DOCUMENT RESUME

ED 352 532 CE 062 694

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TITLE The Pennsylvania Adult Basic Education Staff Handbook, 1992 Edition. Final Narrative Report.
INSTITUTION New Educational Projects, Inc., Lancaster, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE 92
NOTE 84p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; Adult Basic Education; *Adult Educators; Alumni Associations; Career Planning; *Cognitive Style; Correctional Education; Counselors; Cultural Differences; Curriculum Development; Educational Assessment; Educational Environment; *Educational History; *Graduate Study; Homeless People; Lesson Plans; Prisoners; Public Relations; Special Needs Students; *Staff Development; Student Evaluation
IDENTIFIERS 353 Project; Pennsylvania

ABSTRACT

The narrative report in this document describes the design and development of an adult basic education staff handbook and its evaluation by 35 respondents. The handbook contains brief articles organized in seven sections: (1) background for the adult educator (teacher role, adult education history, programs of the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) National Literacy Act, volunteers, teacher certification, National Adult Literacy Survey); (2) creating a learning environment (learning styles, do's and don'ts, adult learning disabilities, recruitment and retention of adult students); (3) intake and assessment (testing and assessment in Pennsylvania ABLE programs, commonly used assessment evaluations, informal assessment, creating learning goals); (4) curriculum, materials, and methods (adult new readers, whole language, teaching mathematics to ABLE students, General Educational Development (GED) tests, English as a Second Language, curriculum resources, evaluating instructional materials, family literacy, workplace curriculum, nontraditional and teacher-made materials, distance education); (5) serving special populations (multiculturalism, cultural differences in Hispanic students, patient education settings, educating the incarcerated, the homeless); (6) supplemental activities (personal counseling, adult educators as counselors, career preparation, public relations, rural public relations, recognizing student achievement, alumni associations); and (7) professional support (staff development, AdvancE and ERIC, adult education graduate programs, professional associations). Appendices contain the following: adult educator's essential bookshelf; curriculum publishers; GED Testing Centers in Pennsylvania; glossaries of terms, agencies, organizations, and abbreviations; and staff of the Bureau of ABLE. (CML)

FINAL NARRATIVE REPORT

THE PENNSYLVANIA ADULT BASIC EDUCATION STAFF HANDBOOK, 1992 EDITION

Project Number 99-2002
1991-92

Tana Reiff, Project Director

A Special Project Grant
under the Adult Education Act, Section 353 awarded to:
New Educational Projects, Inc.
P.O. Box 182
Lancaster, PA 17603

By the
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The activity which is the subject of this this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement should be inferred.

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ABSTRACT

PROJECT TITLE:

THE PENNSYLVANIA ADULT BASIC EDUCATION STAFF HANDBOOK, 1992 EDITION

TARGET AUDIENCE:

Adult basic and literacy education staff persons in Pennsylvania, including teachers, tutors, aides, counselors, program coordinators, clerical staff, and other paid or volunteer staff providing direct student services.

OBJECTIVES:

1. To produce 3,000 copies of a 64-page *Staff Handbook* by adapting or expanding applicable sections of the 1989 edition and *The Pennsylvania Adult Basic Education Handbook for Program Administrators, 1990 Edition* and by writing new sections targeted at those providing direct student services.
2. To tap the expertise of working ABE/GED/ESL/Literacy professionals in Pennsylvania as writers, reviewers, and editors to ensure the accuracy and usefulness of the Handbook.
3. To distribute one copy of the Handbook to each Section 321 program administrator, along with an order form for the desire number of staff copies.
4. To place remaining copies of the Handbook with AdvancE at PDE for future dissemination.

SUMMARY:

A new edition of a handbook for adult basic and literacy educators in Pennsylvania was produced and published. The book contains the following sections: A Background for the Adult Educator; Creating a Learning Environment; Intake and Assessment; Curriculum, Materials, and Methods; Serving Special Populations; Supplemental Activities; Professional Support; Appendices; and Index. Text of the 1992 edition is 66% brand-new and 100% updated from the 1989 edition. Three thousand copies were printed for distribution to ABLE practitioners throughout Pennsylvania.

PRODUCT:

The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition, 64 pp., 3,000 copies printed

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INTRODUCTION

Due to the ongoing evolution of publicly funded adult basic and literacy education, the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education has seen fit to periodically update a handbook designed to familiarize ABLE staff persons throughout the Commonwealth with topics associated with their work. A staff handbook has been an integral component of orientation and staff-development efforts since the late 1970s, particularly since the first edition of the current handbook series was released in 1989. The initial printing of that edition provided 2,000 copies to ABLE programs in Pennsylvania, and when that supply was depleted, a reprinting in 1991 made an additional 1,000 copies available. This level of demand made it clear that the 1989 edition was being utilized in very substantial numbers. Since all but a small number of Pennsylvania adult educators are part-time employees or volunteers, the handbook proved itself to be an efficient and effective staff-development tool, clearly justifying the production of a new edition.

The project entitled THE PENNSYLVANIA ADULT BASIC EDUCATION STAFF HANDBOOK, 1992 EDITION was conducted during the 1991-92 school year. It addressed Priority #E-2, "Development of ... handbook" in a variety of staff-development areas. (Title of the finished product became *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition.*)

The overall goal of the project was to produce a resource of facts, practical ideas, and resources of particular importance to the professional development and everyday concerns of ABE/GED/ESL/Literacy program staff persons. The handbook, available to all practitioners in the field, was aimed to help enhance the professionalism of ABLE staff persons in Pennsylvania with the ultimate result of improving student services. Specific objectives were:

1. To produce 3,000 copies of a 64-page *Staff Handbook* by adapting or expanding applicable sections of the 1989 edition and *The Pennsylvania Adult Basic Education Handbook for Program Administrators, 1990 Edition* and by writing new sections targeted at those providing direct student services.
2. To tap the expertise of working ABE/GED/ESL/Literacy professionals in Pennsylvania as writers, reviewers, and editors to ensure the accuracy and usefulness of the handbook.
3. To distribute one copy of the handbook to each Section 321 program administrator, along with an order form for the desire number of staff copies.
4. To place remaining copies of the handbook with AdvancE at PDE for future dissemination.

Tana Reiff directed the project and functioned as managing editor of the handbook. Approximately 60 other individuals participated in the project, including six Editorial Board members, 53 writers, three subcontracted clerical support persons, a computer file-transfer technician, an accountant, and the printer.

Those interested in this Final Report would be persons involved in staff development, in-house publishing, or perhaps also administrators, teachers, and tutors in adult basic and literacy education programs in Pennsylvania or elsewhere.

Copies of the handbook are available while supplies last from Advance, PDE Resource Center, 333 Market Street - 11th Floor, Harrisburg, PA 17126-0333, phone 800-992-2283 in Pennsylvania or 717-783-9541 for out-of-state callers. Permanent copies of this report are filed at AdvancE as well. Administrative questions may be directed to: Special Projects Advisor, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333, phone 717-787-5532.

PROJECT DESIGN

During the late summer of 1991, the editor, in consultation with Dan Partin, Special Projects Advisor in the Bureau of Adult Basic and Literacy Education, compiled an Editorial Board. Individuals consenting to participate were Jan R. Perkins, ABE/GED instructor at Connelley Skill-Learning Center in Pittsburgh; Judith Rance-Roney, Director of English as a Second Language at Lehigh University in Bethlehem; and Julianne D. Rettig, coordinator of adult education/training at ARIN Intermediate Unit 28 in Indiana, Pennsylvania. Serving on an ex-officio basis were Dr. John Christopher, Director, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education; Susan Barron, acting resource specialist at AdvancE, Pennsylvania Department of Education; and Dan Partin. Cheryl M. Harmon replaced Sue Barron upon assuming the AdvancE position later in the year.

The editor sent board members the proposed working outline of the new handbook for their consideration in advance of the meeting held at the Pennsylvania Department of Education in Harrisburg on September 27. In attendance were Sue Barron, John Christopher, Dan Partin, Judy Rance-Roney, Julie Rettig, and Tana Reiff. At that meeting, the board discussed the direction of the new handbook and reviewed the outline, article by article. This discussion included deciding by consensus which topics should be eliminated, modified, rewritten, reprinted with updates, or added and into what sections the topics should be classified, along with suggesting names of persons who would be qualified to write new articles. The board also decided to retain the basic graphic design of the 1989 edition, although all pages would need new layouts to accommodate new copy. It was a very productive five-hour meeting which determined that two-thirds of the 1992 edition would be brand-new, with the

remaining content reviewed by previous authors for updating and any other revisions they would consider necessary.

The outline went through several more revisions as actual manuscripts dictated. The sections of the book worked out as follows: A Background for the Adult Educator; Creating a Learning Environment; Intake and Assessment; Curriculum, Materials, and Methods; Serving Special Populations; Supplemental Activities; Professional Support; Appendices; and Index. See the book's Contents for the full, final list of article titles.

During the next few weeks, the editor wrote to all the writers, explaining the need, requesting them to write, detailing the editorial board's concept of the topic to be written on, and indicating desired word count and due date for submitted manuscripts. A page of writer's guidelines was attached, describing manuscript requirements and suggested submission format (paper, disk, modem, fax, etc.). Also included in this mailing was an index card on which writers were requested to write their names and addresses, indicate whether or not they were willing to participate, and suggest a working title for their submissions. Deadline for submissions was set for December 20.

During the next few months, the editor followed up on writers who hadn't yet returned cards and spoke on the phone with writers requesting additional information.

Meanwhile the editor surveyed 20 ABLE programs throughout the state to learn how staff members viewed their roles. About 75 persons responded, providing a substantial sample on which to base the section entitled "Your role as an educator of adults," which appears on pages 7 and 8 of the book. Quotations culled from the survey forms were used as fillers in boxes scattered throughout the handbook.

Also during the fall, the editor surveyed publishers of curriculum materials for adult education to compile or update a listing of their offerings for a chart on pages 55-56. These included publishers listed in previous handbook editions as well as some listed in the *ABLE Sampler*, edited by Sherry Royce last year, and several others suggested by PDE staff.

By December 20, just under half of the manuscripts had been received, another one-quarter of the writers had requested extensions, and another one-quarter had not been in contact with the editor. These figures were actually an improvement over past years. The editor then wrote to all the writers whose manuscripts were unaccounted for.

Manuscripts were submitted in several formats. Most were submitted on paper, one-third arrived on computer disk, and three came in by fax. Paper manuscripts were typed into the computer, compatible computer files were loaded and formatted, and incompatible computer files were downloaded via modem by a file-transfer service.

By Mid-Winter Conference on Adult Education in early February, there were still several manuscripts unaccounted for. The editor spoke with several of those writers at the conference and contacted the others by phone.

All entered manuscripts were edited and prepared for review by the editorial board. The draft handbook, missing a few articles, was mailed to the board by February 15 and returned with their comments by March 15. All of these dates conformed closely with the proposed schedule for the project.

At the last minute, only one manuscript did not come through and had to be reassigned. As always happens, sometimes seemingly by miracle, everything came together on schedule.

The editor incorporated the editorial board's suggested changes directly into the computer files. Files were then imported into a computerized page-makeup program. The editor formatted the type, using 10-point Goudy Old Style set on 12 points leading as the text typeface and 48-point Goudy for section heads. Article headlines, captions, and some charts were set in Franklin Gothic Heavy. Other charts used regular Franklin Gothic. As was true in the 1989 edition, the overall design goal was to achieve a professional, academic look that would still be inviting to read.

Camera-ready pages were delivered to the printer on April 16. While the book was being printed, the editor obtained mailing labels of Section 321 and Act 143 program directors from the ABLE Bureau and produced a Publication Reaction Form (for evaluation), an order form, and thank-you cards for project participants. The printer delivered 1,000 finished copies of the handbook to New Educational Projects on May 1; the remaining 2,000 copies were sent to AdvancE.

A clerical assistant mailed 331 copies of the handbook on May 7 to 278 Section 321 and Act 143 program directors. Each book was stuffed with one Publication Reaction Form and one order form were inserted into each book. Personalized thank-you cards were inserted into copies mailed to the 53 participating writers. Administrators' requests for multiple copies for staff use before June 30 were to be sent to New Educational Projects, after June 30 to AdvancE. The remaining 700+ copies delivered to New Educational Projects were distributed by the end of the project year to 40 programs who had requested copies. After June 30, orders were to be fulfilled by AdvancE.

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EVALUATION

The project met or surpassed its objectives (see page 6). The project's progress toward its long-range goals is partially answered through the Publication Reaction Form distributed with the book. A copy of this form is attached.

The Project Director/Editor underestimated the time required to produce the handbook. This occurred because there were many more new topics than anticipated, requiring more writer-editor interface, editing, typesetting, and new layouts.

Five hundred Publication Reaction Forms were printed, most distributed with the initial mailing of the handbook, which went to program administrators only. Of the 35 forms returned as of this writing, 29 were from persons who function primarily or

solely as program administrators, not the target audience of the book (because forms were sent with the initial release to admininistrators only). Three other persons were both program administrators and teachers, four were teachers only, two were volunteer tutors, four were counselors, one was a "resource coordinator," four fulfilled two roles, and three fulfilled three or more roles. Overall, then, this was not an optimal sampling, although program administrators may ultimately determine whether the book will be used in organized settings, such as staff inservice programs.

The programs in which respondents work represented a diversity of funding: Section 321 (22), Section 353 (13), Act 143 (29), JTPA (13), Homeless Assistance Act (4), DCA Community Services Block Grant (2), DPW (1), LSCA (1), Non-SDA Dislocated Worker Funds (1), and local, federal, and private funds or donations (2). Six respondents' programs receive funding from two sources, 14 from three or more sources.

Respondents worked in community-based agencies (9), school districts (7), literacy programs (6), Intermediate Units (3), a non-profit labor-management cooperative effort (1), an Hispanic social service agency (1), a mental health center (1), a Private Industry Council (1), and government agency (1).

All but eight respondents, or 77%, said they expect to read the book (or already have) "rather thoroughly." Eight, or 22.8%, said they would "scan it"; 32, or 91%, expect to "refer to it periodically as you need information"; 23, or 65.7%, plan to use the book as part of a staff development/inservice program; 12, or 34.2%, will pass it along or share it; and 4 four, or 11.4%, wrote in that they would order copies for staff use (many more than that did order). No one said they would "use it very little" or "discard it."

Readers were asked to rate the book in five categories on a scale of 1 to 5, with 1 being "poor," 2 "fair," 3 "average," 4 "good," and 5 "excellent." Mean ratings are as follows:

Relevance to your needs: 4.25 (Keep in mind these were mainly administrators.)

Editing/readability: 4.56

Timeliness/up to date: 4.41

Coverage of topics: 4.44

Overall quality: 4.53 (18, or 51.4%, rated a 5)

No ratings fell below a 3, and six respondents, or 17%, rated the book a 5 in all categories. Another three respondents, or 8.6%, rated it a 5 in all categories except "relevance to your needs," which apparently reflects the large percentage of respondents who were administrators.

In response to the question, "What is a major strength of this Handbook?" the following verbatim responses were:

- Professional appearance and appeal
- Meets needs of all adult educators
- Written by those in the field in Pennsylvania
- Covers a large amount of material in a brief format
- Intake/Assessment
- readability, clarity and brevity of articles
- Organization of various units, readability and conciseness
- short articles and to the point
- nice coverage for topics chosen
- good for administrators and educators/instructors
- It meets a need.
- Topic diversity
- Very well written. Covered all aspects of adult education. Very informative.
- Curriculum, Materials, & Methods
- Provides goal developmental direction for future needs
- Its excellent layout - and graphically attractive
- Helps one focus on important issues

- Current
- The handbook is practical and useful. It blends well research and practice in adult ed.
- Curriculum, Materials & Methods. Appendices.
- Attractive, contents, useable
- Lots of information in one place.
- Every topic is covered clearly and concisely. It can be useful to administrators, teachers and tutors. It will be a tremendous help for new and "old" instructors during teacher orientation.
- Focuses on topics that are relevant to everyone involved with Adult Basic & Literacy Education.
- Organization, comprehensive coverage of many issues
- Informative and thorough
- Provides a good background/insight into Adult Ed. Covers some helpful techniques, etc.
- I am very impressed with the scope of information provided and the ease of identifying areas in which I am interested and involved.
- Wide range of topics
- format and content
- Taking all this info and making it available in one place this "handbook."
- There is no reason to change format.

In response to the question, "What could be done in the future to improve the Handbook's usefulness?" verbatim responses were:

- Text anxiety reduction strategies [Ed.: This was discussed in GED section.]
- More emphasis in section on inservice activities; give examples, suggestions.
- no particular impression

- Need to use it more — then we'll know where to put more emphasis. Ask me next year!
- N/A
- More information on ESL and cultural differences. [Ed.: Both of these topics were significantly increased for this edition.]
- Seems OK as is
- More on counseling/women's issues
- More on Intake - type of tests - criteria reliability relevant to ESL
- I would like to see more on ESL. [Ed.: This topic was increased for this edition.]
- Change the cover! If I've gotten this before, I thought it was the Administrator's Handbook (which after the 1st time, I never read) & so just filed it away. By accident, I looked thru it — it's great!!! [Ed.: Though basic designs are similar for the two types of handbooks, cover text is clearly different and covers are intentionally printed in distinctly different colors: administrators in shades of green, staff in shades of red-brown.]
- Perhaps more information on corrections education and family literacy [Ed.: Both of these topics were significantly increased for this edition.]
- Assessment section did not touch on ESL assessment
- Perhaps a little more input, if possible from classroom teachers, i.e. personal experiences, rewarding lessons, unusual techniques, etc.
- Of course we all have our "druthers" — mine would have to be more & more on volunteer adult literacy programs. Also - LLA is not listed under "Abbreviations." [Ed.: Spelled out, it is listed in the Glossary.]

CONCLUSIONS

Surveyed response to the *Staff Handbook* was overwhelmingly positive; it is fair to conclude that the book represents an important contribution to the body of professional literature for adult basic and literacy education practitioners in Pennsylvania and that it will be extensively utilized.

Although a sincere effort was made to evaluate the handbook, there is an inherent difficulty in getting a valid assessment, due to mailing to administrators first; most of the target audience does not see the book until after the project year has concluded.

It should also be noted that several evaluation forms contained inconsistent answers: some respondents rated all factors on the form as a "3" or "4" except overall quality, which they rated a "5."

As for the production of the handbook, there was commendable cooperation among participants, with only a few insignificant exceptions. This was probably due to the fact that writers were given ample opportunity at the outset to decline participation, so that that those who chose to participate were committed from the beginning.

RECOMMENDATIONS

Judging by the level of utilization of the handbook and the positive responses to it, production of future editions would be justified.

Because fitting the text into 64 pages was difficult, and survey respondents requested more information on topics such as ESL assessment and lesson plans, consideration should be given to providing funds for a larger book next time.

Also, if more input from the field would be deemed important to have (in order to assess content needs more scientifically), additional funds could be used to conduct a larger survey of staff persons' needs and their suggestions for topics to be included in handbook. ■

The Pennsylvania Adult Basic and Literacy Education
STAFF HANDBOOK
1992 Edition
Publication Reaction Form

Please help to make this Handbook more useful by answering the following quick questions. Then, simply fold this sheet in thirds, tape or staple, affix first-class postage, and mail. Thank you for your time.

1. How did you come into contact with this Handbook? (check one)
   - ___ a. It was mailed to me, unsolicited, as an adult basic and/or literacy educator.
   - ___ b. It was mailed to me, unsolicited, as a contributing writer.
   - ___ c. It was mailed to me, unsolicited as an interested adult educator.
   - ___ d. It was given to me by a program administrator.
   - ___ e. I read about it in *What's the Buzz?* and requested a copy through AdvancE.
   - ___ f. I heard about it through _____ and requested a copy through AdvancE.
   - ___ g. Other: _____

2. What do you expect to do with the Handbook? (check as many as apply)
   - ___ a. read it rather thoroughly
   - ___ b. scan it
   - ___ c. refer to it periodically as you need information
   - ___ d. use it as part of a staff development/inservice program
   - ___ e. pass it along to someone else
   - ___ f. probably use it very little, if at all
   - ___ g. discard it
   - ___ h. Other: _____

3. How does this Handbook rate in terms of: (circle one number per line)

	Poor	Fair	Average	Good	Excellent
Relevance to your needs	1	2	3	4	5
Editing/readability	1	2	3	4	5
Timeliness/up to date	1	2	3	4	5
Coverage of topics	1	2	3	4	5
Overall quality	1	2	3	4	5

4. What is (are) the significant strength(s) of this Handbook?

5. What could be done in the future to improve the Handbook's usefulness (e.g., sections that should receive more or less emphasis than they were given here)?

