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ABSTRACT

This instructional module is intended to train adult educators in integrating competency-based education (CBE) and state-of-the-art instructional technology in their adult basic education (ABE) classrooms. It is divided into seven instructional units. The following topics are covered in the individual units: the tenets of CBE and its role in ABE, the Adult Performance Level project, the statewide competency-based high school diploma program in Texas, the Comprehensive Competencies Program (CCP), the Principles of Alphabet Literacy System (PALS), a model adult CBE program using state-of-the-art technology, and the future of ABE as it relates to CBE. Each unit contains a list of objectives, instructional text, and review questions. Appendixes include a pilot questionnaire on CCP programs in Texas, a listing of CCP centers in Texas, a timetable for CCP and PALS goal accomplishments, and an evaluation plan. (MN)

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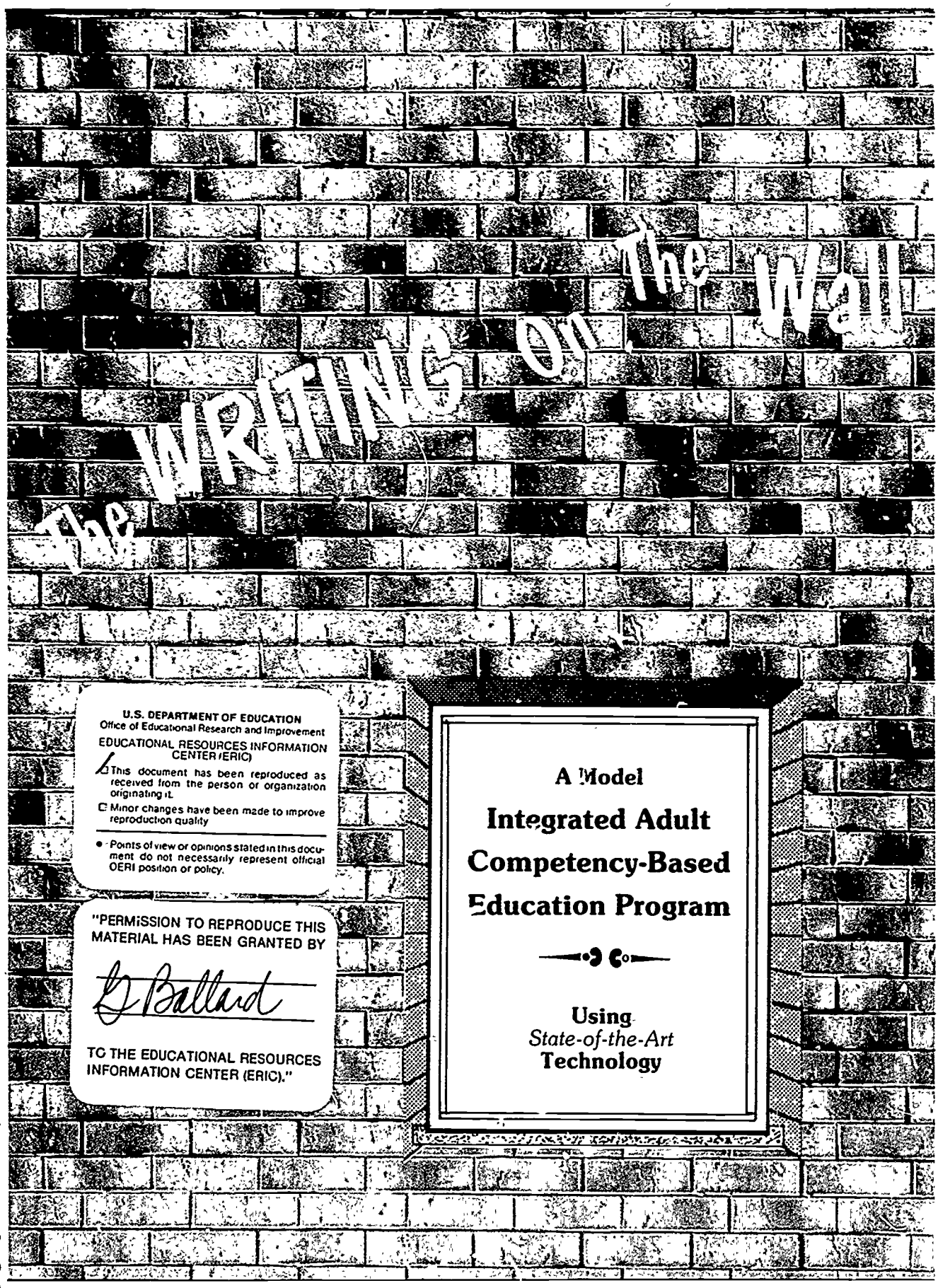

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A Model

Integrated Adult Competency-Based Education Program

Using
State-of-the-Art
Technology

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PREFACE

This book is an outgrowth of a model program for dropout prevention and recovery that was funded as an Adult Basic Education (ABE) 310 Special Project. During the implementation phase of this project, several important issues and concerns regarding ABE's role and future surfaced. In all fairness to other practicing adult educators, we would be remiss if we did not bring these issues and concerns to your attention.

From year to year, we are able to give effectively the number of students we serve in adult education, but of those numbers, how many of our students *actually* have improved basic skills? What type of evaluation data do we have to support our claims? For participating students who do not pass or take the GED tests, how do we measure their accomplishments, if any? How can or do we evaluate the quality of our instruction? These are pertinent questions that we should be able to answer, but few of us can.

The public's demand for a better educational system has placed public education under a great deal of scrutiny and stress. The "Nation at Risk" movement increased concern for and public awareness of high illiteracy and dropout rates in this country. Taxpayers and legislators are voicing strong opinions. Statistics on the number of illiterates in America, ranging from 23 to 27 million, are found repeatedly throughout the literature and are constantly flashed across television screens. In response to these concerns and issues, our nation's capital has made millions of dollars available for model literacy education and dropout prevention and recovery programs. However, the question still remains, "What's working?"

Adult education has been combatting illiteracy for a long time on dwindling resources. However, with the advent of monies for literacy and the demands for accountability, the adult education profession, now, finds that it has a lot of new company. Numerous community-based organizations and programs are providing adult basic skills training. In the midst of this literacy movement, the efforts of adult education programs are also being carefully scrutinized. For example, Cates, et. al (1987) wrote:

> *In Texas, adult education does not hold a high priority. ABE programs tend to be highly traditional in nature in that the learner is expected to fit the existing program structure in spite of the fact that students are a heterogeneous group with different ages, ethnic backgrounds, and learning needs...*
>
> *The majority of adults served by ABE today enroll in basic skills or GED courses in an effort to improve their life situation, but soon discover that the proceeds bear little relation to their individual goals. Attendance is intermittent; dropouts are high; progress is slow; and there is little cohesion between student groups... While the reported ABE dropout rate is high, the actual classes report the number of students and do not report the "turnover" of individuals...*
>
> *Cates (et. al, 1987) presented the case that...*
>
> *If ABE classes are to be effective in remediating functional illiteracy, there must be...replacement of traditional approaches which have previously failed many ABE students, with innovative programs, curriculum and support systems designed to meet the needs and motivations of those the system is funded to serve.*

The literacy movement and dropout dilemma have ignited a great deal of clamor regarding the role of education. Calls for action are encouraging everyone to search for a formula that works. Two important developments in instruction that have received considerable attention in recent years are competency-based education and educational technology. The Texas Department of Commerce, which was sanctioned by House Bill 72 of the Texas 68th Legislature to contract for drop-out prevention programs, placed strong emphasis on model competency-based education in its quest for exemplary programs. The Texas Council on Vocational Education (Lack, 1988) recently identified non-traditional computer-driven learning programs as one solution to the illiteracy problem. Along the same lines, *The 1986-1990 Long-Range Plan of the State Board of Education for Texas Public School Education* (1987; pp 59-64) proposed the rapid application of new and proven technologies which would "improve student performance, strengthen the curriculum, and achieve educational goals." This recent attention, however, is not new to adult education. The 1975 APL study on functional illiteracy in Texas prompted the development of a Competency-Based High School Diploma Program (CBHSD) in Adult Education as an alternative diploma. Current operational trends in Adult Education, however, support our position that the CBHSD program has never received the type of consideration it deserves from local school officials and many adult education co-op directors. According to Cates, et. al (1987), this program, "adopted for ABE basic skills and functional literacy programs...for a short time, enjoyed exemplary results... However, as is generally true of innovative adult education approaches in Texas, the program was soon 'modified' to fit traditional time-based requirements and little change occurred."

The time is long overdue for us, adult educators, to take a serious look at our own efforts in this movement and compare them with the efforts of others who are in the same business. This book is a proposition. We, the authors, are proposing that adult educators in Texas take another look at competency-based education, which is at the forefront of education's repsonse to the demands for quality, equity, and accountability. We are also urging that cost-effective applications of new and proven technologies be translated into use for adult basic education.

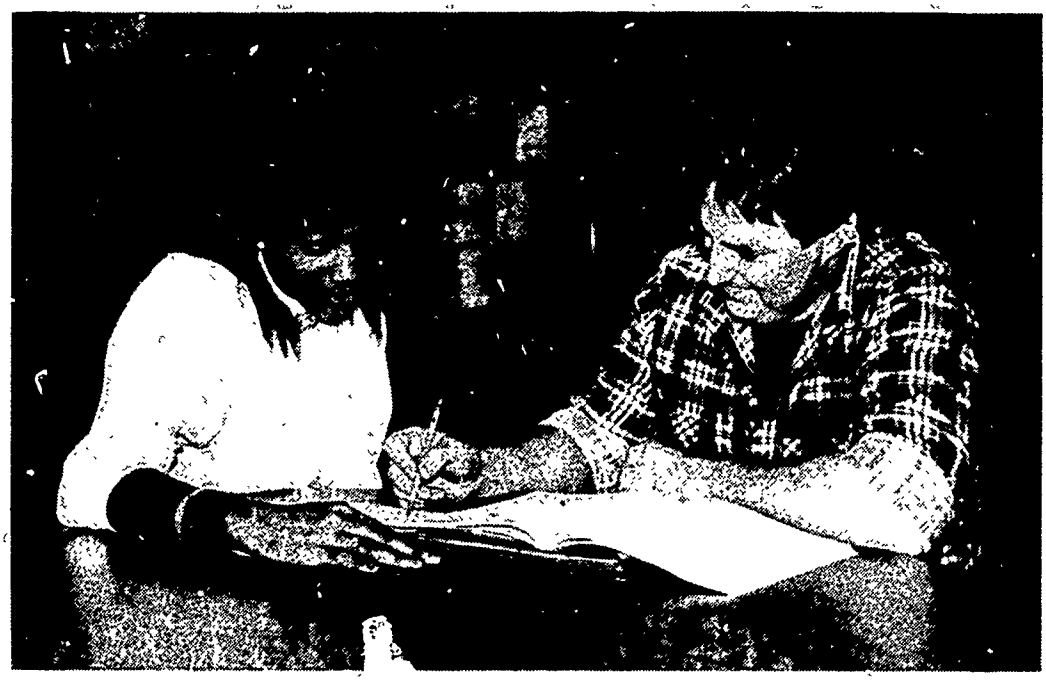
The literature is replete with research-based information that supports the effectiveness of competency-based education and specific state-of-the-art technology. Many researchers claim that a competency-based/high tech instructional delivery system coupled with effective teacher intervention can provide instruction at its highest level of *quality;* provide *equity* for all students; and provide *accountability* for measurable and demonstrable results. According to the State Board of Education, quality, equity, and accountability are three major components that must characterize the "Mission of Public Education in Texas" (Long Range Plan, 1987). It is our contention that these same components should also be emphasized by the State Plan of Adult Education in Texas.

