during its one-year duration. Table 3 provides a breakdown of the primary agencies to which adults were referred for services:

Table 3. PROJECT ABEL REFERRALS BY AGENCY

<u>Agency</u>	<u>Number of Referrals</u>	<u>Percentage</u>
AIU	283	33%
Pittsburgh Board of Public Education	157	19%
Community College of Allegheny County (all campuses)	61	7%
Other programs	113	13%
More than one program	<u>233</u>	28%
TOTAL	847	

In every case, an effort was made to provide prospective students with information on as many appropriate programs as possible.

Another very important method of providing ABE information and referral services was by means of agency contact persons who received preliminary copies of the ABEL directory during the course of the project in order to refer their clients directly to specific programs. Although records of ABE referrals by agencies were kept for only five months due to the amount of time required, they show that an average total of 27 referrals per month were made by agencies using the ABEL directory.

The Adult Basic and Secondary Education categories might well be combined, since it is difficult to obtain a clear picture of an adult's levels of functional reading and math competency without being able to test him/her. Since callers often were unable to verbalize their particular math or language problems clearly, it was important for staff to learn to ask appropriate questions regarding future goals, educational background, immediate needs, etc., without unduly pressuring or embarrassing prospective students. Given a sympathetic listener and the guarantee of anonymity, the overwhelming majority of callers were more than willing to provide the background information needed to make an appropriate referral.

When doubt existed as to whether an ABE-or GED-level class was more appropriate, adults were usually referred to the lower-level class in order to maximize their chances of initial success. For more hints on referring adults to ABE, GED, and ESL classes, see the introductory sections of the ABEL Directory.

A breakdown of the types of referral requests received by the project sheds some light on the comparative need for ABE/GED/ESL, etc., services and the relative effectiveness of the outreach campaign in attracting various target groups. As Table 4 indicates, a majority of the requests for information received by AIU pertained to English as a Second Language classes, with Adult Basic Education programs following:

Table 4. PROJECT ABEL REFERRALS BY TYPES

<u>Type of information requested</u>	<u>Number of requests received & percentage</u>
English as a Second Language instruction	551 (65%)
Adult Basic Education instruction	140 (16%)
Adult Secondary Education programs (GED instruction and testing, evening high school credit courses, etc.)	116 (14%)
Other (support services, curriculum, etc.)	30 (4%)
Vocational-technical training	<u>10</u> (1%)
TOTAL	847

Some possible explanations for this distribution include the following:

- (1) As the largest non-academic English as a Second Language instruction provider in Western Pennsylvania, Allegheny Intermediate Unit has established a reputation as a clearinghouse for information on ESL matters and has operated highly successful 306-funded ESL programs for several years.
- (2) Native English-speaking adults with math and/or reading deficiencies may be more reluctant to admit their problem than foreign-born adults, whose lack of English language fluency is more readily understood and even expected.
- (3) While there are many resources for ABE and GED eligible adults, there are comparatively few ESL programs for adults in Western Pennsylvania and they tend to be lesser known to the public at large--hence, the greater demand

for information on the availability of ESL services.

- (4) The immigrant/refugee/foreign student network in the Pittsburgh area constitutes a powerful grapevine that effectively relays information on ESL-related matters, including I & R phone numbers.

E. Needs Assessment Survey

During late 1980 and early 1981, Project ABEL conducted a needs assessment survey of local organizations in both the public and private sectors. This survey had a dual goal: first, it was designed to yield data on the extent of need for increased Adult Basic Education services in Allegheny County. Second, it was designed to provide information that could help determine the feasibility of establishing ABE classes at non-traditional learning sites in the community.

The survey form and a cover letter (see Appendix) were mailed to 81 institutions. Specifically, they were sent to 39 human service agencies, 27 business-related organizations, 3 educational organizations, 9 civic/fraternal groups, and 3 individuals. Of the 81 mail-outs, the project received 28 completed responses (approximately 35 percent). For more detailed information on the results of the needs assessment survey conducted by the project, see Section III., EVALUATION.

F. Development of Adult Basic Education Linkage Directory

Project objective #1 called for the development of a linkage handbook or directory containing information on existing Adult Basic Education (including

ESL and GED), vocational-technical training, and support service resources in Allegheny County and the City of Pittsburgh. The directory was intended for use primarily by ABE and agency staffs for the purpose of referring adults to appropriate ABE and support services. Since the scope of the proposed directory was so extensive and the number of relevant agencies and programs in the area is so numerous, certain parameters were developed by the project director to aid in planning the specific composition of the ABEL Directory:

1. Primary emphasis was to be placed on compiling an exhaustive list of local ABE, GED, and ESL instructional programs, since information on these types of programs had never been previously compiled in one resource guide (except in the case of state-funded programs).
2. In view of the fact that AIU often receives inquiries regarding adult ESL instruction outside of Allegheny County, major ABE service providers in neighboring counties were also to be included.
3. Only public or state-licensed, private vocational-technical training schools were to be contacted for inclusion in the directory.
4. Given the myriad of social service providers in Allegheny County and the City of Pittsburgh and the overlap of local, state, and federal agencies, listings in the support services section were to be limited to:
 - a. Agencies/services which are obviously high-priority and/or would be good sources of referrals for ABE-eligible adults (e.g., Welfare, Immigration & Naturalization Service, Bureau of Employment Security).
 - b. Agencies expressing a great deal of interest in the project in response to public relations campaigns (e.g., Riverview Community Action, Vintage).
 - c. Organizations which, in the opinion of the project director, offered support services which could be of great value to ABE students yet were not as well known to counselors and students. This category included food cooperatives, health education providers, thrift stores, etc.

- d. Services which ABE counselors, teachers, and administrators judged to be high priority for their students and/or felt a need to have more information about. These included family planning, day care, vocational-technical training, volunteers, transportation, employment, and consumer services, among others.
5. If an organization preferred to not be listed or did not respond after having been contacted by mail and by phone, it was generally not included in the ABEL Directory.

As described in section II. A., Linkage, data on agencies and organizations listed in the directory was gathered by means of a combination of methods, utilizing letters with mail-back forms, telephone calls, personal interviews, informational brochures, and existing directories. Some of the previously-compiled resource guides which we consulted to identify appropriate agencies may be of interest to others:

53 Careers in Health, Urban League of Pittsburgh/Allegheny County
Medical Society Auxiliary

A Directory of United Way Services, United Way of Allegheny County

Getting It Together Through Private Trade and Technical Schools,
Urban League of Pittsburgh

Guide to Human Services, Bell of Pennsylvania

The Handy Helper: A Guide to Services for Senior Citizens, Turtle
Creek Valley MH-MR, Inc.

Indochinese Adjustment Services Manual and Directory, DHEW, Region III

McKeesport Guidebook, Womansplace

Pennsylvania Education Directory, Applied Arts Publishers

Pennsylvania Public Libraries Directory, State Library of Pennsylvania,
Pennsylvania Department of Education

People to People, Twin Rivers Council of Governments and Community
College of Allegheny County, South Campus

Second Careers for Homemakers, Job Advisory Service

To Serve the Public: A Guide to Pittsburgh's Government, Mayor's
Service Center

Social Action Directory, Thomas Merton Center

Turtle Creek Valley Human Services Directory, Turtle Creek Valley
MH-MR, Inc.

Where To Turn: A Directory of Health, Welfare, and Community Services
in Allegheny County, Information and Volunteer Services of Allegheny
County

Since a large volume of up-to-date information had to be gathered in less than one year's time without the aid of computers, it was necessary to devise a system that would allow us to gather data quickly and accurately. After various attempts, the following sequence--combining several methods--was found to be effective:

- 1) Unless very familiar with an agency, obtain current informational pamphlets and brochures on its services. Fastest methods for securing these were via telephone or mail. Visiting agencies individually to pick up literature had the advantage of allowing for personal contact but was time-consuming and often not worthwhile at this point unless a specific contact person had already been identified. One valuable yet efficient way of making personal contacts and obtaining printed matter on many organizations at once was attending or participating in expositions, exhibits, and resource days offered by groups of service organizations, businesses, schools, etc., trying to sell their products or services to the public.
- 2) Develop a tentative listing for a specific agency based on its current informational brochure(s). Existing resource guides already mentioned were useful in filling in the gaps, although information was often out-of-date.
- 3) Contact the executive director, public relations director, or casework supervisor--depending upon the type and size of the organization--by phone to elicit his/her help in developing a final listing for the agency. If you have done your homework on the organization, you will find that contact persons are usually eager to promote their agencies and want the information you publish to be correct, but will be more cooperative if their involvement is not time-consuming.

- 4) Complete and update the agency's tentative listing by phone, by meeting together, or by mailing it to your contact person to revise and return--whichever method he/she prefers. Personal meetings were found to be valuable for promoting the project and ABE in general and were preferred by organizations of all sizes anxious to increase their exposure and/or improve their image.
- 5) Mail the contact person a final copy before printing to allow time for updates. Include a cover letter, project flyers, and brochures (see Appendix for samples).

In many cases, of course, it was faster and more practical to simply contact various organizations by mail, asking them to complete and return a form for their agency's listing. Unless correspondence is sent to specific contact persons by name, however, the return tends to be quite low for this method.

The final edition of the ABEL Directory, completed in June, 1981, has the following format:

- + General Introduction
- + Section A.: Adult Basic Education (ABE)--Introduction; map of services; indices of services by zip code and by agency; thirty-eight individual program listings for Allegheny and neighboring counties.
- + Section B.: Adult Secondary Education (GED, etc.)--Introduction; map of services; indices of services by zip code and by agency; forty-seven individual program listings and list of GED Test Centers for Allegheny and neighboring counties.
- + Section C.: English as a Second Language (ESL)--Introduction; map of services; indices of services by zip code and by agency; thirty-five individual program listings for Allegheny and neighboring counties.
- + Section D.: Vocational Training--Introduction; alphabetical index of training programs by 109 different subject areas; alphabetical list of names, addresses, and telephone numbers of 68 private, state-licensed and public schools.
- + Section E.: Support Services--Introduction; index by type of support service; seventy-eight separate agency listings.