6. What is(are) your position(s)?
   - ___ program administrator
   - ___ teacher
   - ___ teaching aide or tutor (paid)
   - ___ tutor (volunteer)
   - ___ counselor
   - ___ secretary/office worker
   - ___ Other: _____

7. What type(s) of funding does your program receive? (check all that apply)
   - ___ Adult Education Act, Section 321
   - ___ Adult Education Act, Section 353
   - ___ Pa. Act 143
   - ___ JTPA
   - ___ Homeless Assistance Act
   - ___ Other: _____

8. In what type of organization do you work?

1st Class
Postage

New Educational Projects, Inc.
P.O. Box 182
Lancaster, PA 17603

A Valuable, Usable Resource....

The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 edition.

This year Tana Reiff of New Educational Projects, Inc. in Lancaster, in her usual professional manner, produces the Staff Handbook as an update to the 1989 Handbook (66% of the information is new) and the 1992 edition is "better than ever" in its presentation of the critical general and specific information necessary for any teacher, tutor, aide, counselor, program coordinator, secretary or other paid or volunteer staff member involved in adult basic and literacy education in Pennsylvania.

We understand a copy of the 1992 Staff Handbook has been sent to each program director and each administrator and other ABLE practitioner would be well advised to contact our state adult basic and literacy education resource center, AdvancE (108-992-2283), and request their own copy--everyone should have one.

THE

PENNSYLVANIA

ADULT BASIC AND LITERACY EDUCATION

STAFF HANDBOOK

1992
EDITION

THE

PENNSYLVANIA ADULT BASIC AND LITERACY EDUCATION

STAFF HANDBOOK

1992
EDITION

Tana Reiff, Editor

COMMONWEALTH OF PENNSYLVANIA
ROBERT P. CASEY, GOVERNOR

DEPARTMENT OF EDUCATION
DONALD M. CARROLL, JR., SECRETARY

This book is a result of a project developed under support from the U.S. Department of Education through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education; however, the opinions expressed herein do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

The Pennsylvania Adult Basic and Literacy Education
STAFF HANDBOOK

Published by
New Educational Projects, Inc.
P.O. Box 182
Lancaster, PA 17603
under Federal Grant #99-2002
1991-92
Tana Reiff, Project Director/Editor

Any remaining books available from:
AdvancE
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1-800-992-2283 in Pennsylvania
717-783-9541 if calling from outside Pennsylvania

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Preface

Welcome to *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition.* If you are a teacher, tutor, aide, counselor, program coordinator, secretary, or any other staff person, paid or volunteer, in an adult basic education or literacy program, you will find much to digest in these pages. You'll find here a philosophical background for your work, as well as practical tips for helping adult students learn and grow. On behalf of the Editorial Board, I am proud to bring you this *Staff Handbook*.

Each time we launch a new handbook project, we are amazed at how much new material is required. This edition is 66% brand-new and 100% updated. So much has changed since the 1989 edition: our administration at the Pennsylvania Department of Education is now a full-fledged Bureau; Act 143 programs have grown tremendously due to increased state funding; new teaching methods, such as the whole-language approach, have earned a rightful place in our programs; the National Literacy Act of 1991 has put adult education staff development in center stage. This new *Staff Handbook* reflects these major changes, and many more.

We urge you to read the book cover to cover, or pick out those articles that apply to your specific professional needs. There is much to learn here, for novice and veteran alike. Use the *Staff Handbook* in your local inservice programs. Make sure every new staff member has a copy—it will be an invaluable orientation tool. Above all, keep a copy on your desk for quick reference at any time. And program administrators, please request from AdvancE a copy of the companion *Handbook for Program Administrators*.

Please note that our use of the terms *ABE, ABLE, literacy*, and other program designations is not as inconsistent as it may appear, but some clarification may be in order. *ABE*, or *adult basic education*, refers to programs stressing acquisition of functional competency—reading, math, and anything else—at or below the eighth-grade level. A *literacy* program is generally a volunteer-based group whose main function is the teaching of reading to adult new readers. *GED* and *pre-GED* refer to preparation for the Tests of General Educational Development. *ESL* refers to the teaching of English as a second language. *ABLE*, or *Adult Basic and Literacy Education*, is the all-inclusive banner applied to all adult education programs funded through state or federal money administered through PDE. The term *ABLE* has come to be recognized as *what we do*. Even more general are the terms *adult education* and *adult educator*, which apply to all of us.

Some 60 persons contributed to this project. The Editorial Board was tops: John Christopher, Cheryl Harmon, Dan Partin, Jan Perkins, Judy Rance-Roney, and Julie Rettig. We met last September to develop the outline and discuss appropriate writers. The Board supplied technical support throughout the project, culminating in reviewing the manuscript. Extra thanks to Dan Partin from the ABLE Bureau for knowing the talents of so many people in this state and pointing me in their directions. Thanks to Sue Barron from the PDE Resource Center who served on our Editorial Board until Cheryl Harmon was hired mid-year to lead AdvancE.

Thanks to all the writers for your outstanding cooperation. These individuals, who donated their time to share their expertise, reinforce the fact that adult educators in Pennsylvania are an increasingly professional group. They are up on the latest trends and are using them successfully. They are taking courses in adult education, many even completing doctoral programs. They are a uniquely dedicated group, directly involved in helping students reach their goals. Their manuscripts arrived by mail, fax, and modem, on paper, disk, and computer to computer. Electronic publishing got a nice workout in this project! A special nod goes to Tim McGinnis of ARIN I.U. #28 and Barbara Goss of Tuscarora I.U. #11, whose fine articles had to be bumped due to our severe space limitations. We planned the space as closely as possible, but 64 pages are painfully few in which to convey all the information we could or should be publishing. Thanks also to those who provided clerical and production support, including Denise Schoenherr, Carol Kornhauser, Annette Reiff, and Eric Whitmore.

Thanks to the folks at the Bureau of Adult Basic and Literacy Education Programs who consulted on articles (for which some of your names do not appear on bylines), provided statistics, and reviewed the manuscript. We are grateful for the ABLE Bureau's funding of this project and support of its development. This is a fundamental staff-development tool for all of us, all across the state.

Pennsylvania is fortunate to have thousands of dedicated adult educators who work very hard in every imaginable setting. I have the greatest respect for you and hope this new *Staff Handbook* helps make your work even more gratifying and productive than ever.

—Tana Reiff
Project Director/Editor
May 1992

The Pennsylvania Adult Basic and Literacy Education
STAFF HANDBOOK
1992 Edition

Editorial Staff

Project Director and Editor

Tana Reiff
New Educational Projects, Inc.
P.O. Box 182
Lancaster, PA 17603

Editorial Board

A

A BACKGROUND FOR THE ADULT EDUCATOR

Your role as an educator of adults

Teacher, tutor, aide, administrator/coordinator, counselor, or office staff person: everyone involved in the education of adult students is charged with a vital function. To help define the roles and responsibilities of adult education staff members, a survey of 14 adult education programs in Pennsylvania was taken during the fall of 1991 expressly for this Handbook. This was not an official survey and does not intend to represent a true cross-section of adult educators in Pennsylvania. However, the findings appear realistic and certainly informative.

Not surprisingly, nearly half of the respondents defined their roles under more than one job title ("ABE/GED teacher" or "teacher/counselor"). Annual salaries ranged from a low of $11,200 for a full-time "literacy aide/secretary" to $52,000 for a full-time ABE teacher in Pittsburgh. Most fell between $17,000 and $21,000. Part-time staffers being paid by the hour are drawing from $9 to $15, and considerably more in the large cities. All full-timers also received a benefits package, though some were as minimal as life insurance while others received medical, dental, life, and disability insurance as well as paid vacation and sick leave. Only one part-timer received any benefits whatsoever, and one listed his fringe benefit as the ability to "set own hours."

But the fundamental question was, "What do you *do*?" From answers to the question, "What are your main job responsibilities?" we have culled representative responses in each job function from those submitted.

ABE teachers:

- Classroom instruction (many said "one-to-one")
- Test and retest adult students
- Register and orient new students
- Place new students in appropriate level of instruction
- Determine educational objectives
- Prescribe/assign materials
- Select and order texts
- Create materials to aid instruction
- Organize classroom and materials
- Answer questions/discuss errors
- Discuss/interpret test scores
- Publish newsletter
- Maintain records and files
- Encourage and motivate students/build self-confidence
- Develop new teaching strategies
- Counsel students on academic progress, career goals, etc.
- Facilitate use of educational videos and computer lessons
- Coordinate home study program
- Write proposals
- Teach specialized courses
- Follow up on students who leave the program
- Recruit and train tutors/conduct in-services
- Supervise alumni group
- Set program policy

GED teachers:

- Individualized and group instruction
- Prescribe materials and books
- Plan courses
- Evaluate progress
- Correct papers
- Prepare lesson plans
- Make practice worksheets
- Check books
- Complete state enrollment forms/keep folders updated
- Administer practice GED test
- Determine students' readiness for the GED exam
- Use the computer as a teaching tool
- Distribute information about the GED exam

English as a second language (ESL) teachers:

- Teach English as a second language
- Orient students to American culture
- Teach survival skills
- Provide practical information

> "Be ready to give a lot of yourself. Have fun and enjoy what you do! I do!!!"
>
> —*Betty Winters*
> *Area Coordinator*
> *Greater Pittsburgh Literacy Council, Pittsburgh*

- Help fill out job applications
- Supply information to potential employers
- Help with income tax returns
- Teach information required for Pennsylvania driver's license
- Accompany students to various appointments
- Maintain attendance records
- Plan special events and field trips

Counselors:

- Conduct intake interviews
- Enroll new students/assess needs
- Explain program
- Track attendance
- Terminate students
- Coordinate with other programs
- Counsel for careers/promote post-GED training and education programs
- Counsel for personal needs
- Recruit new students
- Vocational counseling

Program coordinators:

- Recruit students and volunteers
- Train volunteer tutors
- Test students entering the program and at regular intervals
- Evaluate, interview, and schedule new students
- Acquire spaces for tutors and students to meet
- Match tutors with students
- Teach students directly
- Develop curriculum for individual students
- Provide guidance and counseling services
- Maintain accurate records
- Prepare reports for the Bureau of ABLE
- Network with other agencies
- Coordinate day-to-day operation of the program
- Prepare budgets
- Handle public relations
- Speak to community groups
- Order materials
- Provide support to volunteers and students

Aides/tutors/instructional assistants:

- Tutor students in reading one on one
- Help students understand and speak English
- Test students; correct tests and record scores
- Work with teachers, serving where needed
- Type correspondence, reports, forms, proposals, newsletters, purchase orders, etc.
- Complete and record time sheets
- Schedule and confirm appointments
- Transmit messages and information
- Prepare classroom materials

Secretaries:

- Type letters and instructional materials
- Prepare and maintain folders on students and tutors
- Make bulletin boards
- Recruit students
- Prepare instructional materials
- Deliver materials and supplies to tutors
- Answer the phone/take and give messages
- Greet the public
- Keep attendance and other records
- Assist program director
- Perform general office duties ❧

—*Tana Reiff*

A brief look at the history of adult education

The origins of people learning from each other, which is the essence of adult education, are lost in antiquity. Adult education predated literacy, perhaps by many thousands of years. The self-conscious enterprise called adult education is, however, a much more recent phenomenon. Old civilizations of China, Egypt, and the Khmer all show evidences of teaching in a variety of ways and occupations.

More recently in Europe we find the names of Birkbeck, Grundtwig, Krupskaya and others, including Comenius, noted for their interest in teaching adults in an organized, systematic fashion. These were highly motivated people who worked voluntarily without pay for greater learning opportunities for their fellow beings. In the early 1800s university professors in Scotland, Wales, and England were lecturing to local, nonuniversity groups on a wide variety of subjects. The invention of the printing press and movable type greatly furthered learning from the days of Gutenberg (early 1400s).

Two major institutions in the Middle Ages, the Guilds and the Roman Church, did a great deal to advance adult learning. Though their purposes were obviously different, both contributed in numerous ways to the concept of organized, purposeful learning by adults. The rise of universities from the 1200s on brought young adults into learning centers in cities such as Padua, Bologna, Cambridge, and Paris. Apprentices in many vocations were regularly taught by older craftsmen, a system not completely absent from the scene today.

In his book, *Adult Learning in America*, David Stewart points out that in our country, organized adult education really began in the 1920s, notably with the formation of the American Association for Adult Education (1926). This organization continues today as the American Association for Adult and Continuing Education. The excellent concept book, *The Meaning of Adult Education*, published in 1926 by Eduard Lindeman, put forth a concept of what adult education could be and what many persons thought it should be. This book is again in print and available to those who would like a better understanding of this professional field. To those patient souls who work with illiterate or semiliterate adults, Lindeman is as current as tomorrow morning.

In Pennsylvania, adult education had been in operation in a

variety of places and under varied sponsorship some years before there was a professional organization to share interests, consolidate goals, and further educate those already working with adults. A. W. Castle of Pennsylvania's Department of Public Instruction, working with the Civilian Conservation Corps, a makework national project instituted under the presidency of Franklin D. Roosevelt, saw the need for greater organization of teachers of adults. In addition, some professors, such as Orvis Keller of Penn State, saw the need for the education of adults by college and university faculty.

In 1936 the Pennsylvania State Association for Adult Education came into being, ten years after the national organization was founded. This organization continues today as the Pennsylvania Association for Adult Continuing Education. The Preamble to the constitution of the 1936 organization serves to tell us today what those people more than half a century ago saw very clearly as their responsibility:

We, the adult-educationists of the Commonwealth of Pennsylvania, in order to foster the physical, mental, social, and spiritual vitality of the American people and mankind:

to assist in the preservation of the American concept of freedom and in the protection and defense of liberty and justice against conflicting ideologies;

to foster the development of an informed public for an intelligent and aggressive assumption of civic responsibility in a world community;

to insure the perpetuation of American institutions and the refinement of our machinery of government for democratic self-determination;

to eradicate illiteracy, as largely as possible, for mutual understanding and cooperative citizenship;

to effect a more genuine assimilation of our foreign-born residents to the ends of social unity and national solidarity;

to further the development of carefully planned and well-supervised programs of free public recreational and social activities for all groups, with emphasis upon family unity and neighborliness, as a protective service for the children and youth of this Commonwealth during their formative years, and as a deterrent to crime and juvenile delinquency;

to promote the equalization of educational, recreational, and social opportunities for all age groups in a more equitable distribution of the benefits to be derived from a democratic social order;

to stimulate and refine a social consciousness of and for the common good throughout Pennsylvania and elsewhere, to speed the realization of a lasting peace, and

to support the provision of opportunities for the continuing education of all youth and adults, to insure the development and continuance of the social competency necessary for the attainment of these goals.

for all of which purposes and reasons, we do hereby dedicate ourselves to this Association and the cause of Adult Education within this Commonwealth and the United States and throughout the world.

It is interesting to note that the current major organization dealing with all aspects of adult continuing education in the Commonwealth today adopted its own preamble to its constitution in 1978 when the organization was formed. The similarity of this preamble to the one just quoted above from 1936, is very strong. This similarity may be taken as a recognition of the soundness of the people half a century ago, and as evidence that these goals have never been sufficiently met.

In 1989 a book was published through PAACE, called *Adult Education Organizations in Pennsylvania: A History*. The type is a bit small to read and only a few copies remain, but if you can secure a copy and a magnifying glass, you may find the book interesting and useful.

The story of adult education is not one of famous, rich, or politically important people. It is part of the never-ending effort to make things a little more even, a little better for those who want their lives to expand. It too often is a record of not enough, not on time, and not easy, but at the same time, it is a record of heroism, of sacrifice for others as well as for self—the future self. It deserves a better telling, and greater attention from those who didn't have it so hard. It must go on, it will go on, and with just a bit more energy, resources, and humane consideration for its clientele, it will shine in its own glory.

—*Gordon C. Godbey*

National Literacy Act of 1991

The National Literacy Act amends the Federal Adult Education Act with several significant changes to be implemented in Fiscal Year 1992-1993 and in subsequent years.

The Act defines "literacy" as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goal, and develop one's knowledge and potential."

At the national level a National Institute for Literacy is established under the aegis of the Departments of Education, Labor, and Health and Human Services to conduct research, establish a national database, provide technical and policy assistance, disseminate findings, evaluate the status of literacy efforts, and make recommendations for program improvement.

At the state level the Act provides for the establishment or expansion of State Literacy Resource Centers under the direction of state governors. Pennsylvania is eligible for an allotment of slightly over $500,000. Regional Centers are also permitted.

Grants for National Workforce Literacy Strategies are authorized at $60,000,000 for our Fiscal Year 1992-1993. If funds are *appropriated* (budgeted) at this level, this program will not require competitive applications from states, but will become a formula grant program to states which apply for funding. Awards will be determined by the state's adult population with less than 12 years of schooling.

The authorization level for the Adult Education Act is increased 30% to $260,000,000 for our Fiscal Year 1992-1993. This is primarily for grants to states with provision for a maximum of $3,000,000 to be reserved for National Programs.

Basic state grants are now promulgated under Section 322 of the Act. States must provide grants to Housing Authorities, to be known as "Gateway Grants." These are two-year grants which must be conducted in consultation with local adult education providers.

Several provisions of the Act strengthen program accountability and evaluation including the development of indicators of program quality to be used in evaluating programs to determine whether they are effective in successfully recruiting, retaining, and improving the literacy skills of individuals served. Consistent with this intent, considerable emphasis is placed on staff development. Section 353: Special Experimental Demonstration Projects and Teacher Training is amended to require

that two-thirds of 15% of each state grant be used to provide for training persons engaged, or preparing to engage, in programs supported by the Act, including professional teachers, volunteers, and administrators.

—*Gordon Jones*

Programs administered by the Bureau of Adult Basic and Literacy Education

The largest single source of funding received by the Bureau of Adult Basic and Literacy Education is the federal Adult Education Act. For Fiscal Year 1991-1992 this grant was approximately $10,200,000. This grant provides for regular programs of instruction in Adult Basic Education (ABE), English as a Second Language (ESL), and General Educational Development (GED). No more than 20% of the grant may be spent on GED programs, and no less than 10% must be spent on programs for institutionalized adults. In addition, a new change effective beginning in Fiscal Year 1992-1993 requires that 15% of the grant be used for special projects (such as curriculum development and research) and staff development. At least two thirds of the 15% must be spent on staff development.

The second largest source of funding is the state Adult Literacy Act, Act 143 of 1986. The Commonwealth provided $7,000,000 for Fiscal Year 1991-1992. This Act provides for regular programs of instruction, with priority emphasis on programs of ESL and ABE for persons functioning below the fifth grade level, and training for volunteer tutors. No more than 20% of the grant may be for GED programs, and no more than 10% may be used for programs for institutionalized adults.

Federal funding is available under the Stewart B. McKinney Homeless Assistance Act. Funding to State Education Agencies is competitive. Grants of approximately $400,000 have enabled the Bureau to fund between 12 and 16 local programs. These programs are operated by adult education agencies in homeless shelters. Homeless shelters and other social-service agencies must be meeting the physical and social-service needs of participants in order to receive the adult education services.

The Bureau seeks other competitive federal and state funding, and private funding as well, to meet Pennsylvania's adult education needs. We have been fortunate to receive the largest National Workforce Literacy Education Grant ever awarded. This grant of over $800,000 from the United States Department of Education permitted the Pennsylvania Department of Education in partnership with the Institute for the Study of Adult Literacy at the Pennsylvania State University and the American Federation of State, Municipal, and County Employees to administer Commercial Drivers License (CDL) programs in collaboration with the Pennsylvania Department of Transportation. This grant provided for instruction for commercial drivers who must pass nationally mandated licensing exams. A state allotment of $3,000,000 has permitted expansion of this program. As well as direct instruction for commercial drivers, including school bus drivers, train-the-trainers workshops have been conducted for trainers from a wide variety of public and private organizations.