THE WRITING IS ON THE WALL. If we, adult educators, do not wake up, where will we be tomorrow? This guide is intended to help ABE teachers re-evaluate their programs, set standards, and give more attention to learning than to numbers. If our students are learning, then the numbers will take care of themselves, and we, the educators can, in turn, settle back and enjoy the rewards of good teaching. In this document, we have made every attempt to show you how we feel this can be done. For your consideration, we will introduce a model integrated adult competency-based education program using state-of-the-art technology.

We believe that the goal of any good instructional program should be that of improving students' learning and being able to prove it, and that is the central theme of this book.

CHAPTER I

Introduction



Objectives

At the end of this unit you will be able to:

_____ 1. Define competency-based education.

_____ 2. State the purpose of "personalized education plans."

_____ 3. Cite six reasons competency-based education is suited to adult education.

_____ 4. Identify ten important ingredients of an effective competency-based education program.

INTRODUCTION

The year 2000 promises major changes. Many important demographic, economic, social and technological changes will affect our schools, families, and workplaces (Berlin and Sum, 1988). Some economists, such as Pat Coate (1982), predicted that our nation will undergo an "economic and political shock." Thus, our nation will be burdened with a workforce that is unable to meet the demands of the workplace (NAB, 1986). To respond to this challenge, it is essential that adult education develop strategies for today and solutions for the future. This book was written with that intent. Approaches involving the use of new technology will be explored. The primary focus of this book is competency-based education, technology and the future of adult education, a proposed combination for a promising and productive tomorrow.

Adult education teachers, according to Chene, (1983) view themselves as consultants, facilitators and helpers. Their roles primarily involve helping students become managers of their own learning. Ironically, in spite of this philosophical stance, many adult education teachers still deliver their instruction from a traditional mode in which the teacher is in control of all learning. Consideration must be given to how effective a job our traditional adult education programs historically have been doing. For example, the attrition rate in ABE programs has remained high for several years. The assumption is that a large percentage of ABE students do not fulfill their goals in education, and of course, careful scrutiny needs to be given to the reasons. To understand this problem, we need to examine how well our philosophical framework matches what we are actually *doing*. Phillips (1981) maintained, in so many words, that our actions are dictated by our beliefs. If this is the case, do we really believe that our adult students should be independent learners? Clearly, to enhance existing adult education programs, co-op directors should consider that one way to improve teaching and, in turn, improve the quality of the program is to carefully review non-traditional instructional methods that are in-line with current philosophical beliefs on effective teaching, as advocated by the "State Plan for Adult Education in Texas" (Draft, 1988).

The State Plan for Adult Education in Texas (Draft, 1988) stated that "personalized education plans for adult education students hold the promise of students being able to track their own progress which in turn increases responsibility for their learning." Additionally, the plan recommends the establishment of program performance standards for accountability.

Individualization of instruction, the establishment of performance standards and accountability suggest the employment of behavioral learning principles, which further suggest the concept of competency-based education. By definition, competency-based education is an instructional program in which required performances are identified for the attainment of specific skills (John Elias and Sharon Merriam).

Elias and Merriam maintained that competency-based education is well suited to adult education because it allows for individuality, mastery, flexibility, variety, self-direction and evaluation. Robert Taggert, the founder of CCP, outlined the following research-based components as important ingredients of an effective competency-based education program.

- Individualized. Each learner can work on just what he or she needs at his or her own pace.

- Student Achievement. Instruction is flexibility scheduled to accommodate individual situations, with completion as mastery is achieved.

- Instructional Options. There are different materials and media easily accessible to address a comprehensive array or instructional objectives to accommodate the learner's needs and learning style.

- Self-Directed Learning. Learners are given responsibility, choice and a substantial degree of control, enhancing their feeling of efficacy and their commitment.

- Positive Reinforcement. The organization of instruction into easily-mastered steps, and the frequent mastery tests documenting progress, provided recognition and reinforcement for learning achievements.

- Accountability. There is frequent feedback on the status of each learner so problems can be identified and addressed with accountability for learning efforts and outcomes.

- Maximum Time-On-Task. Applied learning time is maximized since each learner works individually on appropriate materials, with little time lost to group disruption or explanations.

- One-On-One Attention. Teachers and aides have the time and tools to provide one-on-one attention and assistance when needed.

- Supportive Environment. With individualized instruction, attention and accountability, a participant's learning or outside problems can be addressed without disrupting other learners.

- Work and Training Linkages. With flexible scheduling of instruction and the competency-based approach, learning can be more easily linked with work training and education activities.

In Leo M. Bradley's book entitled *Complete Guide to Competency-Based Education* (1987), two major reasons to have competency-based education are given. First, competency-based education (CBE) is "a good method for ensuring the total correlation of curriculum, assessment, instruction, and testing." Secondly, CBE is "a good method for validating the achievement of basic skills."

According to Bradley (1987, pp. 2-4), competencies are derived from the curriculum. Student needs are assessed to determine to what extent or at what level they should begin a particular course of study. The instruction is meaningful to both the student and the teacher, because the student will only spend time on those competencies s(he) needs in order to effectively complete the required course of study. Administrators are assured of accountability because they know that student performance will be based on a course of study tied very closely to an individualized instructional plan designed to help students acquire needed competencies.

Competency-based education has become one of the most noted developments in the remediation of at-risk youth (Berlin and Sum, 1988). In contrast to traditional programs, which assume that when students completed certain classes and/or programs they are now ready to move on with their lives, the competency-based approach requires students to demonstrate behaviors related to specific skills. In other words, the emphasis is on demonstrated output; that is, what can the student actually do? Individual students can thus be held accountable for having particular competencies, and the teachers can be held accountable for producing able students (Haberman and Stinnett, 1973).

A well-planned competency-based education program incorporates the four processes of curriculum, assessment, instruction, and evaluation (Elias and Merriam). In this book, you will be introduced to two programs that have successfully combined these four processes and have also incorporated technology. Then, we will show you how we took the basic principles of these programs and incorporated them into a model Integrated Adult Competency-Based Program Using State-Of-The Art Technology.

CHAPTER I
REVIEW QUESTIONS

1. Competency-Based Education is defined as

_____

_____

_____

2. Adult education teachers view themselves as

   a. lecturers
   b. consultants
   c. facilitators
   d. counselors
   e. b,c,d
   f. all of the above

3. The six reasons for competency-based education being suited to adult education include

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

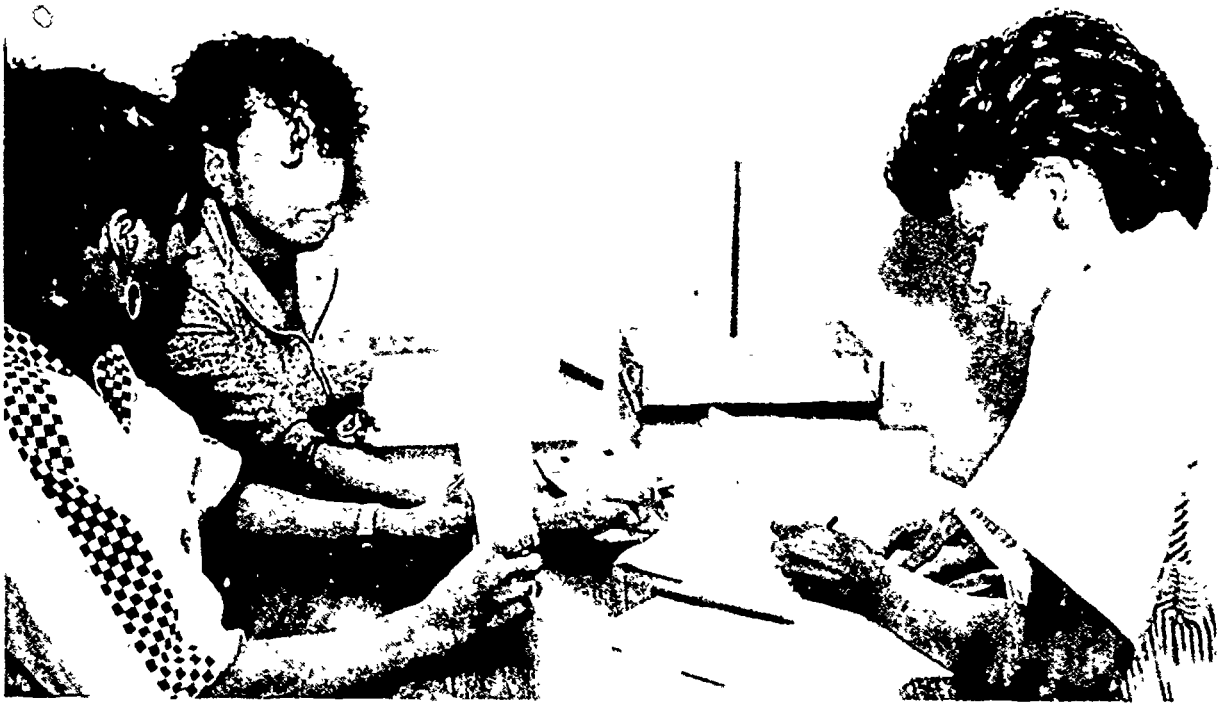
4. True or False The purpose of the personalized education plan is to enable students to increase their responsibility of learning.

5. Circle ten important ingredients to an effective competency-based education program.

(1) individualized	(5) accountability	(9) self-directed learning
(2) student achievement	(6) maximum time-on-task	(10) work and training linkage
(3) one-on-one	(7) testing	(11) supportive environment
(4) dogmatic instruction	(8) instructional options	(12) positive reinforcement

CHAPTER II

Adult Performance Levels



Objectives

At the end of this unit you will be able to:

_____ 1. Identify the APL Project.

_____ 2. List two reasons for a surge in popularity of competency-based education.

_____ 3. Identify the five general knowledge areas of the APL Study.

ADULT PERFORMANCE LEVELS

The concept of competency-based instruction in adult education (CBAE) is not new or original. In 1971, the University of Texas at Austin under the commission of the United States Office of Education researched and developed a model competency-based program called the Adult Performance Level (APL) Project. The purpose of the study was to redefine adult literacy in terms of the life coping skills necessary for persons to function effectively within contemporary U.S. society, and to develop instruments which could measure functional literacy levels (adult performance levels) of the adult population of the United States. (Cates, 1987)

The APL project has served as the impetus of competency-based instruction in adult education. On a matrix, it combined in a two dimensional construct the acquisition of basic skills in the areas of reading, writing, computation and speaking with the acquisition of competencies in five general knowledge areas (consumer economics, occupational knowledge, community resources, health, and government). Technically, the study itself delineates competencies at three levels. The first level is the goal statement which is a broad description of the competencies that an individual should have in order to effectively demonstrate basic daily living functions and principles. The second level is related objectives that must be mastered for an adult to be "functionally competent." Finally, the third level is situational tasks that should be performed to demonstrate that an objective has been effectively mastered (Cates, Introduction).

Although the APL project has received national acclaim, many of its procedures have been questioned. Cates and others (1987) suggested that several major flaws in the study, stemming from vast technological and socio cultural changes, "invalidated the assessment results." For example, the study did not take into account the multiplicity of human needs, cultural values, and information technologies in a rapidly changing society. To update the APL project to meet the changing conditions of the Texas population, the Texas Department of Community Affairs funded the University of Texas in 1985 to once again research functional literacy.