Over 150 copies of the ABEL Directory were distributed to organizations which had participated in the Project. Copies are currently available on loan

from:

Advance
Millersville State College
Millersville, PA 17551
(717) 872-3481

If there is sufficient demand in the near future, Allegheny Intermediate Unit may re-print the directory.

G. Training Workshops

Project linkage objective #2 called for training local ABE staffs and representatives from cooperating groups in the use of the ABEL Directory and in making interagency referrals of ABE-eligible adults. Initially, a large-group workshop at the conclusion of the project was planned to fulfill this objective. However, as the project progressed it became evident that staffs of various agencies and programs preferred to attend small-group presentations on ABEL and ABE services geared specifically to their services and clients' special needs. Furthermore, cooperating agencies and staffs were anxious to learn what specific ABE, training, and support services were currently available rather than wait till the end of the school year.

In view of this situation, several small-group workshops were held for ABE and agency representatives throughout the project year. In all, approximately 160 participants from 11 different agencies and programs explored the following topics:

- + General background on Project ABEL and ABE, ESL, GED, training, and support services
- + Specific services available in Allegheny and neighboring counties, using preliminary copies of the ABEL directory
- + Instructional materials in ABE programs (sample copies available for review)
- + Ideas to promote networking and awareness of ABE
- + High-priority support services for ABE students (input from participants elicited)

+ Relevance of ABE services to specific clientele served by participating group (e.g., LD adults, the aged, foreign-born, etc.)

+ Need for future ABE services (input from participants elicited)

Specific topics covered varied somewhat according to participants' particular interests, time constraints, etc. Representatives, staffs, and/or members of the following programs and organizations participated in the small-group workshops:

AIU/RRO Title XX ESL Program
AIU Institutional ABE Program
AIU ABE/ESL Program
Carribean Association of Pittsburgh
Hellenic Cultural Center
Methodist Union of Social Agencies
New Heritage, Inc.
North Hills International Women
Pennsylvania School Public Relations Association
Pittsburgh Board of Education Liaison Counselors
Vintage, Inc.

In addition to the numerous small-group sessions held by the project, training was also accomplished via individual meetings with agency representatives who preferred to subsequently pass along to their staff relevant information on ABE and related services. All 125 recipients of the final ABEL Directory were also offered further guidance and training in its use during the last month of the project if they so desired.

The effectiveness of the project in increasing understanding and awareness of ABE and related services was measured by a mail-back project evaluation form. See section III., EVALUATION, for results.

IV. EVALUATION

The evaluation component of Project ABEL was designed to assist in the planning, implementation, and documentation of project activities. Evaluation services were utilized principally for the purpose of 1) developing all record-keeping and data collection instruments and 2) summarizing project findings in order to provide feedback to project staff. The project evaluator and director worked collaboratively to ensure that all evaluation activities were congruent with project objectives and procedures.

A. Description of Project Documentation: Instruments and Procedures

Evaluation activities initiated in August 1980 with the design of the Linkage Log and the Outreach Log. The chief aim in constructing these forms was to structure them in such a way that information regarding all contacts made by the project could be both easily recorded and retrieved. The following types of information were systematically documented: name of contact (e.g., person or agency), type of contact (phone, personal, or mail), type of information received, and comments.

In addition to these forms, the Client Request Form, described above, was devised to document all calls from individuals requesting information about ABE services in Western Pennsylvania. AIU ABE/ESL departmental staff were instructed to record background data and interest areas from each caller. Copies of these three instruments are provided in the Appendix.

Information from these instruments was tabulated and summarized by the project director on a monthly basis and shared with the project evaluator. For the most part, project staff found these instruments to be easy to maintain and more than adequate for their intended use. Overall, it may be concluded that these forms served as efficient and cost-effective mechanisms

which allowed the project to accomplish its twin objectives of 1) identifying other county agencies and resources and 2) utilizing and expanding existing communication networks.

B. ABEL Needs Assessment (Winter-Spring 1981)

One of the most important objectives set for this project was to document the extent of need for ABE services in Allegheny County and to determine the feasibility of establishing future ABE classes at non-traditional learning sites.

To this end, a Needs Assessment Survey of local organizations in the public and private sectors was developed and conducted during the middle of the project year (for a copy, see Appendix). This Survey was mailed to 81 institutions. Specifically, it was sent to 39 human service agencies, 27 business-related organizations, 3 educational organizations, 9 civic/fraternal groups, and 3 individuals.