We are very pleased to receive for 1993 a grant for approximately $50,000 in conjunction with Northampton County Area Community College from the Barbara Bush Family Literacy Foundation, one of 13 awards selected from a field of over 600 applicants. The program will provide services primarily to fathers incarcerated at Northampton County Prison and their children.

The Bureau also manages the GED Test Center serving 85 local GED test centers in institutions and the largest diploma-granting program in the state, the Commonwealth Secondary School Diploma Program, serving 80 community-based test centers, employers, the education community, and the general public. In 1991 over 10,000 adults received diplomas and transcripts were provided.

One of the newest and most important program areas funded by the Bureau a e local programs of Workforce/Workplace Literacy Education. Such programs are funded with state or federal funds and are operated at union halls, the workplace, and adult education sites in the community where Adult Basic Education, English as a Second Language, and GED instruction are offered. Often the basic-skills instruction relates directly to the specific jobs performed by employees.

In Fiscal Year 1990-1991 over 109,000 adults received adult education services. This figure includes adults enrolled in regular programs of instruction and special projects, adults who received literacy materials and related services, and adults trained as volunteer tutors.

The years ahead hold great promise for the field of Adult Basic and Literacy Education. We are fortunate to have had both a first lady and a governor who share the enthusiasm of Adult Basic and Literacy Education personnel, including the thousands of tutors who volunteer their time to be trained and to provide instruction or other program services. Increased emphasis on staff development, recruitment and retention, and program quality assures continued growth for adult educators and increased opportunities for adult learners.

—*John Christopher*

Effective volunteers

Most ABLE and GED programs in Pennsylvania now utilize volunteers in some capacity. Over 7,000 new volunteers have joined our programs during the past year. Is this influx a tremendous boon to literacy students? It is, to the extent that the volunteers are managed for effectiveness.

Volunteers in ABLE programs can succeed only if every professional staff person believes in the value of volunteers and is prepared to support them. Most volunteers are very quick to sense the organizational climate. If that climate is not conducive to the growth and nurturing of volunteers, they will soon be

gone.

Volunteers are not just unpaid labor. They come to your program with certain expectations of how they will be supervised and placed. During the course of an interview or orientation, the volunteer and program representative need to find out if their expectations will mesh. This is the key to enrolling a happy and productive volunteer.

Here is a "bill of rights" for volunteers which may help you respond to a volunteer's needs—or be a better volunteer yourself.

1. **Clear line of supervision.** Volunteers need to know to whom they should report. They find it comforting to know where they fit into your organization and who can help them when they need it.
2. **Job description.** Volunteers need a clear statement, preferably written, of what their duties are. We all want a sense of real responsibility in our jobs.
3. **Lack of overlap.** Volunteers need to know that their responsibilities pose no conflict with those of a paid staff member.
4. **Learning opportunities.** No one likes drudgery. Volunteer jobs must provide some room for growth and learning. This may be even more important for volunteers than for paid staff.
5. **Staff commitment.** Volunteers need to know that they have the full support of the staff. They need plenty of recognition along the way, too.
6. **Appropriate placement.** Volunteers deserve to be placed in jobs that match their skills and motivation.
7. **Appropriate training.** In ABE and literacy we are quite careful about training our volunteer tutors, but we need to design appropriate training for positions other than tutoring.
8. **Good supervision.** Volunteers deserve the same type of supervision as other staff members, though not necessarily to the same degree. If you do not have the time to give this supervision, consider whether you really should have a volunteer working for you.
9. **Evaluation of performance.** Volunteers deserve to know whether or not their work is of good quality. Hanging on to an ineffective volunteer for sentimental reasons can do a lot of damage to your program. Similarly, failing to recognize the work of outstanding volunteers could mean losing them.

Though volunteers are not on equal status with paid staff members, they should be considered part of your staff and given their appropriate place in your organization. Thinking of the word *staff* as including both paid professionals and volunteers may be the first step toward effective volunteer management.

—*Donald G. Block*

"Always conduct yourself in a manner which expounds in every way your ability to be a caring, loving, motivating person. Be genuine in your interest in your students."

—*Barbara A. Goss*
ABE/GED Instructor
TIU Adult Education and Job Training Center, Lewistown

Teacher certification and adult education

Like the vast majority of states, Pennsylvania does not have a process of certification for teachers of adults. Historically, the reason certification is not required has been that, unlike children, adult students are not legally compelled to attend school, and adults can make mature decisions if confronted with what they view as poor teaching. In reality, most adults who attend adult education programs do so for compelling reasons. Further, strong interpersonal communication skills and adult-oriented teaching skills are required to motivate, retain, and instruct adult learners.

The Pennsylvania Department of Education strongly recommends that teachers in programs funded through the Bureau of Adult Basic and Literacy Education Programs have certificates in elementary, secondary, special education, or reading. The evidence would seem to suggest that no particular area of specialization is more likely than another to produce excellence in teaching adults. What is absolutely clear is that teachers of adults must learn to know their individual students' needs, interests, and capabilities in order to teach them effectively. Special techniques, methods, curricula, and knowledge of content are essential but secondary to a thorough understanding of the individual adult learner's strengths and needs. A variety of related in-service opportunities are provided by the Pennsylvania Department of Education for local program personnel.

Should certification be required?

The Pennsylvania Department of Education commissioned an exhaustive study in Fiscal Year 1983, called Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. As a result of this study, two conclusions were reached. One, an examination of the literature revealed that there was no clear indication of the value of educational certification, in general. Two, in the issues, findings, and discussions reported in this study, there was no evidence of philosophy, purpose, or correlation with performance, and no body of acceptable research for certification in general. The results of this study were consistent with the findings of Andrews (1982) and Medley (1982) in that there is a lack of a knowledge base, lack of measures for effectiveness, and too little research in teacher preparation—the foundation of the traditional credit-based certification system. The researchers for this project recommended that before any consideration be made to certify ABE teachers in Pennsylvania, there must be a philosophy, a clear-cut specific purpose, a relationship between performance and competence, and further research.

A major issue specific to mandated certification is the part-time nature of the field. Two activities in the 1990-93 Adult Education State Plan relate to providing more full-time career opportunities and the encouragement of consortia funding. Thirteen research activities are proposed; the findings of research and outcomes of a new Plan may provide further direction on the issue of certification.

—*Gordon Jones*

The National Adult Literacy Survey (NALS)

Accurately assessing the status of adult literacy in our nation has been a persistent concern over the years. In 1989, Educational Testing Service (ETS) was awarded a four-year contract by the National Center for Education Statistics to develop and conduct a survey of literacy skills among adults, 16 years of age and older, residing in private households and dormitories across the continental United States. Approximately 15,000 adults will be assessed by some 230 trained interviewers. Field testing took place in early 1991, main assessment will occur in 1992, and results will be reported in 1993.

Each assessment is conducted in a face-to-face interview lasting approximately one hour and consisting of 45 minutes of simulation tasks and 15 minutes of background questions. The simulation tasks are designed to measure a broad set of literacy skills associated with authentic written and printed materials encountered at home, at work, and in communities across the United States. Through these simulation tasks, adults will respond to reading, writing, speaking, and listening tasks that will require them to demonstrate a range of skills and knowledge that include recognizing, acquiring, organizing, interpreting, producing, and applying information across various types of printed materials. The background questionnaire focuses on information that will help us better understand factors associated with various levels of literacy.

Twelve experts from business and industry, labor, government, research, and adult education helped devise the plan for developing and conducting the National Adult Literacy Survey that builds on our evolving knowledge and understanding about the nature of literacy in our society

Defining literacy

In 1985, the National Assessment of Educational Progress (NAEP), under a grant to ETS, developed and conducted a household survey of the literacy skills of adults, aged 21 to 25. In order to consider the many points of view that exist regarding literacy, ETS convened panels of experts who helped set the framework for this assessment. Their deliberations led to the adoption of the following definition of literacy: *Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.*

The study reported on the literacy skills of young adults in terms of three scales representing distinct and important aspects of literacy.

- **Prose literacy tasks** involve the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and the like;
- **Document literacy tasks** involve the knowledge and skills required to locate and use information contained in job applications or payroll forms, transportation schedules, maps, tables, indexes, and so forth; and,
- **Quantitative literacy tasks** involve the knowledge and skills needed to apply arithmetic operations such as in balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Extensive discussions among the current Literacy Definition Committee members led to the adoption of the definition and scales used in the 1985 assessment of young adults. The current Committee also recommended that new simulation tasks be developed for NALS that take into account :

- continued use of simulation tasks rather than traditional multiple-choice questions;
- increased emphasis on brief written and/or oral responses;
- increased emphasis on developing simulation tasks that focus on asking the respondent to describe how she or he would go about setting up and solving a problem; and
- development of some quantitative tasks that allow the respondent to use a simple, four-function calculator to solve problems.

Furthermore, the Committee recognized the importance of collecting demographic and personal background information. Some of the issues recommended for inclusion in the background questionnaire are: languages spoken at home, at work, and in the community; educational attainment and training experience; employment history and current status; use of literacy skills for work and leisure; availability and access to education and training; types of learning occurring through work and community activities; and participation in civic and political affairs.

Results from the National Adult Literacy Survey will provide policy makers, business and labor leaders, educators, researchers, and citizens with vital information on the condition of literacy in America. Results will be compared to related national studies as well. In addition, a number of states, including Pennsylvania, have negotiated contracts with ETS to conduct concurrent literacy assessments. In the fall of 1993, the "state reports" will be released, profiling each participating state's literacy skills and comparing these results to those of the national study.

—Irwin S. Kirsch

"Learn your job and be good at it. Always enjoy helping someone else."

—Mary Jane Jones
Literacy Aide/Secretary
Community Action Education Center, Connellsville

B

CREATING A LEARNING ENVIRONMENT

Who are your students?

In this chapter we'll look at ways to help you understand and accommodate your adult students' learning needs. Adult educators need to know students as individuals, but it's also interesting to take a look at the variety of adult learners represented in Pennsylvania. According to the Pennsylvania Department of Education, adults participating in the comprehensive adult basic and literacy education effort include:

- students in traditional instruction programs.
- students in one-on-one tutorial programs.
- students receiving such adjunct services as literacy materials, counseling, assessment, and referral.

A total of 56,810 students took advantage of services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, during the 1990-91 school year (most recent statistics available at this writing). This number included 34,231 participating in federally funded ABE programs and 13,120 in state-funded (Act 143) programs. In addition, under Act 143, 46,210 individuals received adjunct services, and 6,214 volunteer tutors were trained.

Of all of our adult students, 47% were male and 53% female. The majority, 58.4%, were White, 20.5% were Black, 11.8% were Hispanic, 9% were Asian, and .3% were Native American. (Of the general population of Pennsylvania, 88.5% are White, 9.2% are Black, 2% are Hispanic, 1.2% are Asian, and .1% are Native American.)

Adult students who were employed when they entered our programs accounted for 36.2% of the total. Another 37.9%, were unemployed but available for work, and 25.9% were unemployed and unavailable for work.

During the 1990-91 school year, 17.8% of our adult students were from rural areas and 82.2% were from urban areas.

The 16-24 age group accounted for 30.2% of our student population, The 25-44 age group was the largest: 52.9%. The 45-59 range was 12.5% and the 60+ folks were 4.1 of the total. Hispanic students tended to have fewer older participants, while Asians had fewer in the 16-24 age group.

Adult students have many different goals, and many have multiple goals for themselves. They come to your program for these main reasons:

- To get a diploma or certificate.
- To improve their reading skills.
- To improve their math skills.
- To learn the English language.
- To quality for college or business school.
- To qualify for training programs.
- To improve their overall competency.
- To fulfill an AFDC or parole mandate.
- To help their children with homework.
- To obtain citizenship.
- To obtain a driver's license.

Measures of success

According to PDE, of the 56,810 students served, the following program impacts were listed for 1990-91:

Passed the GED	3,845
Took GED, results not received	2,102
Obtained a high-school diploma	4,380
Improved basic skills	38,631
Was grade level 0-8 or ESL and learned reading, math, writing skills	8,581
Completed an ESL level	6,178
Learned English language	5,886
Obtained a job	3,006
Obtained a better job or salary increase	1,582
Was removed from Public Assistance	599
Entered another educational/training program	4,507
Obtained citizenship	125
Obtained driver's license	601
Met personal objective	21,978
Voted for the first time	164
Was referred to another agency for services	9,636

Reaching them

We've looked at the numbers. Now, in this chapter you'll read about the best ways to create a learning atmosphere for your *real, live* students: how to use the learning-style approach to teach to the individual, how to organize your classroom and work with groups of varying sizes, what to do and not to do for positive interaction with your students, how to recognize and deal with learning disabilities, and how to manage your recruitment and retention efforts to best meet adult students' needs.

—*Tana Reiff*

Learning styles: teaching to the individual

Regardless of their reasons, our adult students have decided not to fake it anymore, but to step forward and ask for our help. They ask and we tell. But what are we telling them? Adult students tell us that they can't solve problems and we agree with them. Unintentionally, we prove their theory correct.

We tend to be convinced early on about each student's potential for learning. It doesn't matter where teachers developed specific attitudes concerning a student's learning potential; it does matter that efforts to change the old mindsets are long overdue, especially in adult education classrooms.

Individualized instruction is the most widely used method in adult education. Students are assessed and given a prescribed instructional plan written to address areas of academic weakness. A teacher/tutor is assigned the case, and then the teacher and student begin individualized learning sessions. This delivery system works best if the teacher chooses an eclectic approach; in other words, whatever it takes is what will be done to ensure the student understands the concept. If instruction is to be truly individualized, then it should be individualized according to the student's preferred learning style.

"The learning styles approach" refers to matching student learning style with an appropriate teaching style. Teachers need to face the reality that many of us teach the way we ourselves learn best. However, the way the teacher learns best is not necessarily the appropriate method for the student. The learning-styles approach takes the focus off the curriculum and places it on the student's individual needs: "Teach people, not books..." Studies show the results of the learning styles approach enhances the educational opportunities and awareness for normal-functioning students and dramatically improves the achievement for mild and moderately learning disabled students.

We know how very different each person's personality can be. We know that our differences make the world better. Yet in education, we have been overshadowed by the "right" way to write a lesson plan, the "right" way to select a textbook, the "right" way to document this report, and the "right" way to grade on a curve... When are we going to learn the truly right way to listen and learn from our students?

Lynn Boal, a former corrections teacher, reflects her experience with cerebral dominance/learning style approach on an adult-incarcerated individual:

"Student 'D' was placed in my class with an IQ of 66 and achievement levels of less than third grade in reading, math, and language. He was quiet, shy, and extremely fidgety. The more I watched him, the more he squirmed in his seat. I was teaching him through traditional methods of remedial reading and there was no evident progress. Four months into the program, "D" and I were still struggling with phonics.

"'D' came to me with an MR diagnosis from a reputable school district and because his personality fit the MR label it never occurred to me to test 'D' for style or dominance. However, one day while I was instructing another student in algebra, 'D' showed an interest in the content. He looked at the problem and told us the answer. In disbelief, I gave 'D' more problems and he did those in his head, too.

"I did a learning-style assessment and found 'D' was a tactile learner. I changed the method of delivery to meet his needs and eight months later, 'D' passed his GED with a 268. His success was my success and marked the beginning of the exclusive use of learning styles approach for all my students."

> "When students cannot learn the way we teach them, we must teach them the way they learn."
> —*Rita Dunn in Educational Leadership, 1990*

Adapting to the learner

Beyond recognizing a student's learning style difference, teachers need to be skilled in adapting their preferred style of teaching to the student's preferred style of learning. "Teaching style can have a tremendous impact on the student's style. It is reasonable to assume that the learning of all students would be enhanced it they were taught in a manner conducive to their individual learning style(s)" (Ast, 1988).

Ast's contention is for teachers in general to become aware of the vast differences among today's learners. Through total comprehension of the various strengths, teachers can learn to match the student's style to an appropriate teaching style. This is not an answer to all problems in education, but rather alludes its use to the beginning of the resolution to some of the problems in education today:

"Every approach has its advantages and disadvantages and will be differentially effective depending on many factors. However, given the ever-increasing volume of literature supporting the utilization of learning style research, educators have a mandate to seize upon this knowledge, and as much as possible, to modify current teaching styles to accommodate the individual learning styles of students in their classrooms" (Ast, 1988).

Our students can tell us how to teach them best. To assume there is a typical adult learner or a blanket approach to conveying concepts to adult students is inappropriate and outdated. Take time to read about learning styles and brain dominance. Find your students' learning style preferences and teach to their individual needs.

—*Shirley Mattace*

Organizing a place to learn

The role of the teacher in adult education is generally perceived to be that of a facilitator, resource person, and instructional manager. On the other hand, most students expect the teacher to assume a more traditional role. They begin the class relatively dependent on the teacher for direction, guidance, assignments, and evaluation—what, when, where, and how to learn.

So, while the first few classes are understandably teacher-centered, as time goes on, with support and encouragement, most students can and gradually will assume more responsibility for identifying their own learning objectives, setting their own pace, selecting preferred learning materials, and assessing their own progress.

In order for the learning environment to move from being teacher-centered to learner-centered, you will need to discuss the kinds of decisions to be made, share with students the information they will need to make decisions regarding their learning, and, finally, permit them to actually make those decisions. While some teachers find it difficult to relinquish control or to trust students to make such decisions, most find that sharing responsibility and involving adult students more directly and actively in their own learning helps students to better understand the learning process and increases their level of commitment and sense of accomplishment.

Most authorities in adult education recommend that a class be organized in such a way as to permit a good bit of individualized instruction with peer, small-group, and large-group learning activities included on a regular basis. Individualized instruction helps to accommodate the broad range of abilities, learning needs and interests, backgrounds, and goals and objectives represented in the group.

Peer teaching/learning activities, as well as small- and large-group activities, serve several important purposes. Besides providing economical ways to cover content or introduce concepts, they give students an opportunity to relate to one another, to learn from and share experiences with other members of the group. Communication, problem solving, team building, collaboration, and interpersonal skills can be strengthened. Peer activities also provide a change of pace and keep students active and involved.

Generally, for any given day, you will need to spend one-half to two-thirds of the class time with individualized instruction, roughly one-fourth with small-group instruction, and one-fourth with large-group activities. For example, a two-hour class might begin with a 10- to 15-minute whole-group activity, move to an hour or so of individual work, and close with small-group and/or peer learning activities.

Individualizing Instruction

During the time set aside for individualized learning, you will have several options for how to spend your time. First, you will want to move around the room, checking in with students and generally being available for questions and assistance. You can use this time to monitor each student's progress, providing feedback on work completed and adding assignments when a student needs more work in a particular skill area or is ready to move on to the next objective. This is the time for you to provide one-to-one instruction for those who are beginning a new skill area, making sure they are off to a secure start. Or, you might spend some time with two or three students who are working on related skills, discussing and reviewing their work, noting their progress and preparing them for the next step. Once you become more familiar with your students' skill levels, learning styles, and the pace at which they work, you will find it easier to stay one step ahead of them.

Some teachers find it helpful to plan about 12 to 15 hours of work for each student, a kind of individual learning plan, and use it as the base from which they will then guide each student through a program of learning. The 15 hours should include work on a number of skill areas—two to three hours for each—and provide a variety of materials from which the students can choose. The plan can be written inside a manila folder which you give to each student. You and the student together can check off assignments as they are completed, noting progress and mastery levels, then discuss which assignments to do next or when to move on to a new skill area..

This kind of structure helps students see where they have been and where they are headed, and helps them begin making decisions about where to start, which materials to use, and how to proceed. It will help you to plan useful and relevant peer, small-, and large-group activities by making it easier for you to know when several students are approaching the same skill level. Individual learning activities can stem from a group activity or discussion, or you can match two students in a peer learning/teaching activity.

Small-group activities

Small-group activities can be planned in any number of ways. The most common occurs when two or more students are ready to begin work on the same skill area and you introduce the skill to all of them at once. After completing one or two practice activities as a group, the students return to working independently.

Other small-group activities can be designed to accommodate a variety of related skills. In this type of activity each student is assigned tasks related to his or her particular learning objective. When their work is combined they will, as a group, have covered a broader range of skills; some will have been introduced to new skills and others will have reviewed skills previously mastered.