The following definition, used by Carman St. John Hunter and David Harmon in *Adult Illiteracy in the United States: A Report to the Ford Foundation,* summarizes the current precepts that are in the revised APL research:

> *The possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job holders, and members of social, religious, or other associations of their choosing. This includes the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives; "The ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their lives."*

Competency-based education in adult education is a concept that is growing in popularity. To achieve the mission of accountability in education, competency-based instruction has been recognized as an effective delivery system for a costly investment. Many states have revamped their high school completion programs to emphasize the mastery of basic requirements rather than the generation of instructional contact hours. In conclusion, adult competency-based education is the manifestation of the behaviorist orientation to

education. It embraces the concepts of setting goals and objectives, demonstrating mastery, measuring pre-determined criteria.

In summary, competency-based adult education (CBAE) is a system in which the framework of study involves the development of basic (academic) skills, and life coping (functional) skills. This framework provides instruction in the academic areas of reading, writing, computation and speaking, while simultaneously developing and/or improving the adult student's general knowledge of consumer economics, health, community resources, government and law, and occupational knowledge. Additionally, special emphasis is placed on the development of problem solving and interpersonal relations skills. Competency-based education for adults experienced its greatest surge in 1984 as a result of public school legislation more popularly referred to as HB 72. Immediate concerns for educators in adult basic education were that the drop-out rate in public schools would rise drastically and that a more intense need for alternative diploma programs would result.

CHAPTER II
REVIEW QUESTIONS

1. Which of the following is an example of competency-based adult education?
   (a) traditional high school history lecture class
   (b) individualized special education classroom

2. Two reasons that competency-based education became so popular in 1984 were
   (a) _____
   (b) _____

3. Which of the following is not one of the five general knowledge areas of the APL study?
   (a) health
   (b) occupational knowledge
   (c) consumer economics
   (d) marriage and family
   (e) community resources
   (f) child care
   (g) government and law

CHAPTER III

A State-Wide Competency-Based High School Diploma Program

Objectives

At the end of this unit you will be able to:

_____ 1. Explain the history of the CBHSD program in Texas.

_____ 2. Identify two plans used in CBHSD programs.

_____ 3. Cite reasons for changes in CBHSD.

_____ 4. List six criteria for all CBHSD programs.

A STATE-WIDE COMPETENCY-BASED DIPLOMA PROGRAM IN TEXAS

One of the first attempts to implement a totally competency-based approach occurred in Texas in 1975 with the development of a Competency-Based High School Diploma (CBHSD). This state-wide diploma program was designed for adults who desired a high school diploma and who were capable of performing under given minimum standards. In its original form, a person 17 years of age or older with a minimum reading level of ninth grade could complete these life skills (basic functional competencies necessary for survival), and therefore, be awarded a diploma based on mastery of these competencies.

Using the 42 competencies which the APL project compiled, two primary means of obtaining diplomas were utilized by various adult education programs and school districts across the state. One, the original plan, included completion of 42 Life Skill Activities correlated with the APL project and demonstration of a ninth grade reading level through the use of a measuring device (such as the TABE-Test of Adult Basic Education). The other plan, the modified plan, included the use of the Carnegie Unit with a minimum number of Carnegie Units (18) being required before issuance of a diploma. These units could be obtained from high school transcripts (provided they could be properly assessed), GED scores converted to Carnegie Units for basic subjects, completion of life skill activities, and mastery of five CAMS (Contents Area Measures) tests which proved proficiency over the 42 life skills mentioned earlier.

From 1975-1984, various school districts across the state used, modified, strengthened, and/or altered the CBHSD plan to fit their individual needs and requirements. As a result, no two cooperative adult education programs in the state had the same requirements in order to receive a diploma. Hence, the need for some modification and revision became necessary so that the CBHSD could become, not a replacement for, but a bona fide alternative to achieving high school credentials.

In 1984, with the onslaught of education reform thru Chapter 75 and HB 72, a committee composed of individuals who had active CBHSD programs in Texas, met under the direction of TEA and Austin Community College to modify the CBHSD programs to make it even stronger, more consistent among co-ops, and finally, more recognizable across the state. The result was a CBHSD program that would continue to allow for alterations and revisions necessary for individual school districts but would have the following consistencies:

- Age restricted to 17 and out of class one full year (to prevent students from graduating ahead of their classes)
- Graded transcripts (using a standardized transcript statewide)
- Identification of Diploma Candidates (local option, but with a suggested ninth grade reading level on each basic skill)
- Earned Credits (minimum of 19½ to correlate with state guidelines)
- Use of Life Skills (a required number would be optional but at least one per content area or a minimum of 5)
- Level 3 on all CAMS test (this is equivalent to 80% mastery on each test)

- Correlate APL Life Skills to the essential elements (to meet minimum state guidelines)

- Use of an instrument for exit competency

Implementation of a CBHSD system is largely a matter of local school district guidance. The program must, first and foremost, be sold to a local school board in order to have the proper endorsement for the diploma which will be issued. Because of the very nature of the program - one which is competency-based in nature - many local school boards are hesitant to endorse such a program. Once approval has been ascertained, implementation should be very simple.

The components of the Competency-Based High School Diploma vary from program to program across Texas. Fundamental to all programs, however, include the following:

1. Participants must be 17.

2. Participants must acquire the required number of Credits as established by the local school board (minimum of 19).

3. A minimum of 5 Life Skills (one for each of the 5 content areas) must be completed.

4. Graded transcripts must be kept on each participant.

5. An 80% mastery (level 3) must be achieved on all CAMS tests.

6. A standardized instrument must be used for exit competency.

In summary, the demand that educational institutions and agencies be held accountable for their products, the desire to make the educational process more effective and the realization that the GED Certificate does not, in all cases, have the labor market value it should have, created the need for adult education in Texas to continue its efforts to promote a statewide CBHSD program. Evidence of these efforts are revealed in the *Texas Annual Adult Education Performance Report for 1986-87*.

CHAPTER III
REVIEW QUESTIONS

1. List five facts you can recall about the history of CBHSD in Texas.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

2. The use of all 42 life skills is evident in which program?
   a. Original CBHSD program
   b. Modified CBHSD

3. True or False Most of the change in CBHSD can be attributed to HB 72.

4. What are the common criteria for all CBHSD programs?
   (a) _____
   (b) _____
   (c) _____
   (d) _____
   (e) _____
   (f) _____

CHAPTER IV

The Comprehensive Competencies Program (CCP)

Objectives

At the end of this unit you will be able to:

_____ 1. Briefly explain the history of CCP.

_____ 2. Distinguish between components, tiers, strands, and levels.

_____ 3. List ways CCP is totally competency-based.

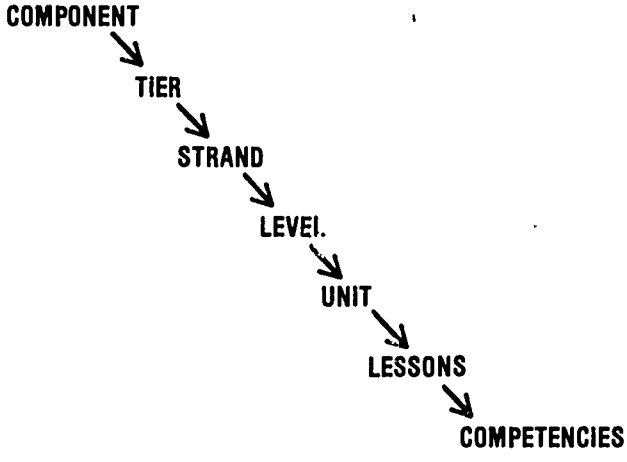
COMPREHENSIVE COMPETENCIES PROGRAM

Another program even more current to the world of adult education and which includes many of the components of the CBHSD program is called CCP (Comprehensive Competencies Program). Founded in 1983 by Dr. Robert Taggert, this program offers a totally computer-driven individualized management system which addresses two primary areas of knowledge: academic (which ranges from basic to college levels) and functional (which is a comprehensive array of objectives [life skills] similar to the APL model mentioned earlier). There is also an ESL component which has recently been provided. The CCP provides a total program including an organizational framework, a variety of instructional tools and technologies, management mechanisms, plus technical assistance and support services.

The CCP program was developed by the Remediation and Training Institute, with assistance from the Ford Foundation, to "integrate and more broadly implement the best educational practices, approaches, and materials for basic skills instruction as well as to promote the sound business principles of accountability efficiency and cost effectiveness." (Taggert, 1987) In 1985, RTI began nationwide implementation and by January 1988, there were 260 CCP sites in 38 states. The United States Basic Skills Investment Corporation (U.S. BASICS), a non-profit organization, was created in 1988 by RTI to disseminate and manage CCP through the U.S. and Canada.

As mentioned earlier, the CCP program has two components: academic and functional. The academic covers math, reading, language skills, social studies, and science (not coincidentally, the five sub groups of the GED); the functional includes the five life skills: occupational knowledge, consumer economics, government and law, health, and community resources. Within each of the two components, there are three tiers (basic, intermediate, and advanced). These three tiers are further subdivided into levels with each representing a grade level of 1-12, then units, and finally lessons.

Another feature is that of the sophisticated numbering system which allows participants in the program quick and easy access to materials, assignments and even tests on the specific study area.



Because the system is totally computerized, recordkeeping is easy, information is easily accessible, and feedback is immediate. Through the use of Plan and Profile Forms, a learner's individualized education plan is recorded and progress is tracked, matching actual time-on-task to amount of work produced. Participant records are used to collect and store information needed by programs to plan and measure program effectiveness. Finally, because students are tested after completing a level, and because the results are provided instantaneously, immediate feedback provides positive reinforcement in competency attainment or ability to spot learning problems encountered by students.

For the person interested in acquiring a CCP

center, a systematic approach has been developed by the Remediation Training Institute. The following steps, it is recommended, usually take from one to four months.

1. Perform an initial inquiry and information exchange. This should include a site visit to a CCP Center.

2. Prepare a CCP Annual Use Plan (also called a Business Plan). This detailed plan included the following:

   -target learner groups and needs
   -learning center capacity and hours of operation
   -capital and operating costs
   -technical assistance services and costs
   -funding levels and sources
   -planning and implementation schedule

3. Execution of the CCP Use Agreement (contract terms and conditions)

4. Ordering and delivery of equipment and materials

5. Participate in staff development at an existing CCP center by qualified CCP staff.

U.S. BASICS has created a model center concept which provides a base with which to compare other centers. This model is designed to serve 40 students and works with one full time and one part time teacher. The center is open 50 hours per week, 200 hours per month and 50 weeks per year, and floor space should fall within a range of 1500 to 1800 square feet. The annual cost for such a center is expected to be $100,000 which, in turn, figures to be about $2.50 per learner (Rutter, 1988).

A summary of results regarding the implementation of CCP centers in Texas for the fourth quarter of 1987 was acquired for an association of CCP users in Texas called Texas BASICS (an affiliate of U.S. BASICS). This report provided information on the results of CCP use by nine Texas BASICS affiliates located in a variety of Texas settings.

A review of the entry characteristics of participants served by these nine CCP users revealed that, typically, Texas users served more disadvantaged students than the typical CCP center nationwide. The following examples were given (Texas BASICS Quarterly Report, March 1988):

- Texas BASICS centers enrolled more minorities than the average center (79 percent versus 50 percent)

- Seven out of ten Texas learners were high school dropouts as compared to five out of ten in the average center nationwide

- Far more Texas BASICS learners were under the age of 19 (46 percent versus 24 percent)

- Virtually all Texas BASICS learners (93 percent) came from poor families; the corresponding national figure was 66 percent); and

- More Texas learners were low readers, that is, read below the seventh grade level at time of entry (48 percent versus 35 percent).