Of the 81 mail-outs, the project received 28 completed responses (approximately 35 percent). The distribution of responses by type of organization is presented below:

Table 5 ABEL NEEDS ASSESSMENT: BREAKDOWN OF RESPONDENTS

<u>Type of Organization</u>	<u>Responded</u>		<u>Didn't Respond</u>		<u>Total Sent</u>
Human service organization	14	+	25	=	39
Business, industry, labor	9	+	18	=	27
Educational agency	2	+	1	=	3
Civic/fraternal group	2	+	7	=	9
Other	<u>1</u>	+	<u>2</u>	=	<u>3</u>
	28	+	53	=	81

A list of respondents by name is also included in Table 8.

The first part of the survey was aimed at appraising the extent of the need for Adult Basic Education services. Specifically, respondents were asked to estimate how many of their clients/members/employees might want or need any of the following types of Adult Basic Education classes: 1) Adult Basic Education (ABE), grade levels 1-8; 2) General Educational Development (GED), grade levels 9-12; 3) Standard/General Evening High School (EHS), grade levels 9-12; and 4) English as a Second Language (ESL). Overall, it was found that 21 of the 28 respondent organizations perceived some need for at least one of these types of adult education. Further, the majority -- 16 of the 21 -- noted they felt a need for two or more of these services.

From the responses gathered, it may be inferred that the demand for ESL, GED, and ABE classes is greater than the demand for Standard/General Evening High School Classes. These data are summarized below:

Table 6 EXPRESSED DEMAND FOR ABE SERVICES BY TYPE

<u>Type of Class</u>	<u>Number of Organizations Indicating Need</u>	<u>Approximate Number of Potential Students</u>
ABE	14	250
GED	13	228
EHS	10	92
ESL	15	228

Respondents were also asked to give a brief description of the background characteristics of prospective students. Although answers to this question were varied, they suggest three principal types of potential students: 1) recent refugees from Vietnam, Cuba, and eastern European countries, 2) relatively young high school dropouts, and 3) relatively older, underemployed adults (over 50 years of age) and senior adults.

Additional evidence documenting the need for adult education was gained when respondents were asked to check, from a list of 15 specific indications of possible educational deficits or needs, all those which applied to at least 10 of their clients/members or employees. This list and a tabulation of the respondents' answers are displayed in Table 7.

Table 7

Question: Please check (✓) all of the following which you believe are true of at least 10 of your clients, members, or employees.

<u>Type of Educational Problem or Need</u>	<u>Number of Agencies</u>
Have difficulty solving everyday math problems	15
Speak broken English	13
Have trouble reading and understanding signs, letters, directions, etc.	14
Did not finish high school	19
Have trouble filling out forms, applications, etc.	19
Speak little or no English	6
Need to review algebra and geometry	7
Could benefit from metric education	12
Need to brush up on fractions, decimals, and per cent	15
Do not understand English	11
Did not complete eighth grade	6
Are not native speakers of English	14
Cannot write a business letter	16
Avoid situations involving reading and writing	15
Frequently have difficulty communicating with others	15

As can be seen, many of these categories were checked by more than one-half of the respondents. Among the most frequently mentioned were problems relating to a lack of basic skills, e.g., difficulties with reading, writing, and filling out forms. In addition, confirming results reported earlier, a sizeable number of organizations indicated that their personnel/clients had problems understanding and speaking English. Although these responses cannot depict the full extent and types of educational needs in

the county, they clearly suggest that additional programs and assistance for adults are warranted. Table 8 summarizes Tables 5-7 and indicates the specific type of ABE service that employees/clients of individual responding organizations appear to want or need:

Table 8 ABLE NEEDS ASSESSMENT: SPECIFIC RESPONDENTS & NEEDS

<u>Need for ABE Services*</u>	<u>Type</u>
Allegheny Branch, Carnegie Library of Pittsburgh	ABE, GED
Amalgamated Clothing & Textile Workers Union	ESL
Booth Memorial Home	ABE, GED
Family & Children's Service	ABE, GED/EHS
Federal Reserve Bank	ABE, GED
Gateway School District	ESL
Hellenic Cultural Center	ESL
Matthews International, Inc.	ABE, GED/EHS
Monroeville Department of Recreation & Parks	ESL
Methodist Union of Social Agencies	ABE, GED/EHS
Presbyterian University Hospital	ABE, GED/EHS
Refugee Resettlement Office	GED, ESL
Shadyside Hospital	ESL
State Probation & Parole	ABE, GED
Three Rivers Youth	ESL
Tressler-Lutheran Refugee Services	ABE, GED/EHS, ESL
Turtle Creek Valley MH/MR	ABE, GED/EHS
Union National Bank	ABE, GED/EHS,
Vietnamese Association of Pittsburgh	ABE, GED/EHS, ESL
Vocational Rehabilitation Center	ABE, GED/EHS, ESL
Westinghouse Industry Systems Division	ABE/ESL
YWCA, Carnegie Center	ABE, GED
YWCA, Homewood-Brushton Center	ABE
Vintage, Inc.	ABE, GED, ESL

Little or No Need for ABE Services

Alcoa
 Babcock Contractors, Inc.
 YWCA, North Area Center
 Zoar Home

*Defined as 10 or more adults per category who may want or need ABE services.