For example, a single newspaper article can serve multiple purposes. Following a short discussion of the content, one student might identify parts of speech or sentence patterns. Another might identify vocabulary or spelling words to work on, and another the main idea and supporting facts and details. When the group is brought together to review individual assignments, each will benefit from listening and responding to what the others have done.

Whole-group activities

The amount of time spent on large-group activities will vary. Here, too, you will need to use your creative skills to design activities which allow for and encourage everyone's participation. You might use this time for group problem solving, values clarification activities, debates, language experience or group writing assignments, reading plays, word games, role playing, oral presentations, current events, or life/work competencies such as comparison shopping, conflict resolution, or interviewing skills.

Whole-group activities are not used to keep the group on a schedule of learning academic content at the same time in the same way. It is unlikely in a class where everyone is working at his or her own pace on individually assigned learning objectives that all of the students will be ready, for example, to begin learning the addition of fractions together. Instead, these activities are designed to teach skills for which interaction is an integral part of the learning process or can serve as a point from which each student can move in his or her own direction.

—*Meredyth A. Leahy*

The 4 E's: do's and don'ts for educators of adults

Teaching adults requires some instructional strategies and approaches which may be new to you. Although there is no "typical" adult learner, most authorities agree that there are some general characteristics which may exist to varying degrees in adults enrolled in basic skills education and literacy programs like ours.

The guidelines which follow can help you develop a sound direction in working with adult students. The guidelines are organized into four categories: Expertise, Empathy, Enthusiasm, and Expression—based on Wlodkowski's (1985) core characteristics that can be learned, controlled, and planned by anyone who instructs adults.

Expertise: the power of knowledge and preparation. Teachers must know their subject well, believe that they have something of value to offer, and take the time to plan and organize materials. You will want to:

- Be prepared for each lesson or student.
- Know your subject matter.
- Be familiar with various instructional methods.
- Be familiar with a variety of instructional materials.
- Behave in a confident manner.
- Remember that the teacher or tutor is a role model.

Empathy: the power of understanding and consideration. Teachers must have a realistic understanding of learners' needs and expectations. It is then necessary to adapt instruction to the learners' levels of experience and skill development, being continuously considerate of each learner's perspective. Keep in mind that adult learners are goal-oriented and will have a reason for being there. Some expect too much too soon; others are fairly realistic. For many, entering your class is a high-risk decision, so realize that adult learners need to preserve their dignity and self-respect. Remember, too, that your students have a background of valuable experience to draw on—some negative, some positive. In some cases problems outside the classroom may interfere with students' attention to learning. Also, because students differ in age, interests, and aspirations, they will be far more heterogeneous than a group of children or teenagers. You will want to:

- Assess each student's ability, then provide appropriate materials and instruction.
- Be prepared to accommodate a wide range of learning rates and styles, backgrounds, interests, and values by building a sense of camaraderie and mutual respect among the students.
- Help students break down long-term goals into manageable, short-term goals. Students are more apt to persevere when they can see the light at the end of this particular tunnel and feel a sense of accomplishment.
- Don't minimize the difficulty or importance of students' work. Agree that it is challenging and will require effort and patience but that you are confident the student will succeed.
- Don't teach something students already know.
- Help students realize the abilities they do have. Look for ways to build on each student's strengths.
- Move at the student's pace. Don't push students beyond their means or hold them back just to stay with the group.
- Exhibit lots of patience.
- Make sure students feel comfortable in class.
- Understand where people are "coming from." Don't express strong opinions or value judgments about situations that involve students' personal lives (e.g. teenage pregnancy, drug or alcohol abuse, the welfare system, or unemployment).
- Be approachable.
- Listen to students' personal problems but don't pressure them to talk.
- Respect your students; don't be condescending.
- Be on time.
- Trust your students.
- Don't deceive your students about the time it will take to achieve their goals.
- Don't pick out a favorite student.
- Don't compare students, and discourage them from comparing themselves with one another.
- Listen to your students.
- Don't interrupt students.
- Spend time with each student.

Enthusiasm: the power of commitment and animation. Teachers must demonstrate that they care about and value what they teach, for themselves as well as for their learners. This commitment should be expressed in instruction with appropriate degrees of emotion, animation, and energy. You will want to:

- Be cheerful.
- Have a sense of humor; make learning enjoyable.
- Show your students that you really care.
- Use a variety of materials to stimulate interest.
- Don't treat content lightly—it is vital information to your students.
- Let your students know how they are doing.
- Provide positive feedback when students are putting forth effort and making progress.
- Be sincere; overpraising can damage your credibility.
- Encourage students to try new things.
- When appropriate, tell about yourself and your own experiences.
- Take advantage of opportunities for professional growth.

Expression: the power of language and organization (Wlodkowski called this Clarity). Teachers must instruct in a manner that learners can understand and follow. They must also find ways to help learners comprehend material that was not clear in the initial presentation. In addition, adults are often reticent or apprehensive about speaking in a group setting or even to each other. Difficulty with interpersonal communication is a barrier to advancement for many. You will want to:

- Develop a nonthreatening, safe environment.
- Explain class procedures.
- Explain things simply.
- Make sure students understand what you want them to do.
- Ask questions to find out if students understand.
- Repeat things that are hard to understand.
- Don't "talk for" a student.
- Use examples to illustrate.
- Allow ample time for practice.
- Be sure to review before going on to something new.
- Correct all errors immediately—with kindness.
- When asking questions, allow enough time for response.
- Avoid child-like procedures such as raising hands or asking permission to leave the room or move on to another task.
- Provide students with general information—where to find texts, restrooms, and snack machines.
- Encourage students to take a break when they need to.
- Avoid busy work. Be clear about the purpose of assignments; explain the task's relevance to a learning objective.
- Incorporate learners' interests and experiences into class discussions and activities.
- Involve students in the learning process by helping them to identify new learning objectives, giving them opportunities to select from a variety of learning strategies and materials and providing self-correcting activities. Students who discover that they can decide what, when, and how to learn soon develop confidence in their ability to learn.
- Demonstrate your confidence in students by asking them to review or to teach a skill just mastered to another student.
- Plan activities such as small-group writing projects, peer tutoring, team problem solving, or role-playing which will build confidence and develop oral communication skills. Students will enjoy tackling a problem together and teaching what they know to others is an excellent means of reinforcement.

An excellent resource is *Helping Adults Learn*, a video and guide developed by the Institute for the Study of Adult Literacy at Penn State. It is available on loan from AdvancE.

—Julianne D. Rettig and Meredyth A. Leahy

Dealing with adult learning disabilities

Many adults enrolled in adult basic education and literacy programs had difficulty in school because of learning problems. Adult students require less labeling and more understanding of their perceiving, processing, and communicating differences.

Through testing and/or observation, teachers can determine if students have learning differences. Testing for learning problems is ideal because the specific characteristics of the difficulties can be determined. However, even where specialized testing is not available, teachers can observe manifestations of learning disabilities and, if they have some knowledge of the specific manifestations of learning problems, can use their observations to modify instruction to accommodate problems.

Students can be divided into three general groups: those without learning problems, those with mild or moderate learning problems, and those with severe learning problems. Students who do not have problems can receive instruction via traditional methods, while students who have learning problems of varying degrees need varying degrees of accommodations and/or alternative techniques. For example, a student who has an auditory processing problem may not be able to distinguish the subtle differences in phonetic sounds. A student who has a right/left problem may have difficulty learning rules which have exceptions.

Learning problems can be identified and grouped in many ways. A useful way to group some of the problems which affect adults is to identify them as they affect a student's performance:

- Visual processing (e.g. skipping words and lines)
- Auditory processing (mishearing sounds)
- Right/left discrimination (reversals)
- The racing mind (distractible)
- Concrete thinking (requiring models and examples)
- Ambiguous vocabulary (limits comprehension)
- Organizational problems (time, object, or thoughts)
- Sequencing (following logical order)
- Motor problems (poor handwriting, clumsy)

The type of processing problem can be matched with instructional techniques which fit well with the student's manner of thinking. A problem with auditory processing might require that a student learn reading and spelling skills using alternative (nonphonetic) decoding techniques. Reversals require weighted learning or mnemonics.

Some learning problems are better handled through accommodations. For example, a student with a reading problem should be allowed to take an oral exam to assess his or her knowledge of science while, of course, a test of reading should include reading. A student who reverses often should not be required to answer true and false questions. Determining when an accommodation should be given should be based on the severity of the student's problem.

Learning problems often cause years of failure and poor self-esteem. Therefore, teachers must be vigilant in avoiding frustration amplified by past failures. Breaking tasks into small parts and adequate repetition of developing skills build success and confidence.

Counseling should be provided to help students with social and life skills, as the characteristics listed above cause both learning and living problems. We are all aware of how poor language skills affect completing a job application, but many functional areas can also be affected. For example, a person who

does not know when to stop talking or makes decisions with insufficient information experiences many living problems.

Avoidance is the most disabling aspect of having a learning difference. If a person has difficulty with a skill such as reading, then reading will not be a priority activity. When given a choice of how to obtain the news, the person will turn on a radio or television rather than pick up a newspaper. When a person has difficulty reading maps, the person will ask for directions rather than study maps.

Adult basic education teachers need to learn more about the characteristics of learning problems and the manifestations in academic and social functioning. Instructional materials should incorporate alternative techniques so that students can choose the method which makes the most sense to them. At the beginning of this century, we began to recognize individual differences with the development of intelligence tests. An understanding of learning styles was a natural outgrowth of the identification of individual differences. Now we can take the next step and refine our educational techniques to match the neurological processing of individuals who differ significantly from the norm.

—*Richard J. Cooper*

Recruitment and retention of adult students

Few issues are more frustrating in adult education than recruitment which fails to work. Few experiences are more distressing for teachers than for a student to drop out. The number of adults who enter literacy and ABE programs is typically considered very low given the numbers in the national target group—if between 18 and 60 million adults are deemed in need of literacy education, only 2.3 million are estimated to enter the programs each year. Attrition rates run as high as 80% with 50% being all too common. It is clear that we are not as successful as we want to be in either area.

What does effective recruitment involve? Effective recruitment means effective marketing, which includes the following components: 1) address the needs of clients, 2) inform clients of the program's existence, and 3) express the program's ability to meet client needs in a fashion that motivates participation. If we agree that illiteracy has been a widely broadcast issue in recent years, why don't more attend programs? Many face "situational barriers": they cannot attend because they lack, for instance, day care or transportation. Others are blocked by "institutional barriers": program inaccessibility, inconvenient hours, etc. Strategies to meet such concerns, and ideas which need to be employed more include:

1. **Decentralize programs,** even temporarily, to convenient locations at convenient times. To develop trust, employ literacy graduates as instructors, aides, or paraprofessional counselors.
2. **Establish local community advisory committees** to assist recruitment. They can suggest community resources and networks for local students. Again, program graduates can play a major role.
3. **Base marketing on specific research.** One idea is to conduct a door-to-door survey in selected neighborhoods to see what local methods work best and which radio stations or TV channels would be most appropriate for your public service announcements. For simple print marketing, the natural local gathering points (e.g. rental offices, community centers) should be used for posters, but churches are often overlooked for marketing and graduates underused.

All this assumes, however, that the learner is satisfied with the programs offered. To meet the issue of whether programs "address the needs of the client," research suggests that those who are aware of literacy programs but refuse to attend have attitudes or experiences which say such programs are ineffective or irrelevant. "Resisters" do not resist the knowledge we offer. They value education and see it as needed both for themselves and their children. For reasons which have to do with earlier schooling and subcultural attitudes and norms, many who choose not to attend hear the word *school*, not *education*, when we market our programs. School was emotionally traumatic for some and insulting (racist, authoritarian) for others, and, for the elderly, is often irrelevant.

Thus. to overcome negative attitudinal perceptions to our programs and increase recruitment and retention faced with attitudinal barriers, it is critical that literacy be marketed not as "school" but as part of lifelong learning, or as personal or professional development. We can improve the images we project and the programs we run if we avoid connotations of child-oriented schooling. If the context is the workplace, or part of professional skill development, if courses are embedded in problem solving, community issues, family learning programs, or relevant subject matter, our marketing would have a better chance.

Keeping them there

Once in the programs, we often need to overcome, even combat, school images by building high trust, giving input to aspects of the program, and, overall, truly challenging and stimulating learners with the content. We might consider the following strategies for improving retention:

1. **Counselor-led team advisement.** For some more than others, past schooling experiences and performance need close attention in the intake process. This can form the basis for teaching and counseling.
2. **Special attention to the first two weeks of a program.** Besides team approaches to placement and teaching, programs need to be responsive, utilizing, for instance, student advisory groups, continuous feedback on effective teaching methods, and the encouragement of critical thinking and critical assessments of the program.
3. **Encouragement of alternative routes to learning.** Students' learning styles differ, and those individuals "at risk" with attitudinal characteristics may need one-on-one tutoring or peer support.

By paying close attention to situational and institutional barriers, as well as attitudinal perceptions, our marketing and in-class teaching/counseling can prove more effective for learners and programs alike.

—*Allan Quigley*

C

INTAKE & ASSESSMENT

Intake: setting the tone

As much of the literature on adult basic education suggests, the most frightening moment in an adult student's academic life occurs when he walks through the door and into your program. What much of the literature *doesn't* suggest is that this moment can also create acute anxiety for you, the one greeting the new student. What if you aren't friendly enough? What if you're too friendly? What if you say something wrong?

Relax! The hardest part is over. You've gotten the client to walk through the door and for that to happen you must have already done many things right. Somehow—through advertising, a speech at the Rotary Club, a good word from another student, or a smiling photograph in the newspaper—you have sent out the signal that new students are welcome here. Now all you need to do is provide the welcome your client is expecting.

Why don't you start by greeting the client the way you would greet a guest in your home. Offer her a comfortable place to sit, and perhaps a cup of coffee or a soft drink. Then sit down with her and begin a conversation. Ask the kinds of questions you would ask any guest: Are you new in the area? Do you and your family enjoy living here? How many children do you have?

If you maintain a conversational tone, the client won't feel as though he's being interrogated. Also, please be sure to share information about yourself as you talk together. Good relationships talk two ways, and your new client needs to feel that he is developing a positive relationship with you.

Of course, you already know many of the answers to the questions on the intake sheet through your conversation with the client. Demonstrate that you were listening (and that what she says is important to you) by offering that information as answers to relevant questions. But each time you do so, invite the client to expand upon what you know and tell more about each area.

Now it's time to find out why the client has entered your program. Ask him what led him to come in this particular day. Use his response as a starting point to help the client identify his long-term goals. Then use those to help the client select a few short-term goals—goals that he can realize within the next month or two. List those goals boldly on a sheet of paper that the client can take home with him, hand the sheet to the client, and tell him that you will gladly work with him to achieve those goals.

At this point, talk about the program. In what way will your program help the client achieve the long-term goals? What should your client expect to happen as she achieves each short-term goal? What other kinds of information do you need in order to plan an appropriate program? Do you need to know the client's achievement level in math? Do you need to know more about his reading skills? Do you need to know his preferred learning styles? How do you plan to get this information? Many times, you can get this kind of information by administering a series of tests or by telling exactly the kinds of assessment instruments you'll be using, the point at which they'll be given in your program, and how much time each assessment procedure will take.

If you can do so, avoid using the word "test." In the experience of most adult basic education students, testing has been an unpleasant experience and the results a cause for shame. Many adult educators have much greater success during the intake interview if they prepare the client for the needed tests but refer to them as "screening tools," "assessments," or "ways for getting the information we need to help you achieve your goals."

Follow the discussion of your program's assessment procedures with a brief survey of the material that your client will be using. Show her some of the texts you may select. If there is time, have a practice lesson available that you can complete with the client to show her that she can be successful in your program.

Finally, share with your new client any provisions you may offer, such as child care or transportation. Set a date for your next meeting or class, put it on an appointment or index card, and, if you have one, give the client a brochure or pamphlet that describes your program. Then walk your client to the door, shake hands, and give yourself a pat on the back for having conducted the intake interview in a very masterful manner.

—Georgina Rettinger

"Attempt to create a nonthreatening, caring environment."

—Tom Wehrli
Coordinator
Connelley Skill Learning Center, Pittsburgh

Testing and assessment in Pennsylvania ABLE programs

The Adult Education Act of 1988, under which many ABE/GED-ASE/ESL/Literacy programs receive federal funds, requires state agencies including the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) to "gather and analyze data (including standardized test data) to determine the extent to which adult programs are achieving the goals set forth" in the Pennsylvania Adult Education State Plan. Although nearly all adult education programs in Pennsylvania have in place some type of standardized testing, the requirement that "pre"-testing (at the beginning of the adult's entry into the program) and "post"-testing (when the adult leaves the program) presents some concern for many programs.

Moreover, the absence of specific guidelines from either the U.S. Department of Education or the ABLE Bureau creates confusion as to which tests are acceptable, how scores are to be reported, how the scores will be used to determine funding, etc.

During the past few years the ABLE Bureau has created some order from the chaos originating from the federal mandate for standardized testing through guidelines furnished to ABLE program directors and reporting forms designed to funnel data on standardized, pre- and post-testing from programs to the Bureau.

1. **State-mandated testing requirements:** It has been established that, with some exceptions, every federally or state funded adult education program must furnish to the ABLE Bureau pre- and post- testing results from standardized reading tests administered to adults enrolled in their programs. The working definition of "standardized test" is that of the federal regulations: "A test is standardized if it is based on a systematic sampling of behavior (norming process), has data on reliability and validity, is administered and scored according to specific instructions, and is widely used."
2. **Exceptions:** The exceptions for those who must be tested are:
   a. adults with handicaps which impact upon their learning (e.g. learning disabled, emotionally disturbed, physically handicapped, etc.)
   b. beginning readers (new readers on levels 0-3)
   c. English as a Second Language (ESL) students. New state requirements for assessing and reporting ESL student scores may be forthcoming.
   d. adults who do not meet a set requirement for attendance. In this regard many programs are using a requirement of 12-20 hours for post-testing.
   e. adults with characteristics not represented in test norming groups (thus making scores not valid or unreliable).
3. **Reporting requirements:** The ABLE Bureau provides each program with a reporting form for pre- and post-testing results which indicates those adult education tests that have been standardized and, thus, are acceptable for reporting purposes.

Recommendations to local programs

Adult Education Linkage Services carried out a special project on testing and assessment in 1990-91. The results, which included a survey of present testing practices in adult basic and literacy education throughout Pennsylvania and other states, as well as recommendations prepared by a panel of adult educators, are available in a *Testing and Assessment Handbook*, which was provided to each program director and may be borrowed from AdvancE.

That *Handbook* made the following recommendations for ABLE programs establishing, revising, or evaluating their adult education program of testing and assessment:

1. **Put it in writing.** Too many programs have "understood" testing and assessment procedures which are lost when key personnel leave.
2. **Develop a program; don't just decide on a test.** To justify the time and expense for reading testing, the program should decide how the results will be used and which instrument will provide the information appropriate to program needs.
3. **Involve everyone in the decision-making:** teachers, tutors, counselors, administrators and, yes, students.
4. **If you do not have a curriculum based upon objectives, develop one** and select the test and/or assessment which will measure these objectives.
5. **Decide on the purpose(s) of the assessment program:** placement, planning for instruction, diagnosis of students' functioning, program evaluation, etc.
6. **Research the literature for available tests.** Ask: 1) Is the test appropriate for adults? Many "adult education tests" have been normed using elementary school students. 2) Is the test appropriate to your program's method of instruction and curricular objectives? 3) If it is a test (as contrasted to an assessment such as interviews, portfolios, etc.), is it reliable and valid? 4) Establish a periodic review of the assessment program. 5) Inservice and systematically supervise the persons administering the assessment program and using the information. After initial staff orientation, set up a procedure to orient new teachers, tutors, counselors, administrators, and students to the assessment program.

—*David W. Fluke*

The four most commonly used assessment evaluations in Pennsylvania for adult students

Soon after the adult student enters your program you'll probably determine a starting point for instruction by administering one or more standardized tests. Or, later, you may need a standardized test to help assess a student's readiness for the GED test or to determine viable career options.