Additional comparisons regarding participants' performance were as follows:

- Most students who left the program (terminees) were assigned intermediate academic competencies (those competencies that fall within a 5th to 8th grade level of functioning). This variable is consistent with the national norm.

- No Texas learners were assigned to basic functional competencies (math and reading at the 0-4 grade levels). Approximately 20 percent of the participants were placed in intermediate Occupational Knowledge compared to the nation's 11 percent.

- The reading gain for Texas learners was .65 in 19 hours of instruction, and the math gain rate was 1.48 in 33 hours of instruction. Compared to the nationwide use of CCP, the reading was slightly lower than the national rate and math was about the same.

- The Positive Termination Rate for Texas learners indicated that a larger percentage returned to high school and/or GED training compared to others across the country (20 percent versus 11 percent), and a fewer percentage was placed in employment and entered post-secondary or vocational education (33 percent versus 48 percent).

One unique aspect of CCP is its computer management system which allows for the presentation of the type of performance evaluation data that was just given. This capability falls within the realm of accountability, a definite component of competency-based performance. According to Berlin and Sum (1988, pp. 47-48) the overall system of CCP ensures both quality of services and impact by combining techniques learned from research in education and the social sciences with the techniques of franchising (replicating and managing multiple sites) that are used in the business world. Also, these authors advocated that CCP learners have shown that those who have failed in other settings can achieve learning gains. The system "effectively balances caring with efficiency by using a pedagogical structure that maximizes the amount of time that teachers can spend with individual students."

In summary, programs like CCP are the epitome of competency-based education and certainly are well-suited to adult education. First, it allows for individual differences in terms of starting and finishing points for instruction (open entry/open exit). Second, a flexible time schedule is available to accommodate each student's need to master specific competencies. Third, learning specific competencies can be completed in a variety of ways, incorporating various learning styles of adults. Fourth, this system emphasizes time-on-task which maximizes the amount of time students spend on tasks by utilizing individualized, self-pace instructional materials that are goal oriented. This process increases individual learning and it facilitates the process of teaching students collectively who are on different levels. Fifth, it integrates all the modes of teaching, including workbooks, computer-assisted instruction, and audio-visual aids. Sixth, because the criterion-referenced evaluation is non-threatening, students can experience a positive learning environment. Seventh, CCP uses computers to automate management, reporting, and test grading (Elias, p. 95 and Berlin and Sum, 1988: pp. 47-48). Finally, CCP is promoted as a cost effective system. In some of its promotional material, it is stated that "low cost per grade gain is reflected by a total cost of just $250 per reading or math grade gain averaged by all CCP learning centers during 1987."

In a very short span of time (approximately three years), CCP has gained unbelievable popularity. This popularity, it is believed, is a part of a current trend to offer educational programs in a non-traditional setting and by the private sector (as opposed to the educational institutions). In Texas, thirty-four PICs (Private Industry Councils) made up of local leaders in business, industry, labor, education and community-based organizations are responsible for planning, developing, and administering these services. Rather than look to local ABE programs for assistance, they are, in some cases, administering the programs themselves. It is also understood that the Texas Private Industry Council has endorsed such programs as CCP as bona fide instructional delivery systems to provide basic skills remediation and job training. This endorsement is apparent in the type of programs funded by local PICs throughout the state.

To further determine the how and the extent to which CCP was used in Texas, a survey questionnaire was sent to all CCP users affiliated with Texas BASICS. The results of the survey are in Appenxix A. A list of all Texas BASIC members is in Appendix B.

CHAPTER IV
REVIEW QUESTIONS

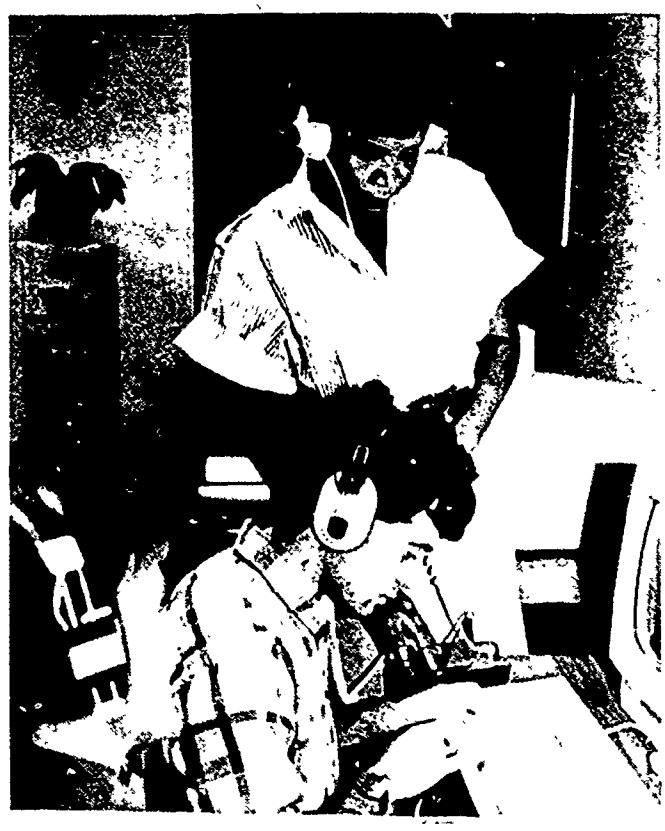
1. How much of the history of CCP can you remember?
   Date it started _____
   Person responsible _____
   Year it gained nationwide implementation _____
   Number of sites in 1988 _____

2. List these in proper numerical order.
   _____ competencies
   _____ component
   _____ strand
   _____ tier
   _____ lesson
   _____ level
   _____ unit

3. List three ways in which CCP is competency-based.
   1. _____
   2. _____
   3. _____

CHAPTER V

Principles of the Alphabet Literacy System (PALS)



Objectives

At the end of this unit you will be able to:

_____ 1. Define PALS.

_____ 2. Cite significant reading gains of PALS participants.

_____ 3. List four ways PALS helps students.

_____ 4. Identify three criteria that distinguish PALS from other reading programs.

PRINCIPLES OF THE ALPHABET LITERACY SYSTEM

Critical to one's ability to excel in any competency-based program is the ability to read and understand the material. National illiteracy percentages are common knowledge. While the United States government will estimate that 20 million Americans are functionally illiterate, private agencies predict that there are as many as 35 million people who are illiterate. Functional illiteracy is commonly defined as the inability to read and write at the fifth grade level. It is assumed that most people who function at or below this level are unable to read a newspaper, complete a job application, or write a simple letter (Martin, 1986). It is apparent that a need exists to improve basic skills, especially reading, while continuing to address the functional component of an adult's education. One such program attempting to provide such a service is the Principle of the Alphabet System (PALS). Developed by Dr. John Henry Martin for IBM, this system is an "effort to bring through advanced technology a synthesis of the past century of research to give teachers the most powerful tool available to improve the literacy of our people." (Martin, 1986) This system is phonetic-based and is considered the "adult version" to Dr. Martin's Writing to Read Program.

PALS is an interactive instructional program that combines advanced technology with more conventional teaching materials. It combines the power of microcomputers with the speed and image-storing capability to teach functionally illiterate adolescents and adults to read, write, and touch type in a 100-hour program which lasts approximately 20 weeks. Upon completion of the program, students can expect to increase their reading levels on an average of 2 grade levels and be able to type 20-25 words per minute. One good side effect is the ability of students to enunciate more clearly. PALS incorporates the use of phonemic spelling and the "principle that students can write anything they can say." (Martin, 1986)

The PALS program is based upon several theories of learning but three criteria set it apart from other reading programs and contribute to its success. First, there is the multi-sensory approach which is employed. Students hear the story; they see the cartoon format; they touch the screen and eventually the keys of the keyboard; and they speak the letters, initially, and later they speak a story into a cassette recorder which later becomes the written word. Also crucial to its success is the use of the latest computer equipment. No one would deny that the computer is the wave of the future, and being provided opportunity to learn how to operate one is a primary attraction; coupled with this is the opportunity of learning to type. This, too, is a big plus for adult students. Third is the writing component. After listening to the six videodisks and working the six work journal discs, students are expected to draw from their own experiences and to tell a story into a cassette recorder. They later transcribe the story onto the word processor using the typing skills they have acquired. Eureka! The "spoken" word becomes the "heard" word becomes the "written" word.

The functional aspect of PALS is provided - along with the improved touch typing skill and the hands-on computer experience - during the third and final phase. At this point, students are expected to complete various job applications; they are required to complete a typewritten resume' which could be used for job hunting; and finally, they are encouraged to read the newspaper, especially the want ads. A typical PALS lab can accommodate up to 16 students an hour, or about 150 students during a 20 week duration. Students work in pairs for mutual reinforcement, to coach one another and to share feedback. IBM highly recommends

that the PALS lab looks like a professional office. Artwork, plants, carpeting are suggested to stimulate an environment that enhances pride and learning. Also, the lab should look surgically clean at all times.

Students enrolled in a PALS program should meet these requirements (Martin, 1986):

- An IQ rating of 75 or above
- A standardized reading score at or below a fifth grade level
- An inability to write a simple sentence
- A lack of hearing or vision impairements, brain damage or other diagnosed physical handicaps that interfere with learning

Jim Dezell of IBM pointed out that PALS is a unique "application of technology to deliver knowledge to a greater number of people in a shorter period of time," and this system is based upon the following principles of learning:

PRINCIPLES OF PALS

PEOPLE LEARN MORE COMPREHENSIVELY WHEN THEY:

1. UNDERSTAND THE LOGIC AND STRUCTURE OF WHAT THEY ARE DOING
2. ARE ENCOURAGED TO THINK IN ORDER TO LEARN
3. INVOLVE ALL OF THEIR SENSES IN LEARNING
4. KEEP TRACK OF THEIR OWN PROGRESS
5. HELP EACH OTHER
6. WRITE AND TYPE

Teacher's Manual p. 3-1

Although PALS is becoming better known in the educational circle, it is still considered very new. It was not unveiled by IBM until September, 1986. However, more and more data is becoming available to support its claims of achievement. One of the first programs to field test PALS was the Cardozo High School in Washington, D.C. in 1983. Twenty-three students were randomly selected from the bottom 10 percent if the student body based on reading skills. After 20 weeks of instruction the students' reading improved an average of three grade levels, according to test results (Emerson, 1987; Martin, 1986).

Another study was one with 23 JTPA Summer Youth with the Volusia County Program. These students participated in a 10 week program in which they attended two hours per day. Some read slightly above the 6th grade prior to PALS class, and all were classified as ninth and tenth graders. The mean gain for this group was 3.0 with the highest gain at 6.9 grade level. The lowest score was a minus .3.

Genesee Intermediate School District in Flint, Michigan, piloted PALS in the fall of 1986. Of the students selected to participate in the program, 21 were in-school youth, 14 were out-of-school youth and 25 were adults. All of in-school youth achieved gains saved for four students. The out-of-school youth had the greatest gain in reading achievement against hours of attendance. The mean hours of attendance for this group was 73.4, and the mean gain was approximately 3 years. Finally, the adults experienced the most dynamic individual gains in reading skills. Interestingly, their hours of attendance were less than the out-of-school, but the average reading gain was 1.75, ranging as high as 4.3 grade levels (T.H.E. Journal, 1987).

Ironically, the results of the Genesee PALS program were consistent with those observed by the PALS program at Northeast Texas Community College, which was funded under this 310 special project to develop and pilot a model comprehensive competency-based program to improve education and employment opportunities for at-risk and out-of-school youth. A cooperative agreement between the college and Pittsburg High School allowed eight students who were considered at-risk to participate in the project. The eight out-of-school youth and adult participants were strategically selected from the local adult basic education program administered by the college.