The last question on the Survey was aimed at getting information regarding organizations' interest in establishing adult education classes for their clients or employees in the future. Respondents were asked to indi-

cate from a list of 5 activities those which they would like to see implemented or become involved in. Results are displayed below:

<u>Number of organizations indicating that . . .</u>	<u>n</u>
+they would like to pursue future funding directly for free classes for their clients/members/employees	6
+they would like another agency to pursue funding and implement free classes for their clients/members/employees	12
+agencies could contact them to discuss working cooperatively to set up new class sites	9
+they could provide free classroom space	6
+they could provide classroom space at a nominal charge	14

It is also important to note that an overall view of the survey results suggests several geographical areas in Allegheny County which are currently under-served or unserved in terms of free Adult Basic Education services. Specifically, there is a need to establish new class sites or expand existing programs and schedules in the following areas:

Monroeville/Plum
Carnegie/Crafton
Shadyside/East Liberty
Homestead/Munhall
Braddock
North Side

Although results of this Survey must be viewed as suggestive, it is clear that significant numbers of ABE-eligible adults throughout Allegheny County are not being served by existing programs. Moreover, since the groups identified were clients or employees of public or private agencies and businesses, local 306 ABE administrators were encouraged to attempt to link with such organizations in the future in order to better reach the ABE target population. All respondents and 306 ABE administrators received copies of the summary of needs assessment results before 1981-82 proposal submission deadlines to assist in planning future programs.

C. End-of-Year Evaluation

The chief product produced by the project, the ABEL Directory, was distributed to approximately 150 organizations in June 1981. In order to assess the quality and usefulness of the Directory, an evaluation questionnaire was included with all copies delivered. Recipients were requested to complete this questionnaire at their earliest convenience.

By the end of July 1981, 57 recipients of the Directory had returned completed questionnaires. The distribution of responses to each survey are displayed in the table on the following page.

Evaluation Questionnaire

Summary of Results

1. In your judgment, how well organized is the information contained in the Adult Basic Education Linkage Directory?

Very Well Organized = 50	Fairly Well Organized = 7	Not Well Organized = 0
-----------------------------	------------------------------	---------------------------

2. Please rate the usefulness of the information contained in the Adult Basic Education Linkage Directory.

Very Useful = 45	Somewhat Useful = 11	Not Useful At All = 0
------------------	----------------------	-----------------------

3. Do you think you (or your agency) will consult the Directory in the next year?

Yes = 54	No = 1	Maybe = 1
----------	--------	-----------

4. Would it be helpful for you to receive periodic updates to the Directory?

Yes = 51	No = 4	Maybe = 1
----------	--------	-----------

5. Please rate the overall format and design of the Adult Basic Education Linkage Directory.

Excellent = 32	Good = 23	Fair = 1	Poor = 0
----------------	-----------	----------	----------

6. Please indicate whether or not, as a result of your contact with Project ABEL, your familiarity with each of the following types of services has increased.

	<u>YES</u>	<u>NO</u>
a) Adult Basic Education (ABE)	45	6
b) Adult Secondary Education (GED, etc.)	42	9
c) English as a Second Language (ESL)	46	4
d) Vocational Training	43	8
e) Support Services	42	10

7. To your knowledge, how effective has Project ABEL been in fostering awareness of local ABE/ESL/GED programs?

Very Effective = 19	Somewhat Effective = 18	Not Effective = 0	Don't Know = 10
---------------------	-------------------------	-------------------	-----------------

8. Does your organization offer any ABE/ESL/GED classes?

Yes = 33	No = 24
----------	---------

If yes, has Project ABEL had any positive impact on the enrollment in your classes?

Yes = 9	No = 6	Don't Know = 17
---------	--------	-----------------

Type of organization you represent:

23 = Human Service	5 = Community Group
24 = Educational	8 = Other
2 = Business/Labor	

As can be seen, responses to this questionnaire were exceptionally positive. The vast majority of respondents gave the Directory high ratings on virtually all dimensions. For example, over 80 percent of the individuals who answered indicated that they felt the Directory was "very well organized" and "very useful." Further, nearly all the respondents indicated that they would consult the Directory in the next year and that periodic updates would be helpful.

Perhaps most important is the finding that approximately four-fifths of this sample noted that their familiarity with ABE, GED, and ESL programs had increased because of Project ABEL. Relatedly, a sizeable number indicated that the project had been either "somewhat" or "very" effective in fostering awareness of local programs. Considering the short time span of the project, its limited resources, and multiple goals, these results are highly encouraging.

Additional comments that were made about the Directory are also worthy of review. Representative comments are excerpted below.