> **"Not everyone was dealt a 'good hand' at birth. It is important for me as a staff person to recognize the 'whole picture' with regards to clients. Self-esteem problems are the major obstacles I face."**
>
> *—Randy L. Varner*
> *Adult Education Instructor*
> *Adult Education Center, Lewistown*

Keep in mind that no instrument can be used as a definitive statement of an individual's potential in academics; however, a good test will provide basic guidelines from which goals can be set, individual academic programs can be established, strength in specific career categories can be identified, and progress can be measured.

If you are shopping for a particular test battery for the first time, remember three things:

1. **Make sure the test was normed for the population** (usually age group) you are serving.
2. **Order a specimen set** (a set of everything you'll need to administer one test). Most companies offer one for $10-30—well worth the expense to find out whether you like the instrument before you spend a lot of money.
3. **Administer and evaluate the test.** After carefully reading the instructions, take the test yourself. There's no better way to appreciate the reading level, ease (or difficulty) of the instructions, difficulty and relevance of the materials to your program, and whether the time limits (if applicable) are reasonable.

Here described are four standardized tests which cover a wide range of academic and career assessment and are widely used in Pennsylvania adult education programs.

Tests of Adult Basic Education (TABE)

Purpose: To assess the level of an adult's skills in basic reading, language, and mathematic areas for the purposes of placing the examinee in an educational program appropriate for instruction; to evaluate instruction in a program or, for an individual, to measure progress; and for research.

Description: Subsections include reading vocabulary, reading comprehension, mathematic computation, mathematic concepts and problems, language mechanics, language expression, and spelling. A locator test which indicates which level of the main battery to administer is available. Raw scores can be converted into grade equivalency, scale scores, stanines, percentiles, or GED equivalents.

Type of Test: Achievement, placement, and diagnostic

Grade Level Range: .9 -12.9+*

Time for Administration: 2-3 hours

Time for Scoring and Evaluation: 15-25 minutes

Publisher: CTB/McGraw-Hill, 2500 Garden Road, Monterey, CA 93940

*An updated version of the TABE test was published in 1987. This new version consists of four levels: E (grade levels .9-8.9), M (1.8-10.9), D (2.5-12.9), and A (3.2-12.9). There are also two forms (5 and 6) for each of these tests.

There are advantages and disadvantages to this test. The TABE has the distinct advantage of being a fairly accurate indicator of actual grade level. And, there are many more scoring options available now (e.g. raw score to GED score, stanine score, percentile). But the scoring of the new test is complicated. A 144-page Norms Books has replaced the four-page answer key/conversion chart of the old test. The new book is chock-full of more charts than any one test should need. It takes quite a long time to learn how to use all the necessary charts. It also takes 15-25 minutes to grade one TABE test (depending on how many conversions you want to use).

Finally, a locator test is almost a necessity because each test is very specific to grade level; during intake, when the grade level of an individual is uncertain, administering a test which is too difficult would prove frustrating, and one that is too easy wouldn't measure anything. Thus, much expense and time is involved in using the TABE test.

Adult Basic Learning Examination (ABLE)

Purpose: To measure the basic educational achievement of adults who have not completed a formal eighth-grade education.

Description: Each level consists of four subtests: vocabulary, reading, spelling, and arithmetic, which includes computation and problem solving. Vocabulary is dictated at all levels to provide a measure that is independent of reading ability.

Type of Test: Achievement, diagnosis

Grade Level Range: Three levels: E (1-4), M (5-8), D (9-12)

Time for Administration: Levels 1 and 2: untimed, approximately two hours; Level 3: three hours, 25 minutes

Publisher: Harcourt, Brace, Jovanovich, The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-0952

GED Official Practice Test

Purpose: To prepare students for the style, format, and content of the actual GED test.

Description: Consists of two forms (AA and BB), each with five subtests (Writing, Social Studies, Science, Literature, Math). The tests are available in Spanish, English, software, and audio, Braille, and large print for the vision-impaired.

Time for Administration: Each section is timed. Total test takes approximately 3.5 hours.

Publisher: Cambridge Adult Education, Prentice Hall, Inc.,

> **"To determine the functional level and goal of each student. To prescribe a remedial/developmental program of instruction toward that goal. To constantly reinforce and evaluate. To adjust or alter goals to the realistic expectations of student performance. These are the adult educator's challenges."**
>
> *—Jan Perkins*
> *ABE/GED Teacher*
> *Connelley Skill Learning Center, Pittsburgh*

Englewood Cliffs, NJ 07632

The GED Practice Test is an extremely reliable, accurate predictor of performance on the GED test. A student who can pass the Practice Test has a 90% chance of passing the GED examination.

Wide Range Achievement Test (WRAT)
Purpose: Diagnosis, student progress
Type of Test: Achievement
Grade Level Range: Two levels: ages 5-11, 12-75
Time for Administration: Under one hour for administration, scoring, and evaluation.

Reading, spelling, and math skills are quickly assessed, but the WRAT is not suitable for lower-level readers (0-4 grade level).

More information on tests used in adult education is available from AdvancE. Or, check the *Mental Measurements Yearbook*, Buros Institute of Mental Measurement, University of Nebraska-Lincoln, 135 Bancroft Hall, Lincoln, NE 68588-0348. The publication is available in most libraries.

An excellent source of testing materials was compiled by Dr. Robert W. Zellers. His booklet, entitled *A Resource Guide of Tests for Adult Basic Education*, is available through AdvancE, or through Robert William Zellers Educational Services, 313 Gardner Street, Johnstown, PA 15905.

Also, Adult Education Linkage Services has published a handbook entitled *Testing and Assessment in the Commonwealth of Pennsylvania*. Detailed descriptions of various assessment tests are included. This publication is available through AdvancE.

—*Stephen Wegener*

Creating learning goals with adult students

Nancy, a new ABE teacher, stopped into my office one hectic afternoon looking frustrated and depressed. She began her tale of frustration like the tales of other ABE teachers before her. "When I started class in January, 15 people showed up. I was so excited to find so many students so interested in what I had to teach. Two weeks ago, I had only half the class. That was pretty depressing. But, last week, only six people showed—and not all the same ones from the week before. And it's only March! What am I doing wrong?"

Nancy's story is far from unusual. Several studies suggest that

How are they doing? A look at 'informal assessment'

Recently, there has been talk about setting national standards against which program outcomes across the country can be measured. Currently, there is no measure which can reliably and validly discriminate performance differences across programs or provide information to instructors regarding instructional needs. The problem with developing such a measure is that no one is clear regarding a universal set of program indicators on which to base performance, because adult education programs are so diverse and proof of program quality may differ across programs.

What remains, therefore, are standardized tests which are useful for administrative accountability but are too often misused as indicators of program effectiveness. Some problems associated with using standardized measures as indicators of program effectiveness are that these tests measure discrete reading skills which have no application to tasks encountered by adults in their lives, their format does not allow adults to employ reading strategies, they are lifelong symbols of failure, and their results give little meaningful information to either students or instructors.

Therefore, the most difficult task facing adult educators is to improve assessment so that it is more congruent with classroom instruction. If this can be accomplished, instructors can then feel confident that test results reflect learning which occurred as a result of classroom instruction. For this type of assessment, measures need to be developed which:

- are sensitive to short-term gains (increments of progress);
- give meaningful feedback to both students and instructors;
- are a direct outgrowth of instruction, incorporating tasks which have instructional value in and of themselves; and
- provide opportunities to collect information in a variety of ways over time to give a meaningful picture of what the learner has actually achieved as a result of classroom instruction.

In most adult classrooms some type of informal evaluation already occurs in the form of teacher observations, teacher/student interactions, progress tests, etc. Three things, however, are often missing from these informal evaluations: a systematic means of reflecting upon what constitutes demonstrable progress, a predetermined set of criteria (outcomes) for judging progress, and a means of collaboration so that students have a stake in determining progress.

Assessment needs to be viewed as something broader than gains in grade-equivalent scores within a designated instructional period. It has to be more systematic than informal day-to-day observation and interaction. Rather, the view of assessment needs to be broadened to include measurement of incremental progress along a continuum of predetermined curricular goals unique to each program so that it becomes a natural outgrowth of classroom instruction. This type of assessment creates the potential for enhancing the progress and independence of the adult learner. In short, informal assessment clarifies the role of each member of the educational partnership in accomplishing program outcomes.

—*Meryl K. Lazar*

> "Upon entry, I try to help a student to define his educational goal. When obstacles block his progress, I try to help him circumvent them."
>
> —*Janet Schmittle*
> *Adult Education Counselor*
> *Altoona Community Education Center, Altoona*

poor attendance and retention is *the problem* in literacy programs nationwide and that only one or two students out of ten will stay in literacy programs long enough to make significant reading gain. The clear fact is that our adults are volunteer learners with busy lives. It is also clear that even if we are great teachers or tutors, use the ideal books and materials, and really care about our students—if they don't show up because we haven't given them what they want, it's wasted effort.

But, what can I tell Nancy that will make a difference in the coming weeks? I will tell her that an emphasis on student goals will provide one answer to the question.

What are student goals? Student goals are lists of daily tasks, life management skills, or even distant dreams that the student feels are important. Student goals are defined by the student in consultation with the teacher or tutor who, in turn, designs lessons which will help that student accomplish his or her goals. The lists consist mostly of tasks in which the student hopes to gain competence, whether the it's reading a note from a child's teacher or learning to do algebra in order to pass the GED.

There are several principles we must remember in helping each student to write learning goals:

1. **The goals must be meaningful and valuable to the student.** Learning the task will enable the person to do something new in daily life or in the workplace. Much as you, the teacher, might want to stick in some goals, research tells us that students stay if we teach them what they want to learn and if they learn what is immediately useful.

2. **The tasks/goals should be prioritized into immediate needs, short-term goals, and long-term plans.** One way to do this is to develop a checklist with your student. Together, devise a list of all the things the student would like to learn to do, then create a scale to help the student analyze the importance of each learning task. One example may be as follows:

Task:	I can do this already	I need to do this now	I want to do this soon	I want to do it in the future
Read a letter				
Write a check				
Take a city bus				

3. **Determine which learning goals are easily accomplished, which will require some long-term instruction to accomplish, and which are best left for later.** Use your knowledge as teacher or tutor to make this call. Design your curriculum as a negotiated peace between student wishes and what you feel is accomplishable at the present time. Write a step-by-step plan of action for the harder-to-achieve goals. Share that curricular plan with your student and prepare a timeline of what you two hope to achieve in a given timeframe.

Although Nancy knew that this was just one solution to a very complex problem, she left with the feeling that she would have a somewhat better chance of seeing more student faces in the coming weeks and that her students might be persuaded that attending class each week is time well-spent.

—*Judith Rance-Roney*

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CURRICULUM, MATERIALS, & METHODS

How to teach adults

Helping our adult students learn: that is our reason for being here. How to teach them—that is, how to facilitate their learning—is the essence of this section.

Here our contributing writers introduce you to currently accepted methods, as well as the cutting edge of adult education, for a variety of students and educational goals. We begin with several perspectives on approaching the unique needs of the new adult reader, followed by some fresh insights on teaching math (it's not as intimidating as you may think). You'll then read about a great way to handle the "pre-GED" student by bridging the curriculum between the 0-4 and GED levels. For many of you, the key interest points in this section will be GED preparation or English as a Second Language. But a growing number of ABLE practitioners in Pennsylvania will also want to learn more about family literacy and workplace literacy, two exciting areas that have burst onto the scene in the past few years. We then offer some tips for selecting student instructional materials, and for developing your own.

Dig into the next 15 pages. There's something here for everyone. And remember, this is just an introduction. When you need further information, consult the resources cited, check "The adult educator's essential bookshelf" (page 53), and contact AdvancE to request professional materials on any topic you'd like to learn more about.

—*Tana Reiff*

Teaching the adult new reader: ABE/0-4/literacy curriculum

Students at the 0-4 level in reading, writing, and/or math lack the basic skills for functioning adequately in our highly technical society. However, every student plays a different role in society and comes to our programs with specific goals. Each also possesses a unique set of strengths and weaknesses. Therefore, there can be no single "0-4 curriculum." The educational plan for each student must be tailor-made to close the gap between present skill level and stated goals. The instructor's role is to develop—in cooperation with the student—an educational plan and facilitate its accomplishment, resulting in empowerment of the student through goal attainment.

Learning to read is the goal of many students. Since reading is such a basic tool, the emphasis in many 0-4 programs is on reading. The path from "learning to read" to "reading to learn" can be smoothed if the student (as well as the instructor) understands reading as "meaning making." The beginning reader tends to be "print-bound," focusing on phonics and word attack with little or no regard for meaning. The instructor of the beginning student must facilitate meaning-making by using authentic language—the language found in the student's life. Therefore, it is important to get to know students and their specific reading goals. What does the student want to read? Many students want to learn to read work-related materials or materials they can read to their children. These materials should be used in the lessons. The instructor should use the first few meetings to ascertain these student goals, as well as the student's present reading skills. Instructors may want to use the informal assessments provided in *Litstart* (New Readers Press) or *Teach An Adult to Read* (Fearon).

While lessons should include whole-language activities such as language experience stories in which the student's oral story is written down by the instructor and used as the basis of the lesson, word-recognition activities are also required, especially at the beginning levels. The language experience story and other meaningful wholes can be the basis for these activities. Other methods include: association, which uses logos and other symbols; phonics approaches, which stress sound-symbol relationships such as rhyme and word patterns; and the sight-word approach. The sight-word method can be used for irregular words, words most frequently found in printed matter, student-selected words such as work-related words, survival words, and words beyond a student's word-attack level.

Keep it varied

Methods should be varied enough to keep interest and ensure that the student's strengths are engaged. While instructors may favor a specific approach, most success can be obtained by

flexibility and a willingness to use "whatever works." Writing and language skills can be incorporated into the lessons. Beginners may start with copying or modeling from books or teacher-written materials, then progress to lists, such as shopping lists, things to do, etc. Writing simple notes to family members, telephone messages, etc., can follow. Usage and mechanics, including spelling, should be covered in this context. Vocabulary development and the use of the dictionary should be covered. Journal writing can be encouraged to develop fluency.

A multisensory, multimedia approach will also ensure that student strengths are brought to bear on the learning experience. For example, language-experience stories can be taped. Commercial materials, including books with associated audio tapes, can be used. Video materials such as KET's *Learn to Read* can be purchased or borrowed from AdvancE. Students can read aloud individually, echo-read, or write letters in the air. Typewriters, word processors, and computers can be useful tools for expression. Of course, as lessons progress and you learn more about the student, methods and materials can be changed.

The next steps

As students progress beyond basic word-recognition activities and become less "print bound," the real purpose of reading—comprehension—can be focused upon. Beginning students can attempt literal comprehension questions, progressing to more inferential ones that require more critical thinking skills. Instructors should make the readings meaningful with pre-reading exercises, drawing on adult students' rich experience backgrounds. Follow up with discussions and writing activities. Since the best way to learn to read is by reading, uninterrupted sustained silent reading ("USSR") should be a part of each lesson.

The newspaper can be used for all levels. Beginning students can circle familiar words. While more advanced students can

A whole-language collaborative curriculum for adult literacy tutors and students

Volunteer tutors and adult students often come to literacy programs expecting to begin with "the basics," meaning a phonics approach, and expecting the student-tutor relationship to be authoritarian. However, research and practice have shown the positive impact of a whole-language, collaborative approach. In an adult literacy providing agency strongly committed to such an approach, participants may need to be introduced to a new view of reading and writing. In the ten-hour, four-session orientation developed by Philadelphia's Center for Literacy, tutors and students are trained together in whole-language literacy learning strategies and the collaborative approach.

Tutors and students are exposed to the view of reading and writing as meaning-making activities as they learn whole-language strategies. Tutors discover the role of context by figuring out the meaning of signs written in the Russian alphabet, and the role of the reader's own experience by interpreting ambiguous paragraphs. Students and tutors discover the value of pre- and post-reading discussion by studying the cover illustration and title of a book of poems. The participants also learn that any text of interest can be read if the appropriate method is used. Listening while following the text, echo reading (student reads phrases or sentences after tutor), duet reading (both read aloud), silent reading, and oral reading all count as reading, with the choice depending on the difficulty of the text.

While the whole-language approach emphasizes communication of ideas, learning words and letter sounds is not ignored. Tutors and students learn three approaches to identifying words: context, configuration, and letter sounds. The value of context is confirmed as participants identify their most common strategy as "guessing," but students are encouraged to combine context, remembering how a word looks (through flash cards), and identifying letter sounds (through patterns of rhyming words such as *cat*, *fat*, *sat*).

Writing also is taught as a whole-language process, with staff, tutors, and students free-writing for ten minutes. Participants are assured that papers will not be collected, and any sharing will be voluntary. A brainstormed list of topics helps people get started, and four options are offered for spelling barriers (invented spelling, first letter only, leave a blank, ask). When participants read their papers aloud, staff members model response to content before technical correctness.

A collaborative relationship between tutors and adult learners is promoted explicitly and implicitly. Tutors hear statistics and anecdotes which highlight the students' ability to compensate for their literacy deficiencies and be productive community members and skilled workers. Tutors and students analyze their own adult learning experiences and discover that the most successful learning usually takes the form of equals sharing information.

A relationship of partners is also promoted indirectly. Students and tutors are treated as equals when they sign in on the same list, receive the same handouts, and introduce themselves the same way (telling what reading or writing task they haven't gotten around to yet). Together, they brainstorm, make reading predictions, dictate a learning log, write and read their work.

This workshop shows tutors and students that reading and writing can be learned in the same whole-language way that they learned listening and talking, but with the tutor in the role of a consultant rather than an authority figure.

—*Anita H. Pomerance*

choose an article to read, all students enjoy and benefit from the instructor's reading aloud. This models good reading and provides information. The same approach applies to magazines. "Fun reading" can be included: for leisure reading materials as well as instructional materials suitable for 0-4 students, see The Free Library of Philadelphia's *Reader Development Bibliography* and *Project LEARN's Books for Adult New Readers*, published by New Reader's Press.

As soon as possible, introduce materials that focus on subject matter. Specific reading and writing skills can be honed while students learn geography, U.S. history, economics, and other subjects of interest to them.

Competency-based instruction in consumer economics, occupational knowledge, health, community resources, and government and law can encompass reading, math, and language skills. Examples include writing checks, reading labels, and using the telephone book. For more information on competency-based instruction and materials, check with AdvancE for the CASAS or APL models.

These considerations, combined with the instructor's patient and caring attitude, will aid in successful goal attainment for the 0-4 student.

A model lesson plan

for a variety of adult learning situations

Choice of reading: Focus on a topic (work life, family, education, ethnic literature) of relevance or interest to students. Choose a meaningful reading related to the topic. Length can vary.

Pre-reading: Ask student(s) what they may already know about the topic and what questions they may have about it. The instructor may develop specific pre-reading questions to prepare student(s) for new things they may encounter in the reading. This is especially helpful for ESL students who may be reading and learning about an entirely new culture. Be prepared to discuss possible answers.

Reading: Student(s) may read orally or silently in a group or individually. The duet (reading together) method is very useful with beginning readers.

Comprehension: Ask student(s) how they feel about what they just read. Have they had any personal experience in relation to the reading? Develop other post-reading questions focusing on specific details in the story. Develop a cloze exercise to make sure students understand words used in the story from context clues.

Language skills study: Choose words from the text to practice the following: pronunciation, meaning, writing/spelling, sight reading, syllabication skills, or other decoding skills. Point out special language characteristics of words in the passage, such as homonyms, past and present tense, or rhyming words. Develop puzzles or games that would be helpful.

Writing: Ask students to write their reactions/opinions/ideas/new endings. The language experience method can be used to transcribe dictations of beginning readers/writers. When reacting to the writing, focus first on meaning and expression, and then on patterns of errors students make, correcting one type of error at a time.

A sample lesson

Choice of reading: *Timeless Tales—Folktales*, retold by Tana Reiff, New Readers Press, 1991. From: "The Shoes of Jewels" (p. 20):

Cam was a pretty, happy women. Her sister Tam was not pretty because she was not happy.

One day, their mother sent them out to catch some fish for dinner. See who catches the most fish, said the mother. I will give that sister a jade necklace.