All eight at-risk students completed the program within an average of 57 instructional hours with an average 1 grade level gain. Only one adult dropped out of the program; however, the out-of-school youth and adults showed the greatest average grade level gain with fewer hours. They had an average gain of 3 grade levels in an average of 43 hours.

We found these results to be astounding, and consequently, took great pain to double check the test results. One assumption made regarding the adults' gains compared to the at-risk was that the adults were already motivated. Bill Deacon who administered the Genesee program suggested at-risk youth "have to experience the pain of failure or rejection before they realize the importance of being able to read. In-school youth too often have not experienced this." Results for the NTCC PALS program are in Appendix C.

In summary, the current test results that have been acquired from the programs mentioned in this document suggest that learning is being achieved. And, we agree with Dr. Martin that such projects as these provide "unequivocal testimony to the course's effectiveness."

Martin best describes the importance of a major literacy training breakthrough when he said: "Literacy may not guarantee freedom, but illiteracy will promote its death." He further declares:

> *Various programs have achieved degrees of success, and the most promising efforts have been conducted on a one-to-one basis. However, there isn't enough money, time, nor volunteers to make*

significant progress if functionally illiterates must be taught one-on-one. The extent of the illiteracy problem, its social and financial impact, and the absence of sufficient power to combat the magnitude of the problem all indicate that a new program is needed which can be delivered in an efficient and cost-effective manner. The Principle of the Alphabet Literacy System is designed to meet these two requirements.

Proponents of PALS advocates that this system can benefit students in the following ways:

- The student has greater control of life.
- The student can learn at own pace.
- The student receives important vocational training.
- The student has an improved self-image.

CHAPTER V
REVIEW QUESTIONS

1. PALS is defined as a _____

_____

_____

2. The three criteria that set PALS apart from other reading programs include which of the following?

   (a) students read 42 books

   (b) PALS is multi-sensory

   (c) writing enhances reading skill

   (d) students never read a word

   (e) the computer technology is the draw that attracts students to the program

3. True or False The studies show that, after 100 hours of instruction, the mean reading gains using PALS is three reading levels.

4. What are the four advantages of learning to read PALS?

   1. _____

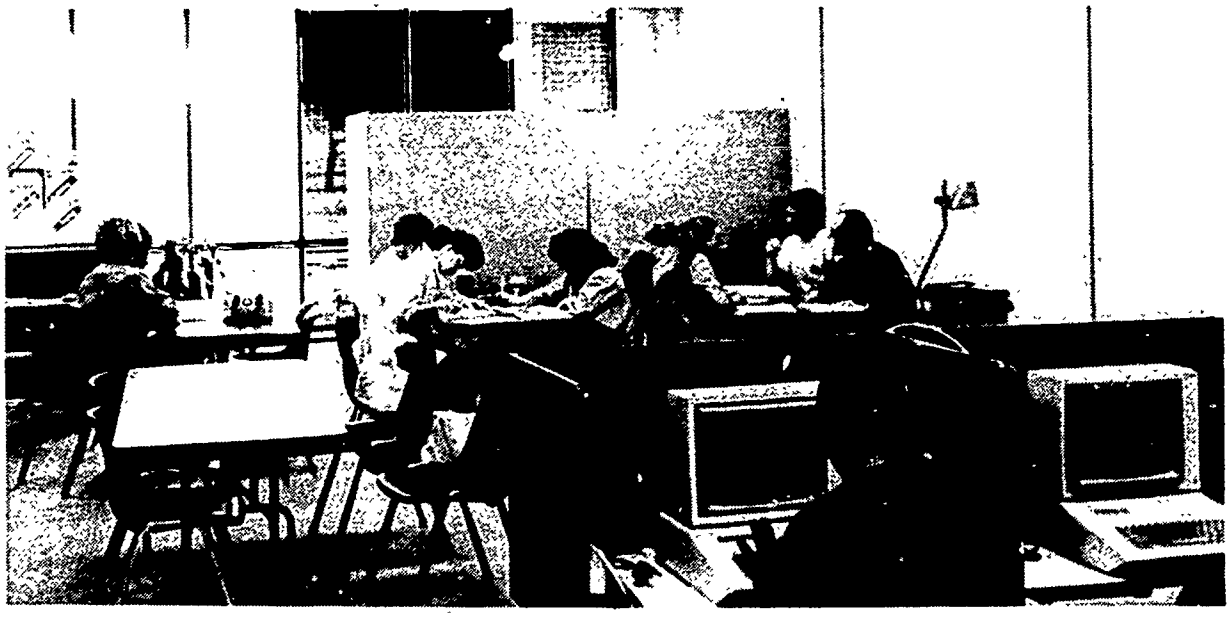
   2. _____

   3. _____

   4. _____

CHAPTER VI

A Model Integrated Adult Competency-Based Education Program Using State-of-the-Art Technology



Objectives

At the end of this unit you will be able to:

_____ 1. Explain the different points of services or instruction a student can receive as he/she moves through a system designed to provide competency-based instruction.

_____ 2. Describe a proposed model competency-based program.

A MODEL INTEGRATED ADULT COMPETENCY-BASED EDUCATION PROGRAM USING STATE-OF-THE-ART TECHNOLOGY

In this chapter, we will attempt to introduce to you, in the simplest possible format, a model integrated adult competency-based education program using state-of-the-art technology. This model is a combination of teaching and learning elements borrowed from the three programs previously introduced (CBHSD, CCP and PALS) and adapted to the needs of adults for whom our adult education programs are funded.

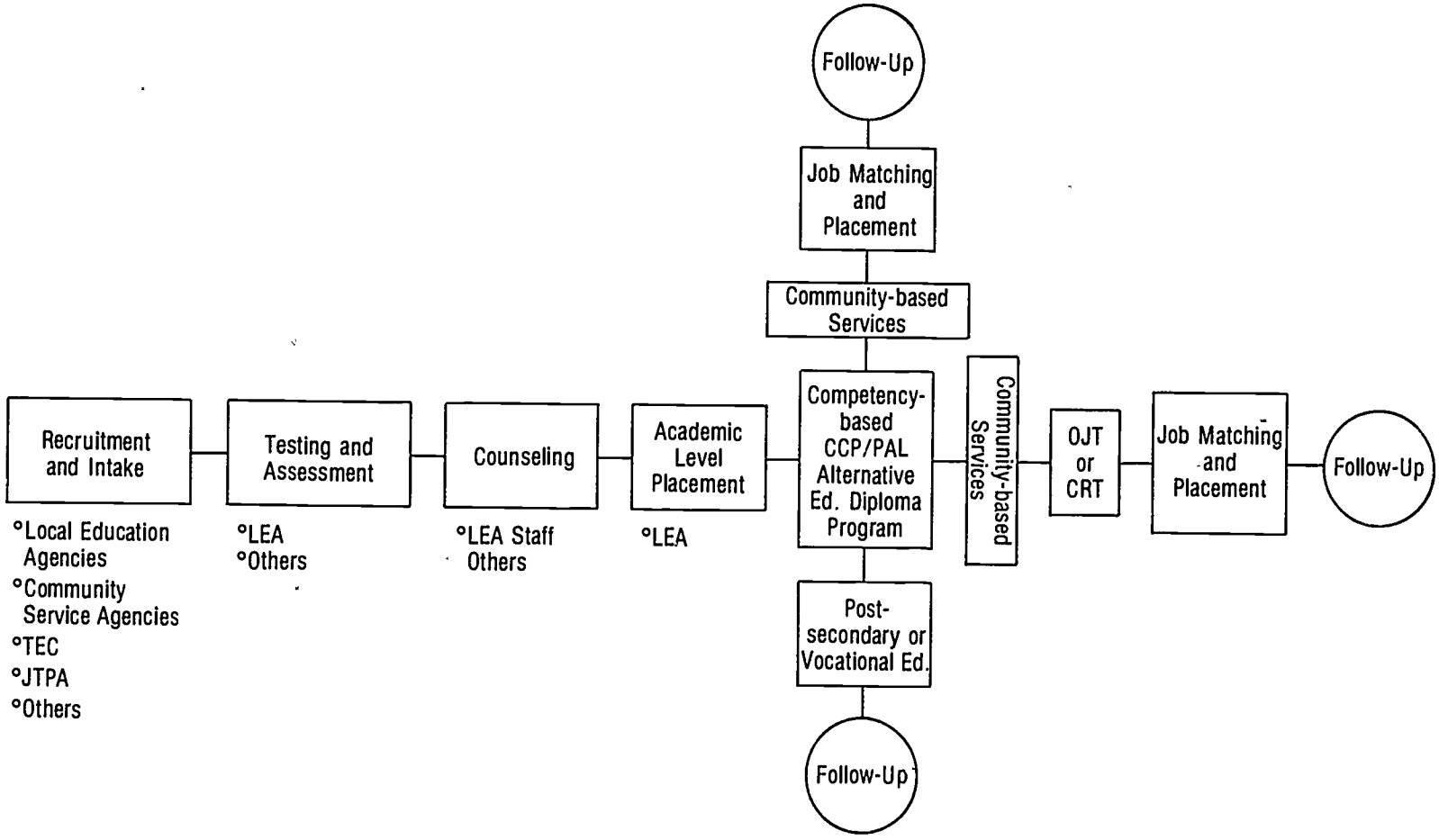
Participant Flow Chart

Using the adult basic education participant flow chart on page 31, one can readily see that intricate planning and successful interagency coordination are critical to its success. Step one is *Recruitment and Intake* which involves the cooperative involvement of various agencies, school districts, and businesses necessary for referral of clients to this program. Once the clients are obtained, extensive *Testing and Assessment* are conducted, a step that is the very crux of competency-based education, Next, *Personal Counseling* of the clients is essential, guiding them to the next step, *Academic Level of Placement. Participation in the Competency-Based CCP/PALS Alternative Education Program,* which is the actual model itself is preparing the student for one of several options open to him/her. These options include *Unsubsidized Employment* by means of *Community Based Services; On-the-Job Training and Employment* by means of *Community Based Services;* or *Entry Into Post-Secondary or Vocational Training.* Again, the need for successful interagency coordination is apparent. Regardless of what direction the successful ABE student chooses, careful *Follow-Up* will be conducted in order to substantiate the validity of the program.