Selected 'Additional Comments' About the ABEL Directory

- "This Directory should have been available two years ago."
 - "Should be published on a regular basis." "Really great to have this information."
 - "Directory is well-organized, and easy to follow. Want updates."
 - "Useful, informative, and systematic." "Design is excellent and well-organized."
 - "Consolidates much information." "Invaluable reference."
 - "Excellent introductory information for each section."
 - "One of the most comprehensive and best."
-

Some of the respondents provided additional suggestions for improving the Directory. One respondent indicated that an alphabetical index would have been helpful. Another respondent suggested that descriptions on the history of these programs would have been informative. A few individuals indicated that the scope of the Directory should be expanded -- for example, by listing services in neighboring counties.

It is, of course, impossible to generalize the strong endorsement the Directory received from this sample to the entire population of recipients. That is, it is conceivable that only those individuals who felt most positively about the Directory chose to respond to the evaluation questionnaire. However, such a conclusion seems unlikely: there did not appear to be any systematic differences between the sample of respondents and the larger population.

Overall, it seems safe to infer that the Directory produced by the project more than satisfactorily accomplished its objectives. It is apparent that the Directory was not only well-received, but that it was evaluated as offering a much needed compilation of information about local adult education programs.

A P P E N D I X

ABEL Phone/In-Person Contacts

Abraxas
ACCESS Transportation Service, Inc.
ACTION-Housing, Inc.
Action Industries
Adult Literacy Project
Alcoa
Allegheny Academy
Allegheny County Adult Services/AAA
Allegheny County Bar Association, Inc.
Allegheny County Department of Planning
Allegheny County Department of Veterans' Affairs
Allegheny County Division of Federal Programs (CETA)
Allegheny County Head Start
Allegheny County Health Department
Allegheny County Labor Council
Allegheny County Literacy Council
Allegheny County MH/MR
Allegheny Ludlum Industries
Allegheny Presbyterian Community House
Allegheny O.I.C.
Allegheny Women's Center
Alliance for the Development of Cooperatives
Alpha Associates
Alpha House
Alternative Education Program
The Alternative, Inc.
Amalgamated Clothing & Textile Workers Union
American Red Cross
American Standard, Inc.
American Textile
Anker Mining & Development Co., Inc.
ARIN Adult Learning Center
Atlantic Richfield Co.
Babcock Contractors
Bacharach
Bell Telephone Co.
Better Business Bureau
Bidwell Cultural & Training Center
Blaw-Nox
Booth Memorial Home
Bureau of Employment Security
Burns Heights Tenants Council
Butler A.C.L.D.
Butler Midway Co-Op
Carnegie Library of Pittsburgh
Carnegie-Mellon Child Care Center
Caribbean Association of Pittsburgh
CETA Information Systems
Chatham College
Children & Youth Services
City of Pittsburgh CETA
Clairton City School District
Commissioner's Service Center
Community College of Allegheny County
Community Release Agency, Inc. (CRA)
Coraopolis Community Service Center
Council of Three Rivers American Indian Center

Representative Ron Cowell
Cranberry Township Recreation Department
Dixmont State Hospital
Duff's Business Institute
Duquesne City School District
Duquesne University
East End Co-Op
East Suburban Health Center
Educational Programs
Estudiantes Venezolanos
Family & Children's Service
Family Planning Council of Western PA
Farrell Area School District
Federal Reserve Bank
First Baptist Church
FM-97 Radio
Gateway School District
Goodwill Industries of Pittsburgh
Greater Pittsburgh Literacy Council
Hartman Laboratories
Health Education Center
Hellenic Cultural Center
Highland Hills Apartments
Highlands School District
Hill House Association
Hillman Library
Holy Trinity Greek Orthodox Church
Horizon Center
Housing Opportunities, Inc.
HRDI/AFL-CIO
Husser Powell Family Services
Indochinese ESL Program
Information & Volunteer Services of Allegheny County
International Students, Inc./PRISM
I.U. #1
Iron Workers Local Union 3
Jewish Community Center
Jewish Family & Children's Service
Job Advisory Service
Job Developers Coalition of Western PA
Junior League Shop
KDKA Call for Action
Kopp Glass Company
Language Services
LaRoche College
The Learning Center
Learning & Evaluation Center
Louise Child Care
Lutheran Service Society of Western Pa.
Magee-Women's Hospital
Matthews International Corp.
Mayor's Service Center
McKeesport School District
Mercer County AVTS
Mercy Hospital