Off Cam and Tam went with their nets. In short order, Cam caught nine fish. Tam caught only one. Still, Tam wanted that necklace. So she played a trick on Cam

Pre-reading: Discuss questions such as these:

- Have you ever read or heard any folktales?
- Do you know many folktales from Vietnam (or which ever country or countries students are from)?
- What exactly are folktales? How are they different from other stories?

Reading: The teacher asks for a volunteer from the group to read the passage orally. If no one volunteers, the teacher can read it with everyone reading along (duet reading) or everyone can read it silently.

Comprehension:

- How do you feel about the relationship between the two sisters?
- Do you think what the mother asked was fair?
- Have you ever been in a situation similar to Cam and Tam?
- What did the mother ask the sisters to do?
- What would the sister who caught the most fish get?
- What did Tam do? Why?

Cloze exercise: Delete *happy*, *pretty*, *catch*, *fish*, *necklace*, *nets*, *nine*, *caught*, *trick*. Have students guess which words you deleted.

Language skills study: Students study the following words for sight reading: *sisters*, *pretty*, *happy*, *mother*, *trick*. Some students have the meaning of *trick* explained to them and also practice saying "trick" a few times so they feel comfortable pronouncing it. A few more students are able to learn the difference between *catch* and *caught*.

Writing: Ask students to write what they think the trick is that Tam plays on Cam. Use language experience for beginners. Quickly read writing for effectiveness of expression and assist any students who may need help. Students read their writings and compare ideas. Ideas are used as a springboard for continuing to read the story to find out what the trick really is. Also check writing and give each student one suggestion for how they might need to correct spelling or grammar.

—*Jeanne H. Smith*

Selected 0-4 student texts, by publisher and level

Cambridge: Baltimore County Design. *Basal Series*. (0-4); *Figure it Out*; *Lifelong Reading: a Basic Course* (0-4); *Adult Literacy Series Paperbacks* (2-5); *Communication Competencies for Adults* (3-4).

Contemporary Books: *New Beginnings in Reading*. Basal Series and Placement Test. (0-3); *Stories For Parents* (1-3); *Number Sense* (3-5); *You're Hired* (3-4).

Fearon: *African Americans in U.S. History* and *Hispanics in U.S. History* (2.5); *BesTellers* series (1.8-4.0); *Hopes and Dreams* series (1.8-2.9).

Literacy Volunteers of America: *Read On*. Basal Series; *Tutor* (tutor training).

New Readers Press: *Challenger* (Basal) Series and Placement Tool; *Laubach Way to Reading and Reading Diagnostic Inventory*. Basal Series; *In the Know* (1-4); *Writing Me!*; *Writing it Down*; *Breakthrough to Math* (3-5);

Scott Foresman: *Read It!* (Literacy); *Foundations for Adult Reading 1 & 2* (1-2); *Adult Reading: Comprehension and Informal Reading Inventory* (2-6); *Adult Readers Library* (3-5).

Steck-Vaughn Company: *Reading for Today and Diagnostic Placement* test. Basal Series. (0-5); *Comprehension Skills Levels B, C & D* (2-4); *Developing Reading Strategies* (2.5-6); *Spotlight Series* (2-4); *America's Story* (2-3); *World Geography and You* (2-3); *Working With Numbers A-F*.

—*Vicki Hoffman*

Teaching mathematics to ABLE students

Most adult students and many of their teachers do not like mathematics, but the teaching of mathematics to adults can be very rewarding to both teacher and student if positive results are obtained early on.

New issues, priorities, and strategies are dramatically changing mathematics instruction. Emphasis should be on instruction to develop concepts and understanding so that mathematics learning is meaningful to the student.

Problem-solving is the single most important and challenging basic skill in mathematics. An increased emphasis must be placed on strategies to provide the flexibility needed for students to be better problem-solvers. Teachers should be careful, therefore, not to view strategies as rigidly as algorithms, and not to teach strategies as strict techniques to be followed exactly each time they are used. Strategies should allow students the opportunity to explore a variety of ways to solve a given problem.

Students with a wide variety of special learning needs appear in adult education programs. There persons represent diverse backgrounds, English proficiency levels, basic skills levels, and special education needs. Because of this range of learning needs, mathematics instruction must include provisions for different language groups, ability levels, and learning styles. The teacher must be able to relate the connection between the educational tasks and the use of these skills in the real-life workplace.

One of the main objectives in this approach to teaching mathematics for the ABLE student is to give students confidence in their mathematics ability. Most students come to math classes with little or no math confidence. We as teachers can show them alternate methods and lead them to use skills they already possess in the solution of mathematical problems. By encouraging use of these skills, students will attack mathematics with more confidence and become more receptive to the dreaded mathematics classes.

Students must be directed toward success in mathematics; many times they feel that because they are not good in math they are naturally going to fail this time. "I just can't get the multiplication tables," is the phrase uttered throughout math classes. Let's try a different approach to the teaching of math. The student works; the teacher directs.

Develop a very simple concept in math, preferably one the student already knows; for example, the diagonal of a rectangle is longer than either of the two sides. Most students know that if an object is too long to fit into a box, it may fit diagonally. The concept that the diagonal is shorter than the sum of the other two sides may be developed by the students under the careful direction of the teacher. With these two concepts in mind, students know the length of the diagonal lies between the length of the longer side and the sum of the other two sides. Students are encouraged to establish upper and lower limits for the answer to any math problem. They are told in very simple terms that the length of the diagonal (hypotenuse of a right triangle) may be found by multiplying each side by itself (squaring), adding the two sums together, and finding what number multiplied by itself is this sum (square root).

Students gain confidence while practicing simple addition, multiplication, and square roots. Most students gain self-confidence after the teacher explains that together they have solved the Pythagorean Theorem: *The sum of the squares of the sides of a right triangle is equal to the square of the hypotenuse*.

Encourage students to think before using a pencil. Use many mental exercises to stimulate thinking processes. Many adult students who perform poorly in mathematics have developed unique and profitable strategies to overcome a particular math weakness. Solve problems without the use of pencil and paper. Let students think, record their suggestions on the board for all to see, and direct the outcome.

Most adult students will become better at mathematics if:

- they feel the material is of value.
- the vocabulary is kept simple.
- explanations are based on something familiar.
- critical thinking is taught rather than monotonous algorithms.
- some success is gained early.
- successes are measured rather than errors.
- they do not feel the material is just busy work.
- they feel the teacher is genuinely interested in them, their work, and their progress.
- the measurement tool is not always a test, and alternative

methods of measurement are used.

■ they are encouraged to try and not always required to have the correct answer on the first try.

Many students taught by these methods have overcome their fears of mathematics, and many have been introduced to a higher level of mathematics. No longer do they skip problems on the math lessons and math tests. Students are ready to try the new-found methods on the questions and exercises presented. Students are encouraged to reason through a problem before attempting to solve for the answer. The answer does not have to be obtained immediately; thinking processes are rewarded. These strategies need to be encouraged throughout other classes in a student's continuing education.

Under the direction of an understanding, patient teacher, the adult student can be guided through mathematics with measured success. Both the teacher and the adult student may find that they no longer fear mathematics, and they may even look forward to math class.

—Mary Louise Gall

How much math is too much math?

Many adult learners have a predefined notion of how much time they are willing to spend in math review. Most are aware of their weak areas, and many have strong feelings about what they feel they should—or should not—be learning. ABE instructors must accept the fact that not everyone needs to know everything. A service-station manager refuels his customers according to their needs, not his; and every driver, like every student, does not stop in with a "fill 'er up" attitude. How much math is too much math? Only the adult learner can truly decide the answer to that question, but the following guidelines might help ABE instructors better serve their participants:

■ Encourage every adult learner to discuss short-term, long-term, and career goals upon entry into a program. They should meet with counselors in their prospective training programs or educational institutions, and discuss the needed math requirements.

■ Be cognizant of test-taking anxiety in adult learners and offer various methods for overcoming this problem.

■ Through local educational and counseling offices, access math enhancement materials, including mock tests, word-problem-solving exercises and curricula, and life-skills instructional materials.

■ Provide accurate feedback to each adult learner concerning his/her progress.

■ Develop a nonjudgmental, positive learning environment that preserves the dignity and self-respect of each individual who enters their math programs.

—Judy Davis

Pre-GED/5-8: interpretation of units

A pre-GED classroom is a place where many positive changes can occur. For the first time, many students can look forward to coming to school. They can experience academic, social, and cultural events they probably otherwise would not. One effective way to facilitate these changes is to use a unit of instruction crossing the curriculum, with a topic pertinent to a particular group, thereby meeting their pre-GED academic needs and interests. You can use a unit of instruction to cover a variety of activities and interests.

Using a unit of instruction with a variety of activities and media allows the students to be an active part of a learning group, not just passive members of a traditional class. As participating members of a group, a sense of belonging transpires, leading to increased socialization and communication skills.

Choosing the topic for a unit can be the teacher's decision, but the unit becomes more personal if the students have some input in the decision-making process. Being actively involved sparks the students' interest, resulting in consistent attendance.

Once a unit topic is selected, researching and collecting suitable materials are necessary to assure that the topic will carry across the curriculum. Although the unit topic is usually selected from the content areas of science and social studies, a large emphasis is placed on reading skills while incorporating other areas appropriate to the topic. A multimedia approach guarantees the teacher that all learning styles and academic levels are addressed and reinforced.

To illustrate this approach a sample unit is outlined below.

Unit topic: "Gorillas in the Mist – a study of animal behaviors"

The following activities can be used in the content areas.

Social studies:

■ Watch "Gorillas in the Mist" video followed by group discussion.

■ Review resource material on Dian Fossey to compare real-life facts to events in the movie.

■ Discuss civil wars and the history of the African countries involved in the movie.

■ Utilize transparencies and worksheets to promote global awareness and map skills.

■ Examine animal behavior as influenced by geographic location.

■ Complete computer activities to review and reinforce map skills.

Science:

■ Discuss gorilla behavior as depicted in the movie.

■ Read children's book *Koko's Kitten* and discuss animal behavior and the gorilla's ability to learn.

■ Have a group discussion on intelligence as related to evolution.

Reading:

■ Read materials on Dian Fossey followed by group discussion.

■ Read passages about African culture, African arts, and African rituals.

■ Discuss movie as an art form.

■ Interpret charts, graphs, and completed computations with data.

Writing:

■ Consider the advantages and disadvantages of keeping a journal as Dian Fossey did.

■ Complete "think and write" exercises on the topics of animal rights/souvenirs, animal rights/captivity, commitment to a cause, and sacrifices involved.

■ Write commentaries on the movie "Gorillas in the Mist."

The following media forms can be used in this unit: video with follow-up activities and group discussion, overhead transparencies, maps, charts, graphs, posters and color photographs, resource/library books, computer and software, and worksheets.

Using a unit approach the students can develop academically, socially, and culturally through a multitude of experiences.

Academically, a unit allows students with different abilities to come together to gain general and specific knowledge to prepare for advancement to the next level. Socially, a unit of instruction offers many opportunities for group projects. With an agreed-upon topic in mind, students can come together for discussion, research, and creative expressions. Learning becomes fun, socialization comes more easily, communication skills sharpen, and confidence grows.

Culturally, a unit of instruction may be well suited for guest speakers and field trips. Guest speakers deliver information and answer questions that at the same time satisfy and spark new interest in learning. Field trips become true adventures for students who have never even left the town in which they were born. People and places that were once strange and intimidating become inviting enough to repeat with family and friends.

Units of instruction can be used in any educational situation. Using this approach can be a challenge for teachers and a change for students. The success of these units is surpassed only by the success of the students involved.

—Jan Morgenstern and Karen Handerhan

The Tests of General Educational Development (GED)

The purpose of the General Educational Development (GED) testing program developed by the American Council on Education (ACE) is to offer a second chance to millions of adults to demonstrate that they possess many of the skills they would have acquired had they been able to complete their basic education at a regular high school.

The GED testing program began in 1942 to test military personnel who had not completed high school. At present, the GED tests are administered in 50 states, many Canadian provinces, and U.S. territories, as well as military bases throughout the world. In Pennsylvania, test fees range from $15 to $45.

The tests have been refined and updated from time to time to reflect current high school curricula. The most recent revision, which became effective in Pennsylvania on January 1, 1988, requires a 45-minute writing sample. The writing samples are scored holistically by the GED Testing Service (GEDTS; see page 51).

Upon satisfactory completion of the GED tests or completion of 30 semester hours in an approved postsecondary educational institution, the Commonwealth Secondary School Diploma is issued. This activity implements Public Law 212 dated May 15, 1945, and paragraph 5.15 of the State Board Regulations.

Specific questions concerning scoring, retesting, age requirements, and other aspects of the program should be directed to the Commonwealth Secondary School Diploma Program, (717) 787-6747. Questions concerning local times, test fees, and registration requirements should be directed to the GED test center in your area. The complete list of centers, alphabetized by county, is on page 57.

—Charles Holbrook

The GED at a glance

Test	Content Areas	# of items	Time (min.)
Writing Skills	PART ONE Sentence Structure Usage	55	75
	PART TWO Essay		45
Social Studies	U.S. History Geography Economics Political Science Behavioral Science	64	85
Science	Biology Earth Science Physics Chemistry	66	95
Interpreting Literature and the Arts	Popular Literature Classical Literature Commentary	45	65
Mathematics	Arithmetic Measurement Number Relationships Data Analysis Algebra Geometry	56	90
TOTAL		286	455 min. (7.58 hours)

Preparing adult students for the GED examination

America is at a crossroads. Many employers must now choose between high skills or low wages. Both methods allow American businesses to compete on a global basis, for the present. Low wages usually mean low productivity levels. Reduced productivity levels usually mean plant closures and an offshore relocation of hundreds or thousands of American jobs. Employers who look beyond the end-of-quarter bottom line usually search for and demand highly skilled workers. Adult educators must prepare students to face a GED examination that reflects the increased academic pressures placed on education.

Adult educators must focus instruction on preparing to take the test. The GED examination consists of five testing areas that encompass three basic education skills. These areas are reading, writing, and arithmetic. Instructors need to balance the needs of the student with the requirements of the GED-preparation process. It is a difficult task to impart technical data to a given population who easily experiences sensory overload.

Writing preparation

GED students usually have little exposure to the written word. Some students buy the Sunday newspaper for the K-mart advertisements. Shopping lists and excuse notes for their children are the typical limits to their writing experiences.

Remembering that there is no better teacher than experience, allow students to experience writing by introducing them to a daily journal. Keeping a written record of daily activities is an excellent method for building strong writing skills. Place no limits on the topic and do not criticize spelling, punctuation, or grammar. The instructor may have to make some journalistic assignments to students who are unaccustomed to self-directed learning activity. Keep the topics general and nonthreatening.

The *Teacher's Manual for the Official GED Practice Tests* (Prentice-Hall Regents Cambridge Adult Education) outlines what is expected from adult students when they are writing their GED essays. Share these guidelines so that all of your students are aware of what is considered a good essay. Better essay scores are awarded to students who write coherently and address the assigned topic. Make all students aware that they have no choice but to write about the topic assigned. Any off-topic essay is simply not graded, and the student does not receive a score for that portion of the test.

In addition to the essay, the English portion of the test also includes multiple-choice questions covering usage. Videotapes present an excellent avenue for demonstrating sentence and paragraph structure without using the chalkboard approach. (See pages 55-56 to learn which publishers offer video materials for GED preparation.) Visual aids say more in less time and can reinforce what is said in the classroom. (See the article on the next page for more on preparing for the writing sample.)

Math preparation

The math GED test is 50% arithmetic, 30% algebra, and 20% geometry. Basic arithmetic (whole number operations, fractions, decimals, and percents) is most familiar to adult students. Make sure your students have a solid understanding of these basic math operations. A student who grasps basic math functions and has a reasonable understanding of algebraic and geometric principles should be able to pass the math portion of the GED examination.

When teaching algebra and geometry, remember that these are higher math operations and they require some extent of abstract and multidimensional thought processes. It is essential to make algebra and geometry relevant to the adult student. For example, algebraic problem-solving skills can allow parents to help their children with homework. Geometric principles can be applied to carpentry, fabricating, pattern making, and area/volume calculations.

New Readers Press publishes a series of booklets titled *Breakthrough to Math* on four levels. Areas covered include whole number operations, fractional operations, algebra, and geometry. Instructors may utilize these books to teach a class or use them individually to supplement the text.

Challenge students with word problems; they are easy to make up and they keep students sharp in both reading and math skills. Again, it is important to keep the problems relevant to their everyday lives. Use real-life situations. Don't talk about two trains speeding from Chicago in opposite directions at different speeds for incomprehensible fractions of time. Get real with your problems; double recipes or mix concrete for a sidewalk. Make the student aware of the everyday importance of critical-thinking skills.

Reading preparation

The social studies, science, and literature sections of the GED examination are rather straightforward reading tests. The student reads a passage, graph, table, or chart and answers the multiple-choice questions that follow. The answers are either directly stated in the material or can be inferred by the content. *The Official GED Practice Tests* (Prentice-Hall Regents Cambridge Adult Education) are excellent tools to give adult students exposure to these test areas. Make sure your adult students can read the test questions and recognize key words. GED texts have reading strategy sections; go over this material carefully.

Adult educators must keep in mind that most of their students are not academically inclined. Today, the GED is only the beginning. If a student wants a good job, he or she must obtain higher skills. More schooling is needed after passing the GED. Have some vocational counselors or employers explain to your students how important it is to pass the GED examination and to secure further training. Connect learning with earning; if adult students would not learn for learning's sake, encourage them to learn because of the earning potential an educated employee has in the labor market today.

—*Richard P. Carland*

Helping students prepare for the GED writing sample: 10 suggestions

It's hardly likely that GED students have read or written many essays before they begin to prepare for the Writing Sample. They may be not only reluctant readers but also reluctant writers: not greatly willing to compose at length, to try out phrases and words, or to revise, and generally not at ease with the written word. The Writing Sample, although it requires only a few hundred words, may loom as a discouraging barrier for such writers.

The requirement for a full piece of writing from GED candidates on an assigned topic of general interest calls for an impromptu demonstration of higher-order skills and performance capability, including some mastery of the codes of standard edited English. Given this goal and a population of somewhat reluctant writers, what are the best strategies and activities for GED teachers helping to prepare students for this challenge?

1. **Seek a new course.** Proceeding along the same old paths won't get you or your students very far. Valid instruction and assistance for a writing sample can't mirror what was done back when the GED test contained only multiple-choice items, or when GED teachers themselves learned writing. Rather, a writing teacher must seek new learning, and that learning is best if experiential. Take a course and get some training in new methods of writing instruction, including the writing process approach. Don't just read a book.

2. **Provide comfort zones.** Students are willing to talk and willing to write when, where, and with whom they are comfortable. If students are uncomfortable, no amount of instruction or pedagogical materials will succeed.

3. **Do not go directly to test-type writing samples.** Anyone who wants to pass the test needs to understand that they must learn writing as a process. Advocate a learning process in which skills will be built so that test performance will be optimally successful, not: "Try the test, let's see where you were deficient, and then let's study those areas."

4. **Work first with comfortable talk.** To get the writer writing, use talk to draw out things the student knows about. Talk to develop personal (but not confidential or confessional) knowledge. Talk to develop confidence. Listen actively, and ask questions. Use audiotapes and play back some conversations. Concentrate only on ideas, more ideas, and deeper ideas. Have writers make lists, jot down ideas. The goal at this stage is fluency.

5. **Plant and nurture the idea that all people are composers.** "How would you put this together so it would make sense to someone else?" "Does this sound right to you?" "Here's what writers do when they compose..." The goal here is to get writers to think of how they want to organize and present their story or idea.

6. **Get something in writing.** At first, the personal, self-selected topics are preferable. Even if the writing proceeds at the rate of a paragraph a week, get ideas written down. Have students follow their earlier talking and listening activities. The goal is to write without halting to consider issues of correctness—no erasure allowed. Students need to learn how to "get it down on paper" without pause for minor problems. The goal here is a "discovery draft." Praise those who fill a half page or a full page.