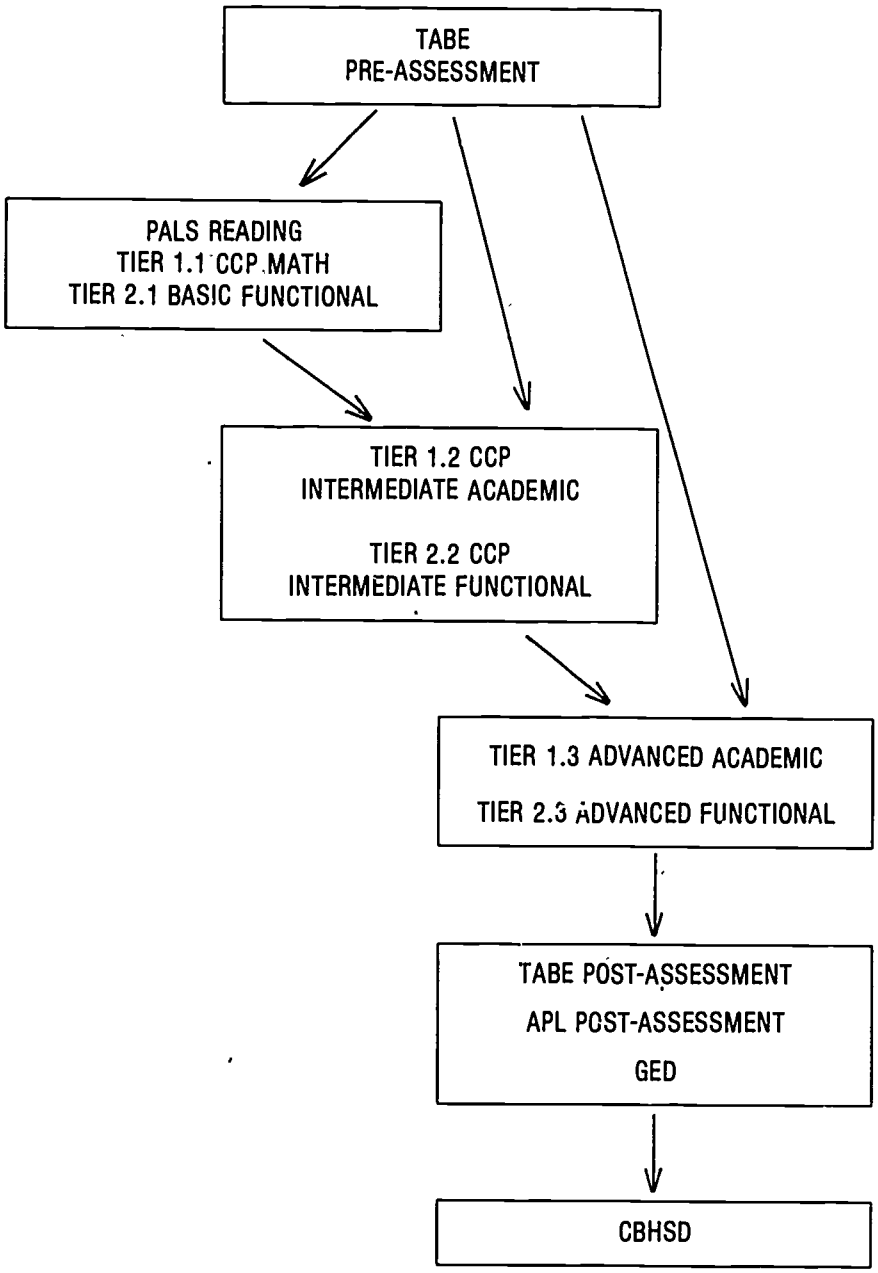
Academic Placement

Once the students are assessed, they are directed to one of three levels in the model based upon the results of the TABE. Students functioning at or below a fifth grade level would be placed in reading and/or math, PALS reading, Tier 1.1 CCP Math and Tier 2.1 Basic Functional Component; students scoring between grades 6 through 8, inclusively, would go to Tier 1.2 CCP Intermediate Academic and Tier 2.2 CCP Intermediate Functional. Students scoring level 9 or above would be placed in Tier 1.3 Advanced Academic and Tier 2.3 Advanced Functional of CCP. Each of these three major phases is sequential; one builds upon the next. Upon satisfactory completion of all three phases, the student is post-assessed using the TABE; additionally, he is expected to take the APL post-assessments essential for the CBHSD program and his GED. The acquisition of the GED certificate would conclude the requirements, and the student would be eligible for a Competency-Based High School Diploma which has been sanctioned by a local school board. A copy of a flow chart is on the next page to illustrate this program.

ABE Participant Flow Chart



An Integrated CCP/PALS Competency-Based Program



Competency-Based Facilities

Both the CCP and PALS programs offer extensive assistance and direction in providing a layout for program administration in a successful fashion. Following are diagrams of both CCP and PALS centers which follow recommended guidelines provided by both programs. It is obvious that both programs are geared toward the competency-based approach with a heavy emphasis placed on individual instruction and de-emphasis placed on the traditional classroom setting.

Program Recommendations

In any undertaking, the old adage "learn by doing" is certainly going to hold true. Even in our limited experience we have already begun a list of items one should and should not do. All of these stem from practical experience which, indeed, continues to be the best teacher!

1. Do plan for at least a year of implementation time regardless of which program you select.

2. Do involve the teachers who will be responsible for the program in the planning and implementation.

3. Do expect some frustration. All systems, when they are first implemented, will have some kinks that need to be worked out.

4. Be realistic; don't view the system as a panacea. The system is only as good as the implementor!

5. Remember the purpose of competency-based education.

6. Do provide for an instructional management system and student tracking system that allows for accountability.

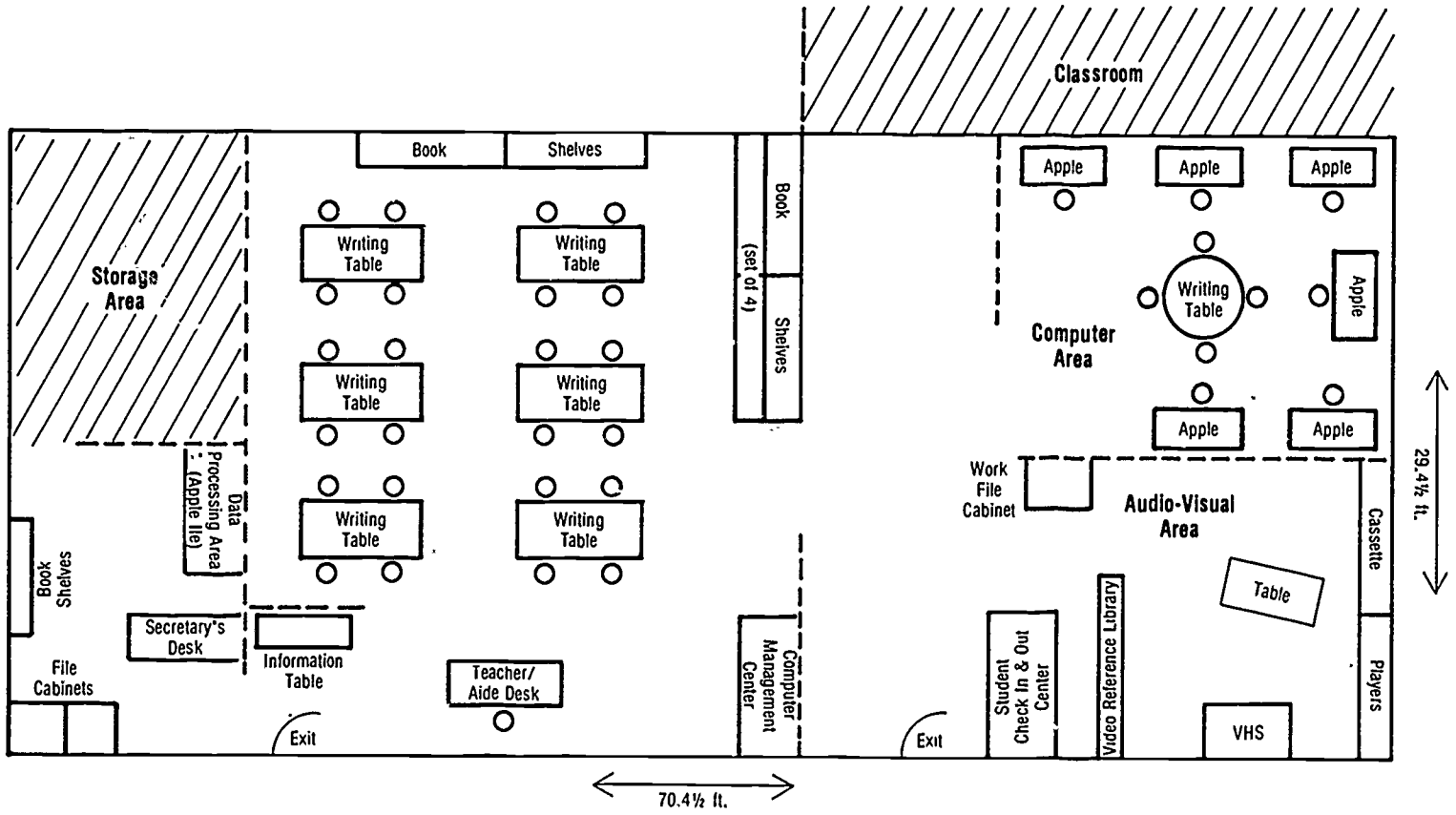
7. Don't expect the system to be appropriate for all settings and/or all students.

8. Do employ persons to work in this system who are patient, adaptable, and able to handle more than one thing at a time.

9. Look for creative alternative ways to finance a program such as this.

10. Ask lots of questions!!!

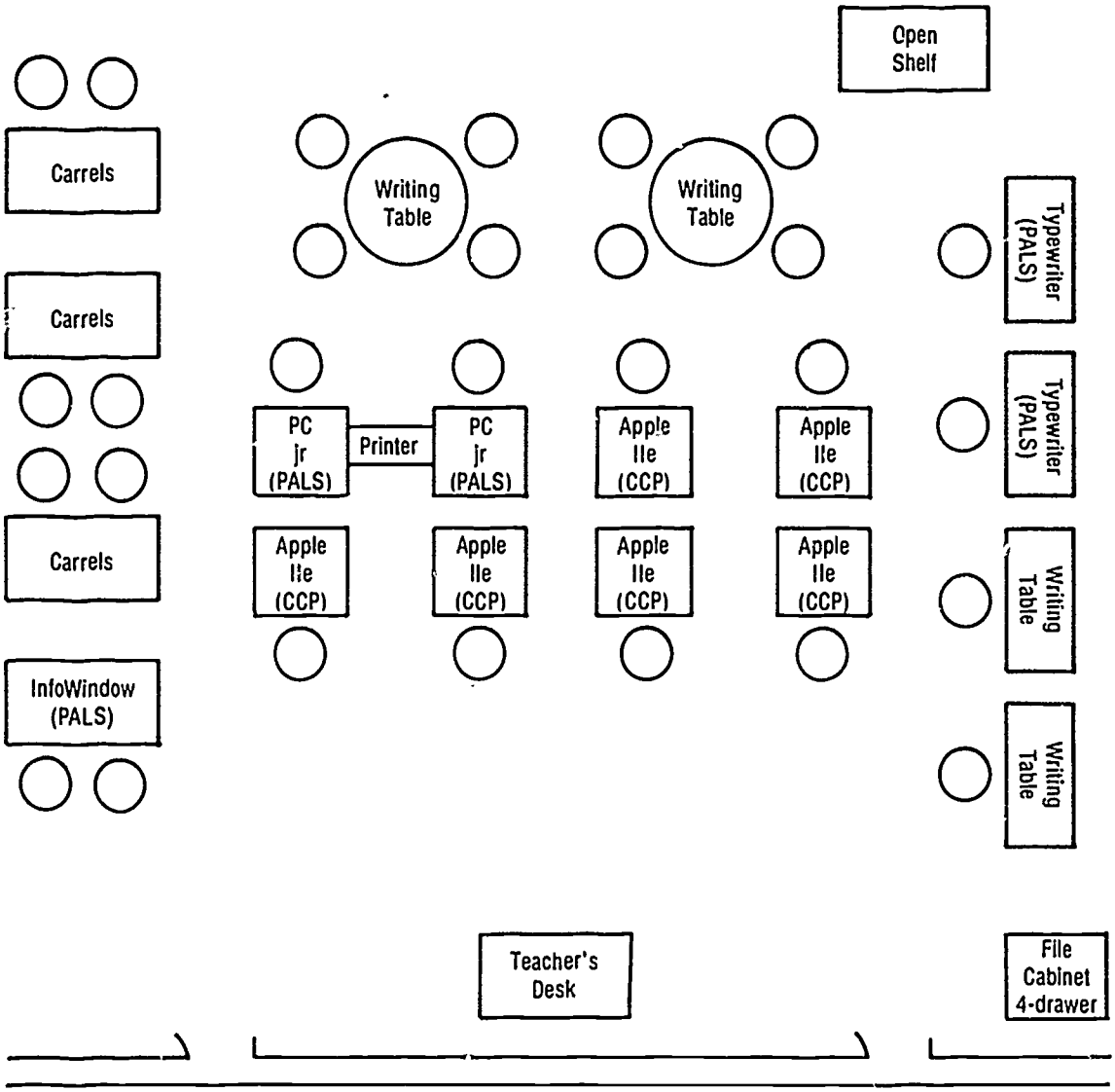
NTCC's CCP Center



Floor Plan

NTCC's PALS
Learning Center Layout

A fully configured learning center will be laid out, in a 20' X 30' room, in the following way:



*An adapted PALS configuration from IBM

Evaluation Plan

Crucial to the success of the program will be effective evaluation procedures as well as constant monitoring of the program by various designees. Appendix D is a Timetable for Goal Accomplishments which provides the objectives essential for implementing such a program, the person/agencies responsible, materials necessary, population to be served, the time frame, and the evaluation strategy.