Methodist Union of Social Agencies (MUSA)
Midwestern I.U. #4
Monroeville Department of Recreation & Parks
Monroeville Public Library
Mt. Lebanon School District
National Council of Jewish Women
Department of the Navy
New Heritage, Inc.
North Country Food Co-Op
North Hills School District
Northern Area Multi-Service Center of Allegheny County
Nursing Home Training Institute
O.A.R./Allegheny
Penn Hills School District
Pennsylvania Board of Probation & Parole
Pennsylvania Department of Public Welfare
Pennsylvania Educational Information Centers (EIC)
Pennsylvania Migrant Education Program
Pennsylvania Private Providers Project
Pennsylvania School Public Relations Association (PNSPRA)
The Pennsylvania State University
Pitt Women's Center
Pittsburgh Academic Services, Inc.
Pittsburgh Board of Public Education
Pittsburgh Council for International Visitors (PCIV)
Pittsburgh Free Clinic
Pittsburgh Head Start Program
Pittsburgh Job Corps Center
Pittsburgh O.I.C.
Pittsburgh Organization for Childbirth Education
Pittsburgh Speech, Hearing, and Deaf Services
Point Park College
Presbyterian University Hospital
Pressley Ridge School
The Program for Female Offenders
Project PLAN
Quest & Invest Careers, Inc.
Recruitment & Training Program (R-T-P), Inc., (Career Search
Refugee Resettlement Office
Riverview Children's Center
Riverview Community Action Corp.
St. Vincent DePaul
St. Vincent's College
Salvation Army
Semple Street Food Co-Op
Seton Hill College
Shady Avenue Child Care Center
Shadyside Hospital
Slippery Rock Park Commission
Social Security Administration
South Community Counseling & Tutorial Service
South Park School District
SPARX
SPECTRUM
State Correctional Institution at Pittsburgh
Steel Valley School District

Swissvale School District
Thomas Merton Peace Center
Three Rivers Youth
Transemantics, Inc.
Transitional Services, Inc.
Travelers Aid Society of Pittsburgh
Treedale Farms, Inc.
Tri-County Community Education Agency
Tutorial Learning Center
Twin Rivers Council of Governments
United Presbyterian Community House
United Steel Workers International
U.S. Immigration & Naturalization Service
Union National Bank
University of Pittsburgh
Urban League of Pittsburgh, Inc.
Urban Youth Action, Inc.
Vet Center
Vintage, Inc.
Vocational Rehabilitation Center (VRC) of Allegheny County
WDUQ-FM Radio
Western Psychiatric Institute Literacy Tutoring Project
Westinghouse
Westmoreland County Literacy Council
Wilksburg School District
WKTQ Radio
WPIT Radio
Women's Health Services
WRUA Radio
WSHH Radio
YMCA of Pittsburgh
YWCA of Greater Pittsburgh
Zoar Home

FREE CLASSES FOR ADULTS

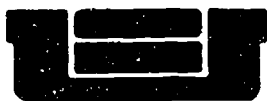
- Learn to speak English
- Learn to do math better
- Day and evening classes
- Volunteer to help others learn
- Learn to read and write better
- Study for a high school diploma
- Many locations in Allegheny County

CALL

323-5837

Project ABEL

**Adult Basic Education Linkage
Allegheny Intermediate Unit**



or

255-1124

Project WE CARE

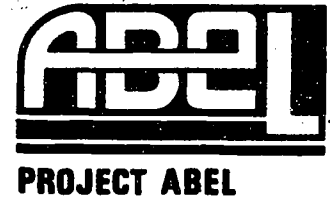
Information & Volunteer Services



310 Adult Education Projects
supported in whole or in part by the
Pennsylvania Department of Education and the U.S. Education Department

PLEASE POST

FREE CLASSES FOR ADULTS



- Learn to read better
- Learn to speak English
- Learn to do math better
- Get a high school diploma

- Day and evening classes
- Many class locations

CALL

323-5837
Project ABEL
Adult Basic Education Linkage
Allegheny Intermediate Unit

The logo for the Allegheny Intermediate Unit consists of a stylized, blocky letter 'A' with a horizontal bar across its middle.

A 310 Adult Education Project
supported in whole or in part by the
Pennsylvania Department of Education and the U.S. Education Department

PLEASE POST

45

For more information, contact:

Janet R. Graham, Director
Adult Basic Education Linkage Project
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212
(412) 323-5837

Allegheny Intermediate Unit



Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212

Dr. Harold E. Oyer, Executive Director
Dr. W. Wayne Brandon, Assoc. Executive Director
Dr. James B. Schmunk, Asst. Executive Director
Dr. Howard H. Kleinmann, Director, ABE & ESL
Janet R. Graham, Director, Project ABEL

A 310 Adult Education Project supported in whole or in part by the Pennsylvania Department of Education and the U.S. Education Department.

**ADULT
BASIC
EDUCATION
LINKAGE**
323 - 5837



ALLEGHENY INTERMEDIATE UNIT

Adult Basic Education Linkage Project
323-5837

CLIENT REQUEST FORM

SERVICE REQUESTED:

- Day program
- Evening program
- ABE (Adult Basic Education)
- ABE/ESL (Adult Basic Education/English as a Second Language)
- GED (high school diploma study)
- Social services
- Other: _____

SEX: M F

NEIGHBORHOOD: _____

NATIVE LANGUAGE: _____

YEAR OF BIRTH: _____

- 16 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 +

HEARD ABOUT PROGRAM:

- Flyer or poster. Where? _____
- Referred by _____
- Word of mouth
- Radio/TV
- Newspaper
- Other: _____

REFERRED TO: _____

SEND PRINTED INFORMATION?