7. **Value revision, then teach it.** Have students read their drafts aloud to you or other students. If necessary, have them audiotape themselves. Ask, "What would you change in the next draft?" Encourage students to collect responses to their writing both from what their ears tell them them from the oral reading and from comments of the teacher and fellow students. Students need to learn how to think of drafts as changeable, and how to decide what to do with such response. Reading aloud removes the focus from surface features of the written text. Teach that responses need to be acted on but the writer should consider them to communicate more effectively with the audience. Get a second draft accomplished, a revision which will come closer

Tips for test-takers

Here are some tips to pass along to students preparing for the GED:

- Get a good night's sleep to reduce stress and anxiety.
- Allocate study time toward those areas which will help the most. In particular:
  a. Half of the science test is in biology, so put a priority on biology.
  b. Half of the mathematics test is in arithmetic, so emphasize arithmetic.
  c. All math answers require more than one step. An obvious one-step answer is usually wrong.
  d. Most drawings are to scale.
  e. Formulas for math are located on the back of the test booklet.
- Relax.
- Arrive at the test site early and avoid the stress that results from running late.
- Read all directions carefully.
- Budget your time; be aware of time limits.
- Read through all the answer choices before choosing one.
- Eliminate the answer choices you know are incorrect. The more you can eliminate, the better your chance of choosing the correct answer from the ones that are left.
- Skip the more difficult questions and come back to them later.
- When you're not sure of an answer, *guess*. Answer every question. A blank is definitely going to be counted as incorrect. If you guess, at least you have a chance.
- On reading passages, read the question first, then go back and read the passage with the question in mind.
- If you finish early, use the remaining time to check your answers.

—*Michael F. Connifey and Charles Holbrook*

to what the writer actually wants to say.

8. **Go for a third draft.** After the writer has determined focus, content, and organization it is time to ask for possible editing improvements. Editing suggestions may come from the writer, peers, or you as teacher. Make this time the basis of skills lessons and the final draft. Students need to learn how to divorce editing concerns from composing.

9. **Go through this process (suggestions 3-8) for three kinds of writing tasks:** personal, writing-across-the-curriculum (related to other parts of the GED test), and prompted essays like the GED writing sample. Students need a writing environment that provides variety and permits choice as well as specific direction.

10. **Repeat the entire process at least three times before a candidate takes the test.** Each time go from personal writing to writing for academic content, then to test-type writing. Students will benefit from lots of practice before the "final" exam.

—*Robert H. Weiss*

ESL for adults

The plight of Limited English Proficiency (LEP) adults coming to America has changed tremendously over the course of our country's history. In the early days, there was a practice of benign neglect. According to this "melting pot" theory, non-English-speaking adults surrounded by an English-speaking environment would eventually become fluent speakers of English, as well as Americanized in their way of life. This practice met with varying degrees of success in developing fully functional members of society. However, with the complexity of today's world, newcomers to the United States no longer have the luxury of time that such a practice demands. We as educators must focus on the task of teaching English to refugees and immigrants as quickly and efficiently as possible.

Newcomers' needs are as varied as their backgrounds. Certainly, all need to learn the skills of basic survival—from skills as simple as naming and shopping for food items to those as complicated as reading a transportation schedule and traveling from one point to another. Others may need to develop fundamental literacy skills. For these, learning to read may mean reading in their new language, or it may even mean learning to read for the first time. All LEP adults need to learn, early on, those language skills necessary to function in an American workplace. At first, these skills entail basic work-oriented issues such as understanding time schedules and paychecks. Later, the language concerns become more specific, such as preparing for a specific occupation and/or functioning on the job. Weaving through the development of each of these specific language needs is the necessity for the newcomers to also become familiar with their new homeland.

Given all these varied needs of the adult LEP student, where then should the educator begin? It is imperative to remember that our learners are indeed adults. As Malcolm Knowles, a pioneer in studies of adult learners, has so clearly reminded us, adult and child learners approach the task of learning from quite

> "Be accessible to all students. Help them with any obstacles they may encounter in their learning process."
>
> *Estella Duffy*
> *Literacy Instructor*
> *Community Action Education Center, Connellsville*

different circumstances and outlooks. Primary among these differences is the adults' need to be self-directing in their learning, making choices which relate to their own specific needs and abilities. Thus, if our learners recognize a particular need in their lives at the moment (i.e. the American money system), it behooves us to address that need at that moment in order to best facilitate language growth. This sort of orientation necessitates a more flexible class structure and a learner-centered program. The teacher becomes a facilitator of the language learning rather than the authoritarian of the class, providing direction and guidance, all the while being sensitive to individual students. The teacher selects activities which support student interaction, relate to their goals, and offer an opportunity to develop learning strategies for continuing the learning process beyond the classroom. No classroom can ever duplicate the real world the adult has to deal with.

Functioning in a language environment requires proficiency in each of four skill areas: listening, speaking, reading, and writing. Thus, it is the preliminary role of the teacher to ascertain the LEP student's level in each of these areas. The student can then be properly placed in the program with a plan for further developing the skills. There are standardized ESL (English as a Second Language) testing instruments for each of the skill areas. In addition, several less formal assessments exist, such as Cloze testing and oral interviews. Whatever format is chosen, it is wise to bear in mind the limitation of testing. No existing test will completely assess the student's ability to communicate effectively. The psychological strain which a test places on students may affect their performance. Thus, it is best to consider any testing information as an adjunct to the teacher's own assessment of a student's performance.

Listening at the beginning

Once a placement for the students has been made and an educational plan formulated, bearing in mind each student's specific needs, the teacher's task truly begins. It is fundamental to recall that language learning requires development of the four skill areas and that any acquisition must occur in a specific order: listening, speaking, reading, writing. This ordered learning can be likened to that of children learning their first language. From the moment of birth, the child is surrounded by an envelope of organized sounds which we will call his/her native language. The specific type of language addressed to the young child seems to run along the same lines, no matter what the native language. One of these is the abundant use of the command form (i.e. "Say bye-bye." "Drink your bottle."). The child hears the instruction and responds with a physical action. Linguists, such as S. D. Krashen, tell us that this sort of activity has the effect of unconsciously developing in the child's mind a map of rules of

how the language works. In addition, no speech is required of the child. In fact, speech for the young learner is a spontaneous event, occurring naturally, unconsciously, and with little anxiety. But what enthusiasm greets those first words of "mama" or "dada"! Thus, positive reinforcement of speaking is strong for the young language learner. With reading and writing, though, there is much delay for children learning their first language. Little is required of them until they have been exposed to the language for five to six years.

What insights does this model offer us for adults learning their second (or other) language? The sequence remains the same. The adults enter an environment of garbled noise. The teacher leads the students in developing an understanding of the workings of the language, perhaps through the use of commands and physical responses, be they actual physical movement or simply pointing to an indicated object or picture. In addition, all language introduced is meaningful. There is liberal use of realia (real life objects) and pictures. Rather than introducing isolated vocabulary items, the teacher incorporates new concepts in meaningful chunks of language—short phrases or sentences. Thus, listening is a meaningful activity for the LEP student.

Ready to speak, read, and write

Speaking, according to this model, is a much more relaxed, less anxiety-producing activity than that involved in a listen-and-repeat drill. In the strictest application of the model, speaking is also allowed to occur spontaneously, but is not required until students aurally establish a firm understanding of the meaning and structure of the language chunk. Speaking also occurs in a group first, before any individual response is required. Differing from the first language-learning scenario, the skills of reading and writing are incorporated into the lesson at a much quicker rate. However, these skills are included only after what is to be learned has first been acquired orally.

Several well-known methods of language teaching support the essential elements of the model just described. Archer's "Total Physical Response Method," Terrell's "Natural Approach," and the "Whole Language Approach" are key examples of such methods which emphasize the meaningfulness, or comprehensibility, of the language messages being exchanged in the classroom. Certainly, there are additional methods of language teaching, each of which might offer the educator some constructive ideas. No one method is magical. Rather, an eclectic approach to teaching a language seems preferable. Effective language teachers pick the methods and techniques which best fit their particular students and their needs at a given time, all the while remembering the true goal of that classroom to develop the ability of its adult students to communicate in English. Ultimately, our purpose is to provide students with the basic skills they need, so that they can leave our classrooms capable of functioning effectively in their new language.

—Doris H. Zook

ESL reading: the Easter chicken

What is so different about the ESL reader? Plenty.

From the minute the ESL student walks in our door, armed with a well-worn dictionary, to the hour the student leaves for the journey home, the very nature of ESL reading is unique.

In the 1960s, Kenneth and Yetta Goodman and Frank Smith first told us that meaning is not what is written on the printed page, but instead, is created in our brains in a very complex interaction of factors. The sum total of meaning may consist of the look of letters, the sounds letters make, the unique meanings the words hold for each reader, the structure and order of the sentences, and the very attitudes we hold about ourselves as people and as readers. All of this gets mixed up in the meaning pool: researchers call this *the psycholinguistic model of reading*. It applies to native-language readers, as well.

For the English as a second language learner a passage may tell a very different story than the story the passage tells the native-language reader.

First, even though the native-language reader and the ESL reader read the same story, the meaning created in the mind of the ESL reader will probably differ significantly from that formed in the mind of someone from a like culture. On a basic level, subtle nuances of grammar may be lost or interpreted differently, and words which are culturally potent may hold a different meaning for each. But in addition, reading takes place in a social and cultural context which may differ significantly from both the writer's and native readers' contexts. When Yi, an ESL student, read a holiday story about the Easter bunny bringing eggs for Easter morning, she was puzzled, and was sure there was a typo which needed to be corrected. "It should say 'the Easter chicken,'" she insisted.

Secondly, the very goals of the ESL reader may differ significantly from the native-language reader. For most good native-language readers, the object of the reading game is to understand what the story is saying. In contrast, the primary goal of the ESL reader is often to expand his or her language base through the acquisition of new words and new sentence structures. ESL readers are like Hansel and Gretel moving through the dark forest—touching each inch of tree bark, feeling the moss under foot, hearing each owl's hoot, but certainly not appreciating the quiet and serenity of a peaceful night. There are too many words and sentences to pay attention to and to dissect—and too much insecurity to allow many words to pass by with unknown meanings. They must first learn the language, word by word, and this printed page in front of them is one source of information. Unfortunately, they sometimes forget to understand the meaning of the story.

Working on reading with an ESL learner may be one of the most challenging assignments you have ever faced, but seeing a story through the eyes of a different culture can open up new vistas of meaning for yourself as a reader.

—Judith Rance-Roney

Curriculum resources for adult education programs

Gone are the days when adult educators had no choice but to teach the Sears catalog because most of the materials published for adult learners were modifications of children's texts. Today, program directors are faced with a plethora of attractive adult materials.

However, the natural response for many, under present time and monetary constraints, is to stick to what they know. Yet resources often determine learning approaches. It is hard to provoke group discussion when all your ABE materials feature a programmed learning format, or to promote the confidence that comes from individual exploration when all your ESL workbooks stress class drill or role playing.

Malcolm S. Knowles identified the most useful techniques for encouraging learning in various behavioral categories:

Change in:	***Appropriate techniques:***
1. Knowledge (digestion of information)	Lecture, interview, reading, debate, audio-visual
2. Understanding (application of skills)	Discussion, demonstration, case study
3. Skills (performance of new ways)	Practice exercises, drill, demonstration, coaching
4. Attitude (accepting new feelings)	Role playing, discussion, cases, games, counseling
5. Interests (exposure to new activities)	Trips, reading, exhibits, audio-visual

Do your current materials and resources encourage teachers and tutors to use the full range of appropriate techniques in assisting adult learners to enlarge their knowledge, skills, and perspectives? Are they the best available at an affordable price? If the learning environment is to provide options in materials and methods that suit adults' varied learning strengths, educators must experiment with a wide variety of resources. In addition to standard texts and workbooks, there are:

1. **Programmed materials:** In a format geared to self-instruction, adults can learn at their own pace and instructors can manage large groups of adults with diverse abilities and interests. These materials provide immediate feedback, reinforcement, and the opportunity to follow particular interests. Disadvantages include the need for supplementary material to overcome deficiencies in some areas, a tendency to bore students if program sequences are paced too slowly, a lack of interaction between teacher and student, and a forestalling of the creative processes of thinking and reading.

2. **Computer-assisted instruction:** This high-tech expansion of the programmed format increases the number of adults that can be served simultaneously while providing individualized level, pace, and feedback. Its advantage over printed programmed materials lies in its diagnostic, monitoring, and selection system, which can serve as a blueprint for the instructor or provide the learner with options for bypassing selected step-by-step sequences. This eliminates the tedium of confronting irrelevant or repetitive material. Its great disadvantage is price.

3. **Instructional aids:** Proper use of an overhead, slide, or motion picture projector; camera; calculator; typewriter; television; and tape recorder can enhance learning activities. Such resources must be appropriate to content and technique. Teachers who investigate, analyze, and try out new types of equipment and software should be involved in any purchasing decision. Instructional aids require not only teacher/tutor preparation prior to use but learner preparation and follow-up as well. Adult students need to know what to look for in presentations and to understand how their various learning activities are related.

4. **Informational materials:** "Homemade" materials can be helpful in filling in gaps in commercial materials. They involve students in their own learning and provide unique resources whose familiarity, relevance, and emotional content may be particularly useful tools for new readers and writers. Photographs, interviews, and taped stories aid in role playing and may stimulate discussions that lead to changes in the adult's attitudes, insights, or interests.

Selecting materials

An understanding of adult learners, their characteristics, and their needs is the best guide to selecting appropriate material. No single method of instruction is suitable to all learners. Rather, provide a variety of up-to-date basic, supplementary, and reference material. The "Checklist for evaluating instructional materials," developed by the Virginia Commonwealth University Materials Resource Center and reproduced on the next page, is both comprehensive and easy to use.

You will find a current, annotated listing of resources for ABE/GED/ESL/Literacy/Workplace learners in *The ABLE Guide*, published in 1990 under the auspices of PDE, Bureau of ABLE. Other bibliographies featuring adult learner resources are listed in *The ABLE Sampler: A Professional Development Guide for Adult Literacy Practitioners*. Both books are available on loan from AdvancE.

—*Sherry Royce*

"I act as a go-between for the students. I take care of helping, encouraging, informing, and testing. They take care of the learning and asking."

—*Michael Glantz*
Teacher
Development Center for Adults, Lock Haven

Checklist for evaluating instructional materials

(S = Strong ■ A = Adequate ■ W = Weak ■ N/A = Nonapplicable)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	___	___	___	___
2. Goals and objectives clearly identified	___	___	___	___
3. Content directed to stated goals and objectives	___	___	___	___
4. Procedures include ways to determine student's readiness	___	___	___	___
5. Assessment of student achievement included	___	___	___	___
VALIDITY				
6. Authors appear to be qualified	___	___	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	___
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	___	___	___	___
10. No confusing and/or conflicting concepts	___	___	___	___
11. Skills sequenced, introduced, and reviewed	___	___	___	___
12. Major points clearly identified	___	___	___	___
13. Audio-visual elements integrated	___	___	___	___
14. Reading level is appropriate for student in this program	___	___	___	___
15. Materials can be worked with independently or minimum help	___	___	___	___
16. Content will stimulate and challenge students	___	___	___	___
OBJECTIVITY				
17. Information is factual	___	___	___	___
18. No racial, sexual, or religious biases	___	___	___	___
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	___	___	___	___
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky, or complex	___	___	___	___
21. Materials are relatively easy to use	___	___	___	___
22. Special in-service training is required	___	___	___	___
23. Materials are well designed and packaged	___	___	___	___
24. Materials are reasonably priced	___	___	___	___
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	___	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	___
28. Suggestions for related learning activities are included	___	___	___	___
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	___	___	___	___
30. Materials do what they are intended to do	___	___	___	___
31. I recommend the purchase of these materials	___	___	___	___

Developed by the Virginia Commonwealth University Materials Resource Center.

Family literacy

Children need positive guidance and a supportive home environment to develop a "sensitivity to the sounds and rhythm of words and their meanings, a love of books and an ease of oral communication" *(Becoming a Nation of Readers)*. These skills are basic to both the process of reading and to general educational achievement. Researchers conclude that success in reading also depends on wide experience in talking and learning about the world, early experiences with written language such as seeing parents writing, and having parents read to their children. Because shared literacy activities between parents and children are now understood to be not luxuries but necessities for language skill development, researchers and practitioners are advocating family literacy education.

Family literacy programs are specially designed programs that focus on improving the literacy of educationally disadvantaged parents and their children. These programs are varied in design and administration and are sponsored by a variety of agencies and initiatives. Nickse (1989) organizes family literacy programs into four types depending on the intensity and type of intergenerational activities. These types range from highly structured programs in which both parent and child receive direct instruction (e.g. Even Start) to loosely structured programs in which enjoyment of literacy activities is the key component (e.g. storytelling and read-alongs). Nickse's matrix can provide a framework through which program planners can conceptualize new or expanded family literacy programs for their communities.

Successful family literacy programs generally use a functional context approach to instruction which embeds basic skills instruction in a relevant context. Parents in the family literacy program, for example, are taught basic skills within the functional context of family and parenting needs such as promoting education in the home, fostering the development of essential literacy skills, and working effectively with teachers and schools. In this way, individuals not only improve basic skills important to performing specific literacy tasks but also master the content knowledge necessary for effective parenting. Adults find this instructional approach motivating, because they are improving their literacy skills using relevant materials and can see an immediate application of the skills to their lives.

The Bureau of Adult Basic and Literacy Education has supported various family literacy programs through the Adult Education Act, Section 353 for Special Experimental Demonstration and Staff Development Projects. The following descriptions highlight two recently completed 353-funded family literacy programs.

■ The Family Literacy Project, developed by the Institute for the Study of Adult Literacy and Mid-State Literacy Council, provides participating Centre County families with instruction related to family learning. The program focuses on providing parents with family learning skills and activities which will affect their own and their children's literacy achievement. Tutors are trained to use the functional context approach to instruction during the tutor training workshop. They then use the parents' individualized education plans and this approach to develop lessons integrating basic skills instruction with relevant family learning information. Tutors also work with parents to develop role modeling and other parenting skills which can be implemented at home.

■ State College Area School District (SCASD) Community Education developed a family literacy project that includes a model story hour program with a *Read With Me* instructional guide, read-aloud training, and library use information. This project provides parents with opportunities to model parent-child literacy activities and access to community resources such as the public library. SCASD staff implemented this program with families residing at a shelter for the homeless, parents in ABE/GED classes, parents of Chapter I program students, and teen parents from the SCASD Teen Parent Program.

In addition to funding through the Adult Education Act, the Even Start Family Literacy Program and other federally funded programs, as well as various private foundations, support family literacy programs. Information on the funding and development of family literacy programs can be obtained through AdvancE, the Institute for the Study of Adult Literacy at Penn State, and the National Center for Family Literacy.

—Barbara Van Horn and Christine Miller

Developing a workplace curriculum

As adult basic education enters the workplace, curriculum development is becoming a critical factor in the design and implementation of a successful program. Traditional adult education curricula that work quite well in a more academic setting tend to fall short when applied to a business world where increased productivity is the desired educational outcome. If curriculum development is to meet the needs of workers *and* employers, hierarchical approaches to curriculum development must be replaced by contextualized skill development. Workplace learning must have concrete ties to workplace skills or the mismatch between worker abilities and worker skills will continue to escalate in the coming decade.

Before curriculum development can begin, a needs analysis must be completed and target groups identified for educational intervention. Specific jobs are then examined in order to determine those educational skills which are necessary for adequate task performance. For example, a kitchen worker in a nursing home may need the following educational skills in order to perform his/her job adequately: 1) the ability to read menus written at approximately a 6th grade level, 2) an understanding of the color coding system for special diets, and 3) the ability to correctly manipulate standard units of weight and measure. These competencies become the primary goals upon which the curriculum is built.

One of the greatest challenges in designing workplace curricula is juggling the varied perspectives of teachers, workers, and management. When determining curriculum goals, it is important that each of these groups feel some ownership toward the stated goals. Although a thorough task analysis is the foundation of the curriculum, input from management, workers, and instructors must round out the picture. The kitchen workers who need to read menus to do their job may have other educational priorities such as obtaining a driver's license or increasing their mobility within the company. Management may decide it wants all employees to have high school diplomas. The greater the feeling of ownership toward the curriculum goals, the more cooperation can be expected from each of these groups. An effective curriculum designer must mediate among the varied, and sometimes divergent, educational objectives within the workplace and represent all perspectives within the curriculum goals.