Both CCP and PALS provide an excellent tracking system (That's the beauty of this program). In addition, a copy of an evaluation plan that was developed by this project to integrate the two systems is in Appendix E.

Program Image

Finally, every successful program needs to sell its worth and promote a positive image to its students as well as to the public. An example of a handbook that was used for this purpose is in Appendix F.

Other Resources on Competency-Based Education

We also felt it would be helpful to provide the names of some competency-based adult high school completion program manuals which are available. These are based upon a comprehensive instructional program that was developed by Brevard Community College in Florida:

1. *CBAE Management Guide for Administrators, Teachers and Counselors* is used as a primary resource for training those new to CBAE as it relates to administrative management of the program.

2. *CBAE Student Services Guide* is used in training of counselors and teachers.

3. *CBAE Classroom Management Guide* is used in training the teacher or facilitator in CBAE learning procedures and classroom management.

Available from:

Elizabeth Singer
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(305) 632-1111 x3180

Cost: $3.00 per manual and $1.25 for handling and postage.

Another excellent resource is a resource guide, *Implementing Competency-Based Education*, developed by Texas State Technical Institute, Amarillo, for the Coordinating Board, Texas College and University Systems. This guide addresses specific aspects of competency-based education, and it includes a comprehensive resource section.

CHAPTER VII

The Writing On The Wall

Objectives

At the end of this unit you will be able to:

_____ 1. Identify the relationship between IBM and U.S. BASICS.

_____ 2. State your own opinion on the future of adult basic education as it relates to competency-based education.

THE WRITING ON THE WALL

We hope we have convinced you that there is a dire need to begin a competency-based movement among adult basic education programs in Texas. Even more importantly, we need to let our legislators know that we have qualified human resources which can effectively develop and implement competency-based education programs, but we lack the monetary resources, an area in which we need their utmost support. Nonetheless, THE WRITING IS ON THE WALL, and from a personal point of view, it appears that adult education, which is the most capable of all service providers to offer basic skills/literacy training, is the only entity that is not on the bandwagon.

Currently, in the state of Texas, public hearings by the Select Committee on Education are being held. This committee was created to examine student performance, finance, legal, organizational and management issues that will have an impact on the quality of education and its financing in our state. "Accountability" remains a key word. Though the focus is on public school education, it is strongly felt that the impact of any decision made will be felt by adult education, whether positive or negative.

The old cliche' that "if you don't do it, someone else will" can very easily stand true for adult education. For example, a review of the CCP User's 1987 Fourth Quarterly Report reveals that approximaetly 72 percent of their participants were ranging in age from 18 to 55 and over. Also, out of that number, at least 52 percent were out-of-school drop-outs. Characteristically, this population includes age ranges that have traditionally been served by ABE programs.

It is our feeling that CCP and PALS are the two most popular competency-based programs in the country. Also, based upon who the CCP users are and from whence they receive their financial resources, it is obvious that these programs are doing a good job in proving their worth to other educators, service providers, state agencies and legislators. In fact, the sponsors of these two programs (U.S. BASICS and IBM), have recently joined forces to develop the CCP/IBM Basic Skills Investment Center concept. These programs are apparently working.

THE WRITING IS ON THE WALL! We must erase what we see today, and let our state know that we need a fair shake in the overall scenario of accountability. Competency-based education would provide for that accountability, but it requires financial support, and that support, if contingent upon contact hours, may be too little too late.

Northeast Texas Adult Education Program
Under the Auspices of the Texas Education Agency
Special Project 310

hereby certifies that

_____

through personal interest, concern, diligence
and motivation has successfully read

"THE WRITING ON THE WALL"

A Model Integrated Adult Competency-Based Education Program

Date: _____

_____
Judy G. Traylor
Project Director

_____
Glenda Ballard
Project Instructor

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APPENDIX A

Northeast Texas Community College
Adult Basic Education

CCP PILOT QUESTIONNAIRE

Results

Number of Questionnaires Sent: 32
Number Returned: 20
Rate of Return: 63%

How long has your CCP program been in existence?	**No. of Responses**	**Percent**
Less than 6 months	7	35
6 months to 1 year	7	53
2 to 4 years	6	30
TOTAL	20	100

What is your geographic setting?

Urban	11	55
Rural	3	15
Both	6	30
TOTAL	20	100

Since September 1987 which special populations have you served and approximately how many? *Check more than one* if applicable.

Population		
In-School At-Risk Secondary Students (Potential Dropouts)	11	10
Out of School, Dropouts	20	19
Educationally Disadvantaged High School Graduates	11	10
Limited English Proficient	10	9
Single Parents	19	18
Offenders	16	15
Economically Disadvantaged	20	19
TOTAL	107	100

Since September 1987 what percentage of your participants fall in the following ranges?	Average Percent
% 16-21	72
% 22-49	55
% 50-55	5
% 56-65	0

From what sources do you get your students?	No. of Responses	Percent
High School Counselor	14	20
JTPA Referrals	11	23
Other Students	12	17
TEC Referrals	7	10
Local Businesses and/or Industries	6	9
Other: (1) Public Announcements (2) Local Advertisement/Adult Basic Education Program (3) Principals, Other Schools in District, Director of Adult Education (4) Dropout Resource-Research Center (5) Vocational Rehabilitation (6) Probation Officers (7) Juvenile Departments/Foster Care, Migrant Workers	15	21
TOTAL	70	100

What are your *major* sources of recruitment?		
T.V.	3	6
Newspapers	7	15
Word of Mouth	16	34
Radio	5	11
Referrals from Other Agencies or Organizations	16	34

What are your major sources of funding?		
Student Tuition	1	3
Texas Education Agency	2	6
Local Taxes	1	3
Private Contributions	4	11
JTPA	18	51
Texas Coordinating Board	0	0
Carl Perkins Vocational Funds	0	0
ABE State/Federal Funds	2	6

(Cont.)

What are your major sources of funding? (Cont.)	No. of Responses	Percent
Other: (1) TYC (2) City of Austin, Travis County (3) Church (4) Waco Independent School District (5) Federal-OOL (6) Ft. Stockton ISD (7) Project RIO through TEC	7	100
TOTAL	35	100
What is the average length of enrollment of students in your CCP program?		
1 to 2 months	3	15
3 to 6 months	15	75
7 months to 1 year	2	10
TOTAL	20	100
Approximately what percentage of your students exit CCP with TABE scores?		
(A) 20%	6	
(B) 60%	18	
(C) 65%	6	
(D) 85%	12	
(E) 90%	6	
(F) 95%	12	
(G) 100%	40	
TOTAL	100	
To what extent do you use CCP core materials?		
Exclusively	15	75
Partially	5	25
TOTAL	20	100
What type of student incentives do you give student participants?		
U.S. BASICS certificates	12	43
Stipends	6	21
Gifts	10	36
TOTAL	28	100

What type of support services do you provide?	No. of Responses	Percent
Child Care	8	12
Transportation	13	20
Personal Counseling	20	31
Career Guidance	18	28
Others:	6	9
TOTAL	65	100

What would you describe as the greatest strength of CCP?

(1) Flexibility
(2) The sytem as a whole; it really works well with at-risk people
(3) Perfectly tailored individual study programs
(4) The correlation by computer of multi-media educational materials to meet individualized plans to increase time on task
(5) Individualized
(6) Competency-Based
(7) Individualized, self-paced concept
(8) Variable pace and level
(9) Academic matrix, structure/content, concept, excellent and effective
(10) State-of-the-art access to multiple ability instruction over various disciplines
(11) 2+ grade levels of improvement
(12) The ability of the student to use the materials to move at his own level
(13) The personalized prescription for each student
(14) Organized, good management system
(15) Structure and selection of educational materials

What would you describe as the greatest weakness of CCP?

(1) Time-consuming quarterly reports that deprive students of instructor's time
(2) Time-keeping, some weak materials
(3) The science and writing components are very basic
(4) Poor correlation between the core materials and tests at higher levels (Physical science, chemistry, etc.)
(5) CCP computer system/organization
(6) Lower level in reading
(7) Language arts
(8) De-personalism of student-teacher, poor student-teacher ratio
(9) Realism, content, instructional materials and relevancy
(10) Large gaps in material called for in Plan and Profile lessons that are not available
(11) Need more computer lessons in reading and spelling
(12) Allocating funding
(13) Missing parts (lessons)
(14) The assumption that all people are intrinsically motivated
(15) Complex and time consuming record keeping procedures
(16) The lack of writing in the curriculum

SCALE 4-5 Very Successful
2-3 Moderately Successful
1 Needs Improvement

	Average Responses
How would you rate the overall effectiveness of your center?	4
How would you rate student participation and motivation?	4
How would you rate your adherence to U.S. BASICS' guidelines for effective operations?	4
How would you rate your recruitment of students?	4
How would you rate your acquisition of financial support for CCP?	4

Would you recommend CCP to Others?	**No.of Responses**	**Percent**
Yes	20	100
No	0	0

APPENDIX B
LISTING OF CCP CENTERS IN TEXAS AS OF 9/27/86

Operational CCP Centers

The Learning Connection-Tyler (CCP ID.0584) (1)
2440 East 5th Street, Suite 102
Tyler, Texas 75701
Attn: Ms. Martha Boston (214) 597-8131

The Learning Connection-Palestine (CCP ID.1148) (2)
2805 West Oak (P.O. Box 1460)
Palestine, Texas 75801
Attn: Ms. Cheryl Newton (214) 723-2114

Creative Rapid Learning Center (CCP ID.0554) (3)
408 Congress Avenue
Austin, Texas 78701
Attn: Mr. Richard Halpin (512) 472-8220

Interactive Systems Laboratory-San Marcos (CCP ID.0586) (4)
P.O. Box 1409
San Marcos, Texas 78667-1409
Attn: Dr. John Durrett (512) 396-8383

Interactive Systems Laboratory-Round Rock (CCP ID.0587) (5)
2000 South Mays, Suite 100
Round Rock, Texas 78664
Attn: Ms. Kathy Till-Watts (512) 255-6636

Interactive Systems Laboratory-Lufkin (CCP ID.1119) (6)
508 Chestnut Village I
Lufkin, Texas 75901
Attn: Mr. Reed Amadon (409) 637-1740

Interactive Systems Laboratory-Lubbock (CCP ID. 1118) (7)
1601-13th Street
Lubbock, Texas 75401
Attn: Ms. Julie Levick (806) 747-1777