- Yes Sent
- No

(Initials and date)

JRG: jlp, 7/80

ALLEGHENY INTERMEDIATE UNIT



Suite 1300 · Two Allegheny Center · Pittsburgh, PA 15212
(Area Code 412) 323-5775

- ADULT BASIC EDUCATION
- ENGLISH AS A SECOND LANGUAGE

One of the goals of Project ABEL is to assess the need to establish free basic education, high school diploma, and English as a Second Language classes for adults at various locations in the community (e.g., social service agencies, work sites, neighborhood centers). In this regard, we would like to ask you to take a few minutes to complete the enclosed survey.

I am aware that you may not have first-hand knowledge of individuals' needs and interests in these areas, particularly since adults are often ashamed to admit that they lack a high school diploma or have difficulty with reading, math, or English. In completing the form, you might draw on the following information:

- + Comments by co-workers, friends, caseworkers, supervisors, etc.
- + On-the-job performance
- + Personnel data (years of education, letters of reference, work history)
- + Writing samples already on file (applications, letters, notes, tests)
- + Effectiveness of communication with others

Since this is a preliminary survey, please be liberal in your estimates. If actual program implementation is discussed in the future, more detailed screening of prospective students will take place.

Please complete and return the survey by January 30, 1981 in the enclosed envelope. Survey results will be summarized and disseminated to agencies in Allegheny County interested in providing adult classes at no cost to cooperating organizations or students. As a respondent, you will also receive a copy of the results.

If you have any questions about the survey or Project ABEL, feel free to give me a call. Thank you for your cooperation.

Sincerely,

Janet R. Graham, Director
Adult Basic Education Linkage Project
323-5837

JRG:js
Enclosures

SERVING THE SCHOOLS OF ALLEGHENY COUNTY

ADULT BASIC EDUCATION NEEDS ASSESSMENT SURVEY

1. For each category below, estimate how many of your clients/members/employees might want or need free adult education classes (classes can be part- or full-time, day or evening):

Type of Class

Prospective
Students

ABE (Adult Basic Education) - Basic reading and math instruction for adults, emphasizing everyday tasks like balancing a checkbook and filling out a job application.

GED (General Educational Development) - Instruction in high school level reading, writing, math, social studies, and sciences leading to a high school equivalency diploma.

Standard/General Evening High School - Individual high school credit courses for part-time or remedial study to earn a regular diploma.

ESL (English as a Second Language) - English language instruction for foreign-speaking adults including speaking, understanding, pronunciation, reading, and writing.

2. Please give a brief description of the prospective students mentioned in #1 with regard to their educational background, age, employment situation, native language, etc.:

3. Please check (✓) all of the following which you believe are true of at least 10 of your clients, members, or employees:

- ____ Have difficulty solving everyday math problems
____ Speak broken English
____ Have trouble reading and understanding signs, letters, directions, etc.
____ Did not finish high school
____ Have trouble filling out forms, applications, etc.
____ Speak little or no English
____ Need to review algebra and geometry
____ Could benefit from metric education
____ Need to brush up on fractions, decimals, and per cent
____ Do not understand English
____ Did not complete eighth grade
____ Are not native speakers of English
____ Cannot write a business letter
____ Avoid situations involving reading and writing
____ Frequently have difficulty communicating with others

4. Check all that apply:

- ____ We would like to pursue future funding directly for free classes for our clients/members/employees.
____ We would like another agency to pursue funding and implement free classes for our clients/members/employees.
____ Agencies may contact us to discuss working cooperatively to set up new class sites
____ We could provide free classroom space.
____ We could provide classroom space at a nominal charge.

I hereby authorize Project ABEL to include this information in a summary to be disseminated to participating organizations in Allegheny County.

Signature, Title, and Date

Organization

Project ABEL
ALLEGHENY INTERMEDIATE UNIT
Evaluation Questionnaire

1. In your judgment, how well organized is the information contained in the Adult Basic Education Linkage Directory?

Very Well
Organized ()

Fairly Well
Organized ()

Not Well
Organized ()

2. Please rate the usefulness of the information contained in the Adult Basic Education Linkage Directory.

Very
Useful ()

Somewhat
Useful ()

Not Useful
At All ()

3. Do you think you (or your agency) will consult the Directory in the next year?

Yes ()

No ()

4. Would it be helpful for you to receive periodic updates to the Directory?

Yes ()

No ()

5. Please rate the overall format and design of the Adult Basic Education Linkage Directory.

Excellent ()

Good ()

Fair ()

Poor ()

6. Any comments or suggestions for the Directory you wish to share with us would be most appreciated.