Longview Learning Center (CCP ID.1083) (8)
Kilgore Community College
300 High Street
Longview, Texas 75601
Attn: Dr. Joe Hendrix (214) 753-2642

HRDI/USWA Dislocated Worker Program (CCP ID 223) (9)
9221 Wallisville Road
Houston, Texas 77213
Attn: Mr. Rick Jones (713) 674-8744

Permian Basin Alternative Education Center (CCP ID0.547) (10)
1111 West 12th Street
Odessa, Texas 79763
Attn: Dr. Richard Rutter (915) 332-1882

San Antonio 70,001 (CCP ID.1142) (11)
419 South Main Avenue
San Antonio, Texas 78204
Attn: Arturo Suarez (512) 299-1025

SANYO (CCP ID.1111) (12)
527 South Main Avenue
San Antonio, Texas 78204
Attn: Mr. Alfred Rodriequez (512) 224-6331

Organizations Committed to Establish CCP Learning Centers

Gross Adult Learning Center (1)
1208 South Navarro
Victoria, Texas 77901
Attn: Mr. Phil Manning (512) 575-2451

Marlin ISD (CCP ID.1101) (2)
Marlin Alternative Education Center
213 Green Street
Marlin, Texas 76661
Attn: Dr. Allen Thornell, Asst. Superintendent (818) 883-5573

OIC-San Antonio (3)

Waco ISD or McClennan Community College (Heart of Texas COG) (4)

Gulf Coast Trades Center (5)
New Waverly, TX
(under funding from Texas Youth Council)

Houston Community College, Adult Education Division (6)
(funded under adult education monies)

Members as of May 15, 1988

Dallas Can! (CCP ID.1372)	(1)
San Jacinto Adult Learning Center-El Paso, ISD (CCP ID.1282)	(2)
The Opportunity Center, University High School, Waco ISD (CCP ID.1407)	(3)
Region 3 Education Service Center Adult Learning Center-Victoria (CCP ID.1090)	(4)
Organization of Christians Assisting People (OCAP)-Port Arthur (CCP ID.1090)	(5)
North Texas Education and Training Cooperative-Denton (CCP ID.1106)	(6)
Concho Valley Council of Governments (CCP ID.1392)	(7)
Job Training Center, Dallas County Community College District (CCP ID.1333)	(8)
Career Development Center-Lufkin (CCP ID.1534)	(9)
Butz Education Center, Fort Stockton ISD (CCP ID.1379)	(10)
CCP Learning Lab at Johnson High/Austin ISD (CCP ID.1321)	(11)
Midland Alternative School, Midland ISD (CCP ID.1321)	(12)
Project RIO-Houston (CCP ID.1409)	(13)
Northeast Texas Community College (CCP ID.1474)	(14)
Interactive Systems Laboratory-Waco (CCP ID.1474)	(15)
Interactive Systems Laboratory-Hillsboro ISD Joint Venture (CCP ID.0547)	(16)
West Central Texas Council of Governments-Abilene (CCP ID.1783)	(17)

APPENDIX C

IN-SCHOOL AT-RISK STUDENTS

Pittsburg ISD PALS

STUDENT	NO. HOURS IN PROGRAM	PRE-TEST*	POST-TEST	GAINS
#1	53	3.5	4.6	+1.1
#2	58	3.5	4.8	+1.1
#3	59	4.4	6.3	+1.9
#4	58	3.4	4.4	+1.0
#5	60	4.4	5.2	+ .8
#6	60	4.7	5.2	+ .5
#7	55½	7.6	7.8	+ .2
#8	52	2.8	3.5	+ .7

Average Hours in Program: 57 Average Gain: 1 grade level

**Used TABE (Test of Adult Basic Education)*

OUT-OF-SCHOOL AND ADULT STUDENTS

Fundamentals of Reading 0301 - PALS
Pre-Test and Post-Test Results

STUDENT	NO. HOURS IN PROGRAM	PRE-TEST*	POST-TEST	GAINS
#1	48½	9.4	12.5	+3.1
#2	39½	3.6	7.6	+4.0
#3	40½	9.4	12.5	+3.1
#4	49½	3.6	5.9	+2.3
#5	39½	11.5	12.5	+1.0
#6	23½	4.2	5.9	+1.7
#7	62½	2.9	3.2	+ .3

Average Hours in Program: 43 Average Gains: 3 grade levels

**Used Nelson Denney Test*

APPENDIX D

TIMETABLE FOR GOAL ACCOMPLISHMENTS

OBJECTIVES	SERVICE PROVIDER/ COORDINATING AGENCIES	RESOURCES	MATERIALS	POPULATION	FRAME FRAME	EVALUATION
Basic skills remediation in reading, writing and math	Program director, coordinator, consultant, teacher. School district, Ad. ed. coop	PALS CCP	CAI, interacting videodisc, workbooks, textbooks, & other pertinent materials	In-school at-risk youth	10 week or 100 hours of instruction (Fall 1988 & spring 1989)	2 year gain in reading and writing contact hours
Completion of high school equivalency program	Students and PALS staff School district, Ad. ed. coop	PALS CCP	All instructional materials available	Out-of-school at-risk youth dropouts	1 year	75% of the dropouts will receive diplomas or GEDs
Computer literacy, keyboarding, and time-management	PALS staff School district, NTCC	Will vary	Will vary	Both populations	Will vary	50% will have entry level job skills
Staff development and in-service training	NTCC PALS	PALS CCP	Will vary	PISD staff	5 days	100% completion
Assessment in basic skills	NTCC PISD school district	PALS CCP	Tests and inventories	Both populations	Continuous basis	Data will be collected on 100% of participants
TEC agreement Employability enhancement	Program coordinator/ teacher Private business and industry TEC and/or JTPA	CCP, vocational training, counseling, assessment	Will vary	In-school and out-of-school at-risk youth	Will vary	Job placement or program completion contact hours
Summer youth Job placement	NTCC, TEC, private business and industry	Supervised work experience	Not applicable	Both populations	Will vary	50% will have jobs at entry level
Summer youth Provisions of state, local and federal	The college, TEA, JTPA, coordinating board, U.S. department	TEA special Carl Perkins act, JTPA 123/Title II, Library literacy grant	Grants and contracts	Model program for at-risk youth	Not applicable	100% matching funds and in-kind
Provisions of day care and/or transportation	JTPA, TEC, and DHS	JTPA, TEC, and DHS	Day care and/or transportation	Both populations	Continuous basis	Number and percent using services provided
Needs-based payments/incentives	JTPA	Available program funds	Will vary	Both populations	Continuous basis	Number of participants who used services and completed program
Identification, referral, counseling, assessment, monitoring, follow-up	PALS staff PISD NTCC	Interagency Coordination observations	Meetings, counseling sessions, classroom	Both populations	Continuous basis	

APPENDIX E

EVALUATION PLAN

The evaluation design will include the development of a computerized data-retention and student tracking system. Various educational measurement devices, standardized tests and other carefully selected methods for determining student achievement will be used. All evaluation data will be collected and analyzed on a systematic basis. Data results will be used for program improvement, staff development, and accountability.

The following components and measures will be studied on a periodic or continuous basis:

COMPONENTS	MEASURES	PERSON(S) RESPONSIBLE	TIME PERIOD
Student Achievement	-Summary of pre and post test results	Teachers	Annually
	-Attendance reports	Teachers	Monthly
	-Follow-up of student withdrawals	Counselor	Annually
	-Survey of student needs	Counselor	Continuous
	-Student demography	Counselor	Annually
Teachers	-Teachers' self-evaluation of performance	Teachers	Annually
	-Student's evaluation of classroom activities and learning experiences	Evaluator	Bi-Annually
	-Director's classroom observation report	Director	Annually
	-Time and effort reports	Teachers	Monthly
Director	-Teacher's evaluation of total program and its components	Evaluator Evaluator	Annually Annually
Instructional Programs (CCP/PALS) Materials	-Summary of materials checklist	Teachers	Quarterly
	-Student evaluation	Teachers	Bi-annually
Goals and Objectives	-Proficiency test results	Evaluator	Continuous
	-Student's evaluation	Evaluator	Bi-Annually
	-Teacher's annual program performance reports	Evaluator	Annually
Facilities and Equipment	-Educational partnership	Evaluator	Annually
	-Time and utilization study	Director	Monthly
Time-on-Task	-CCP's plan and profile sheets	Students and Teachers	Continuous
	-Time cards	Students and Teachers	Continuous

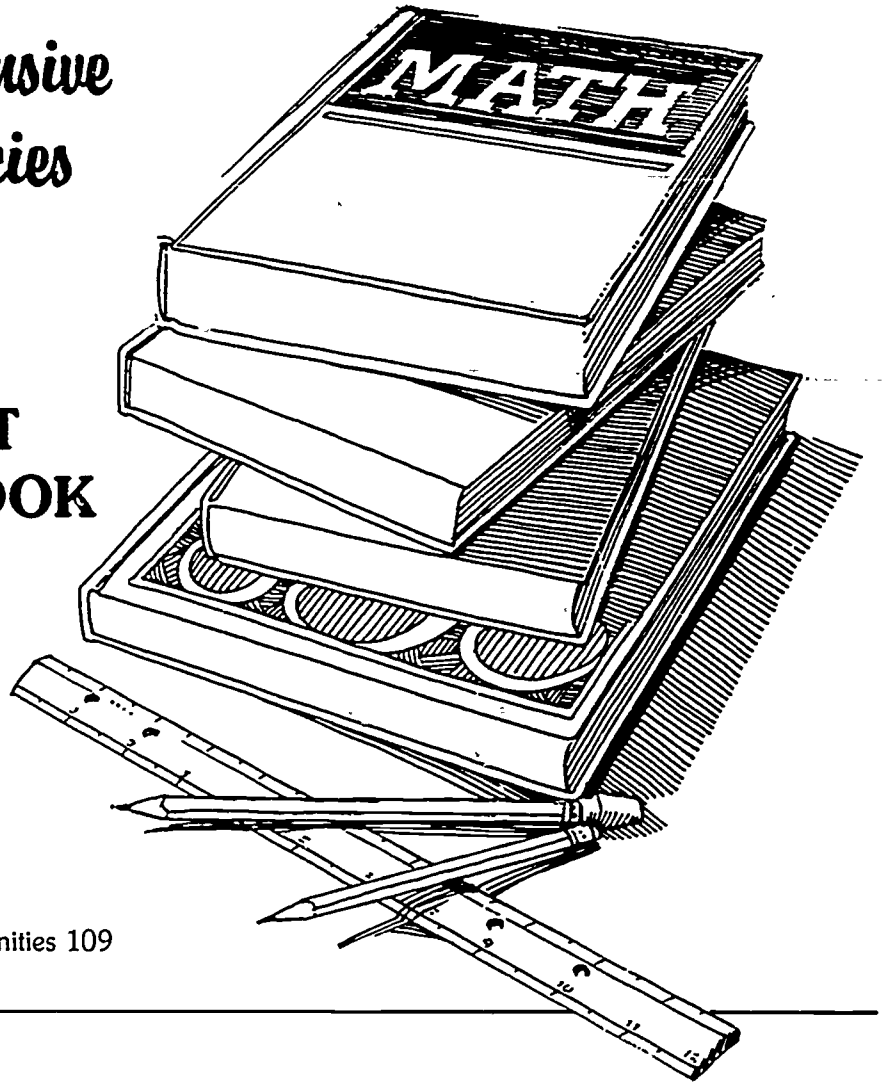
APPENDIX F

Northeast Texas
Community College

Adult & Developmental Education

Comprehensive Competencies Program

STUDENT HANDBOOK



Learning
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