Once the instructional goals have been identified and agreed upon by all involved parties, a task analysis is performed on each of the goals to isolate specific objectives. Whereas traditional educational frameworks move from general to specific knowledge, contextual instruction begins with the concrete and moves toward the abstract. In the case of the kitchen workers, this means beginning instruction with the menus and moving toward a more comprehensive reading program. The immediacy of worker need is the criterion used to determine the instructional sequence. Cognitive theory should certainly be recognized and taken into account, but it must also be tempered by the functional context of the workplace.

A fundamental consideration in creating levels of instruction should be the need of workers, management, and teachers to recognize significant achievement and continued progress toward the stated goals. If levels are defined too broadly, it is difficult for workers to recognize achievement. If there are too many levels within the curriculum, the pride that workers take in moving from one level to the next is greatly diminished. Assessment instruments must be developed to place students at the appropriate instructional levels within the curriculum. Further, student progress and overall program effectiveness must be assessed before the curriculum can be deemed successful.

A workplace curriculum is never really finished. As a company grows, job skills change, workers change, and there is a constant need to review, revise, and update curriculum content. If workplace education is the key to a literate population, adult educators must do everything in their power to design a methodology for creating workplace curricula capable of meeting the needs of an ever changing workforce.

—Sandra J. Strunk

> **"The adult learner is very sensitive to the teacher's view of the student's ability to achieve mastery. He will succeed if he knows that his teacher believes that he can."**
>
> *—Maureen Leckenby*
> *C.A.I. Teacher*
> *Connelley Skill Learning Center, Pittsburgh*

Nontraditional and teacher-made materials

Accept the challenge...*be creative!* Adult new readers need to expand their horizons in areas most relevant to each of them. They must gain the skills to master the printed material in their *immediate* environment. A basic curriculum can be enriched with activities which employ a wide variety of hands-on materials.

Consider planning a unit on "Laundry," in which you bring in articles of clothing and read the washing instructions on the labels. Then categorize the items by size, color, or fabric. Have each student bring in his own detergent and practice reading the instructions on the box. Take photos of the dials on the washers and dryers and put these functional words on flash cards. Let the students make posters comparing the pros and cons of local laundromats.

To study "Health," go to your local hospital and collect laboratory information, floor plans, hospital pamphlets, clinic guidelines, and bus schedules. Use these *actual* materials, not generic facsimiles! The class might role-play making appointments and using bus schedules to plan transportation to the clinic. Have students go through medical-education and support-group pamphlets, and make charts listing the "What, Where, and When" of these programs.

Become a collector! Get "Mr. Yuk" stickers from a local pharmacy and plan a lesson on poison control. Take the mailing instructions from the post office, and study the directions for wrapping and labeling packages. Bring in the circulars, coupons, and rebate forms from local stores and compute savings on sale items.

Let the students make their own materials, such as Bingo games, with the names of neighborhood streets, or cards with traffic-sign words to use for playing Concentration. Have students make the graphs, charts, or maps which you use in your lessons.

Bring the local newspaper to *every* class. Challenge the students to: sort articles by topics, write answers for letters to "Dear Abby," make current events notebooks, and match headlines to photos.

Stop at nothing to provide variety! You may send students to a parking lot to record messages on bumper stickers. You may do craft projects which involve reading and following directions.

Try to individualize whenever possible. Help a student to make a personal list of emergency phone numbers, or to copy and alphabetize recipes. Teach a student to take orders from the menu of the restaurant where she works.

Develop the creativity to use an endless variety of materials in lessons on life skills and literacy. Be flexible enough to create a meaningful activity "on the spot" when the student brings something to class which he must learn to read. Focus on empowering each student to cope with the printed materials encountered daily.

An additional resource is *A Field Guide for Literacy* (by Jane Ditmars), a manual for teachers and tutors which provides 285 specific lesson plans for teaching life skills and literacy to adult beginning readers and ESL students. The guide uses real-life materials to supplement the basic curriculum with a vast array of creative enrichment activities. It includes the following sections: Focus on Language Arts; Focus on Life Skills; Focus on Holidays and Observances, and Focus on Survival Math. The manual can be obtained from AdvancE.

—*Jane W. Ditmars*

Distance education: alternative delivery systems

Distance education is not a new approach to the delivery of educational services, but despite its long history, beginning with correspondence study, it remains a nontraditional solution to barriers preventing potential learners from participating in educational opportunities. Distance education is the delivery of instruction from a host site to one or more sites at a distance through the use of print, electronic, or technology-based media in an interactive system designed to allow learners to communicate with a hosting educational provider.

Often the delivery of rural literacy services is hampered by geographic and social isolation factors that can result in a shortage of trained literacy specialists; low student enrollments due to widely dispersed, small rural communities and transportation and child-care difficulties; inadequate funding for the development of needed programs; and a lack of staff in-service training and technical assistance opportunities. Distance education systems are currently being designed and implemented to circumvent many of these problems typically associated with the delivery of rural adult education services.

Various forms of technology or combinations of technology can be joined to form effective distance education systems. Distance education systems can also include tutor support for learners and supplemental print-based materials. For example, the Institute for the Study of Adult Literacy (see page 52) is currently working with the Pennsylvania Department of Education and AFSCME to develop *R.O.A.D. To Success*, a computer-assisted instruction (CAI) package for adults needing to improve their basic skills in preparation for the Commercial Drivers' License examination. Guidelines are being developed to facilitate the use of this CAI package by volunteer tutors, thereby incorporating existing tutor networks in the delivery of this instruction.

The design of distance education alternatives for the delivery of literacy services does not necessarily imply the use of expensive and sophisticated equipment requiring costly professional and facility support, although many rural communities can take advantage of teleteaching, telecourses, teleconferencing, interactive video, and simultaneous computer conferencing programs delivered by several universities and school districts in the state. Other less costly forms of technology include interactive video tapes and video discs that can be used in classrooms to present or supplement traditional face-to-face instruction.

Computer technology is now common in many public and private settings, which makes CAI an easily accessible educational opportunity for adults. In addition, CAI provides learners with an opportunity to become "computer literate" while improving their basic skills. Some CAI packages assess job-related basic skills and provide instruction using a functional context approach. New CAI packages are currently being developed using simulations to assist learners in problem solving as well as basic skills (see *Day in the Life*, Institute for the Study of Adult Literacy).

Distance education systems built on the use of costly technology-based educational media are difficult to replicate throughout rural regions and are not the only means of expanding outreach to potential learners at a distance. Many forms of electronic equipment that are commonly found in businesses, schools, and homes can also be incorporated in carefully designed distance education systems and can, at relatively low cost, effectively deliver instruction. Telephone conferencing equipment, video and audio cassette players, and fax machines can be used in combination with existing services and print-based materials to deliver instruction and to provide continuous interaction between learner and instructor.

Mobile education systems have been implemented in several states including Pennsylvania to reach adults living in remote areas as well as to serve mobile populations. Vans are often used to transport a team of educators and other specialists, along with small libraries of resource materials throughout rural regions. These mobile teams have provided student instruction as well as staff training and technical assistance.

One way to increase the cost-effectiveness of any delivery system is to maximize its use through collaboration among sectors. The need for nontraditional alternatives to deliver literacy services, therefore, should not focus on the cost to design and implement sophisticated technology-based systems, but rather on partnership and cooperation.

—*Sheila M. Sherow*

"Try to do your best to meet the needs of each one of your students each and every day. Help them to optimize their time in class by doing likewise."

—*Vicki Hoffman*
Adult Ed. Instructor/Volunteer Coordinator
Tri-County OIC, Harrisburg

E

SERVING SPECIAL POPULATIONS

Adult education and multiculturalism

The impact of multiculturalism on education is a major topic these days. As adult educators, we need to confront this issue as it relates to our educational settings.

According to the 1990 census, America's diversity is at its greatest. It is not limited to one section of the country, nor to the urban or rural environment. Unlike some countries, America does not relega ethnic or racial groups to a particular location. Rather, we are a melting pot with a great awareness of individual ingredients.

Frequently the adult educator has been one of the initial contacts for new immigrant groups entering the country. Adult education has long helped immigrants learn to cope with life in their new country. This is reason enough for adult education to confront the issue of multiculturalism.

The adult educator has the task of preparing people to become responsible members of American society. This includes appreciating not only the variety in America but also the common elements we share, one of which, ironically, is the ability to appreciate cultural diversity.

We know that diversity of thought and experience makes the educational process stronger and richer for everyone involved. Yet, we also know that too much diversity, without a focus, can lead to fragmentation, loss of control, and obliteration of the educational goal. This extends to the transmission of American culture (goals, values, institutions, language) to new immigrants. It is not uncommon for other countries to use adult education to facilitate the transmission of traditional values. So, it should not seem odd for American adult educators to facilitate an understanding of America's traditional values. After all, this is the culture which immigrants have entered and in which they must survive. A basic understanding and appreciation of it should not be viewed in a negative way.

Adult educators must help individuals appreciate cultural

Is your program culturally sensitive?

Most arguments for and against "multicultural education" deal with extremes. Arthur Schlesinger, Jr. says, "The point of America was not to preserve old cultures but to forge a new, American culture." On the other hand, a report by the Task Force on Minorities says, "African-Americans, Asian-Americans, Puerto Rican/Latinos and Native Americans have all been the victims of an intellectual and educational oppression that has characterized the culture and institutions of the United Sates and the European American world for centuries."

Few adult education programs in Pennsylvania develop instructional and program-management routines around a multicultural awareness. After all, our goal is to prepare the adult learners in our programs to "take their place in society." However, with increased national emphasis on what is "politically correct" and "multiculturally fair" each program must take some time to look at whether some social and ethnic considerations need to receive greater attention.

Shifting from a traditional, teacher-based instructional mode to drawing thematic content from the cultures of the participants and replacing teacher lectures with discussion groups (called "culture circles" by multiculturalists) characterizes the gradual shift in adult education instruction to that which is culturally meaningful in teaching adult learners to respect and value diversity.

Bonnie Benard, in a paper from the Northwest Regional Learning Laboratory, sums it up: "Essential to living and working in increasingly culturally diverse schools, workplaces, and communities is a perspective that cultural diversity is not a problem or crisis but rather an incredibly exciting opportunity enabling every American to experience other people's cultures."

It is not mutually exclusive to apply characteristics of multicultural education while continuing to teach adult learners basic skills essential to their success in a melting-pot society. Indeed, it is our obligation to teach adults to develop the attitudes, behaviors, and skills necessary to participate successfully in their own as well as in a varied cultural society.

—*David W. Fluke*

> "I think America, more than any other nation that ever existed, is a vision, a spiritual adventure, a desire for something better, a purpose, an inspiration, a determination, an enterprise...and I don't believe you can understand America unless you interpret it in those terms."
>
> —*Alexander Meiklejohn, 1924*

diversity, but not at the expense of America's common cultural elements. Those are the elements that originally brought people to this country and are still held as ideal by new immigrants. The adult educator must find that delicate balance where students can retain and share what is best about their cultural heritage while assuring that each individual is socialized to the new responsibilities of being a member of American society.

—*David A. Manzo*

ABE/GED/Literacy in patient-education settings

Patient Education Programs currently are being offered in Farview, Clark Summit, Allentown, Wernersville, Woodville, Mayview, Danville, and Harrisburg State Hospitals.

The primary objective of the programs in these settings is to upgrade the basic academic skills of the patients so they will function more suitably in the hospital and will be able to integrate more successfully into the community upon discharge.

The hospitals set up classes based on referrals from the treatment teams made up of psychiatrists, psychologists, social workers, nurses, and rehabilitation counselors. The patients

A guide to specific cultural differences in Hispanic students

A cultural group is defined as people with common origins, customs, language, and styles of living. The group has a sense of identity and a shared language. Their shared history and experiences shape the group' values, goals, expectations, beliefs, perceptions, and behaviors from birth until death. We'll take a look at the more notable cultural considerations for working with Hispanic students.

■ **Concept of space:** People from the U.S. generally maintain a greater physical distance between themselves than do people from Hispanic cultures. Most literature (coming from an Anglo point of view) recommends explaining this cultural difference to Hispanic students and teaching the *culturally accepted distance*. From the Hispanic point of view, it would make more sense for the teacher to have a good understanding of the distance issue, *respect it*, teach the other way, and *accept* whichever distance emerges from the teaching.

■ **Family:** Hispanic cultures have extended families in which extremely close ties exist among relatives. This concept extends to the number of relatives living in the same household. By the same token, it is not unusual for family members to come along to classes. The ESL teacher can encourage family members not only to come along but also to enroll in the class.

■ **Concept of time:** In Spanish, "the clock walks" (i.e. *el reloj anda*); in English "the clock runs." The Hispanic student is conditioned to perceive time as a more casual entity. It is important to explain to students that in the U.S. a lack of punctuality is considered irresponsible.

■ **Dates:** It is customary in Spanish to place the day before the month (e.g. *10 de febrero de 1992*). This convention causes cultural misinterpretation when a number is substituted for the name of the month (e.g. 10-2-92). Since in the U.S. the first number in the date is identified with the month, the English speaker would identify 10-2-92 as October 2, 1992 instead of February 10, 1992. Many times, the Hispanic student is aware of the difference and will accommodate the English speaker by placing the month first. The teacher is thus left to guess whether the student has used the English or Spanish sequence.

■ **Family names:** In the Hispanic culture, a child uses the family name of the father followed by the family name of the mother: David Gomez Martinez. The Hispanic student becomes confused by school forms that ask solely for the "last name"; therefore, he uses the maternal name instead of the paternal. The principle behind this custom is that showing both family names signifies that the child is not illegitimate and the father has recognized the child as his own. In the U.S. the full name is written out in the reverse—David Martinez Gomez—if at all. The maternal name is usually left out, unless the mother's maiden name is specifically asked for.

For a woman, there is a change of family name at the time of marriage. She replaces the maternal family name with the paternal family name of her husband, sometimes preceded by the word *de* (of). For example, when Rosa Martinez Gomez marries José Rivera Hernandez, her name changes to Rosa Martinez de Rivera. If a Hispanic woman is living in the U.S., she might delete the preposition *de* and just write it out as Rosa Martinez Rivera. When the couple has children the entire process starts again.

■ **First names:** It is not uncommon for Hispanic persons to have a compound first name such as José Luis or Ana Maria. We must at all times use *both* names and not take for granted that they want it shortened to José or Maria. Many times within the same family all the boys have the same first name, José, but the second name is different, so if we drop that second name we will wonder about this family naming all their boys José. Also, let's not assume that José is Joe in English or that it's OK to starting calling a student by an English-equivalent name.

—*Sarita De Carlo*

attend classes on the wards, in the library, in the sheltered workshop, and in halfway houses, all in preparation for independent living in the community.

Because the education program becomes part of the patient's individual treatment plan, attendance is encouraged by ward staff. Patients sharpen their reading and math skills in classes on levels 0-4, 5-8, and 9-12. They also participate in job-seeking skills classes in order to gain competitive employment upon discharge. In addition to the classroom setting, there is also tutoring for patients who need individualized instruction.

Monthly reports are completed showing progress in the program. At the end of the academic year recognition is given to those patients who have shown improvement in their basic skills, who have passed their GED, or who have faithfully attended classes.

—Joan Y. Leopold

Guidelines for educating the incarcerated

Teaching in a prison classroom is taxing, tiring, and ultimately rewarding for both students and staff. How does a teacher get beyond the taxing and tiring parts?

Knowledge is the key. Corrections educators need to gain knowledge of each student's individual differences and adapt learning experiences to those differences. Teachers are traditionally trained to evaluate and deliver curriculum materials, not to adapt curricula to meet students' individual needs. Teachers who are unaware of the variety of differences among student learning styles are likely to teach in a manner in which the teacher learns best, which may not be best for the student (see page 14).

Incarcerated individuals who have been unsuccessful in academics have been convinced they cannot learn. The correction educator's primary job is to convince students that they *can* learn. They may learn differently from other people who seem to excel naturally in school, but they nevertheless can learn.

Start by establishing a nonthreatening rapport with students. Inmate students need to see that the teacher is there to help, encourage, and coach their academic progress. Teachers need to be genuinely interested in the students. Never forget where you work, follow and enforce the institution rules, establish classroom rules, and leave any prejudices concerning the crimes committed outside the classroom.

Next, learn how the students are different. Observe their behavior during classroom activities. Some people work well in small groups, others work consistently with much direction, and others prefer to discover on their own. One student may need quiet time while another works better in a noisy atmosphere. Who welcomes competition and who has a problem with competing? Which students rock, tap, or have other distracting habits and which students are irritated by such distractions? Organizing the physical structure of the classroom enables the teacher to seat students in an area that will permit their individual differences. At the onset of creating the learning environment, students need to feel comfortable in order for learning to occur. Initially, do not attempt to correct behaviors; instead make every attempt to accommodate students' physical needs. Eventually, many of the distracting behaviors disappear as students gain confidence.

Now the teacher is ready to deal with actual learning needs. Armed with assessment results, take time to listen to each student. How is this concept interpreted? How was this math solution found? Through "show and tell" sessions, listen to how each student solves problems. The student will be able to teach the teacher how he/she learns best. Once the teacher gains this knowledge, it's time to adapt curriculum to the student's mode of language processing. Allow students to do things their own way. It is important for them to know learning will occur when the learning process feels natural.

—Shirley Mattace

Adult education for the homeless

As part of an effort to combat the enormous problems encountered by homeless people throughout the nation, the Stewart B. McKinney Homeless Assistance Act, Public Law 100-77, was signed into law on July 22, 1987. Title VII-A of the Act, Adult Education for the Homeless Program (AEHP), included two provisions that address the education of homeless adults: 1) Section 701 amended the Adult Education Act to specify that homeless individuals were eligible for adult education services, and 2) Section 702 established a new program—Statewide Literacy Initiatives that provided federal financial assistance to enable state education agencies to develop and implement a program of literacy training and basic skills remediation for the adult homeless population.

In August 1988, the Pennsylvania Department of Education was allocated $640,000 for fiscal years 1987 and 1988. Through a request for proposal, 13 local adult education service providers were selected to conduct six-month special demonstration projects, January through June 1989. Twelve of these projects were given nine-month extensions through March 1990.

In November 1990, PDE was awarded another $331,595 AEHP grant. Under this award, 16 local adult education agencies were selected to conduct 11-month basic education/life skills programs for homeless adults. These projects terminated October 31, 1991.

The Bureau of Adult Basic and Literacy Education intends to use the AEHP to supplement the adult education services being provided to the homeless population and to encourage greater collaboration of efforts to alleviate the consequences of homelessness. To that end, all service providers are required to coordinate instructional programs with local shelter services.

—Clifton Edwards

F

SUPPLEMENTAL ACTIVITIES

Counseling for students' personal needs

Counseling for personal needs is a critical component of a successful adult education program. In educating the adult student, a program should focus on the individual as a whole person. ABLE students often are dealing with complex issues in their lives that directly affect their ability to learn, retain information, and function in an educational setting.

One such issue is self-esteem. Often adult learners carry with them the stigma of being perceived as stupid and unable to learn. Self-image is directly connected to classroom performance. If students think they will fail, often they do. Counseling can help them connect to who they really are so they can look objectively at how they view themselves. They can work on blocks to personal growth and explore ways of coping. They can recognize their own strengths and be affirmed as capable people who can reach their goals.

Needless to say, issues relating to the home environment have a strong impact on the adult learner's ability in the classroom. Knowledge of the student's support network, or lack of family support, is crucial. Increased educational skills and enhanced self-esteem can change the power dynamics of relationships. The counselor's sensitivity can reduce attrition due to stress from these factors. This is especially true if domestic violence is involved. If a student is experiencing abuse of herself and/or her children, studying or even thinking about school becomes inconceivable. The abuse issues can be dealt with and counseling options can be discussed. Necessary referrals to shelter, legal, and medical resources can be made through the counselor. The student can then break free and move on to achieve personal goals.

Adult education instructors as counselors

The role of adult education tutors and teachers as counselors will increase as more diverse populations of adult students are served. Individuals with multiple problems (e.g. transportation and child care) will often confide in their instructors before anyone else—especially if more severe problems are involved (drugs, alcohol, domestic violence).

However, instructors don't need to act as therapists. A willing ear, and occasionally a shoulder to cry on, are often all that are needed. Good listening skills go a long way toward helping students cope with whatever problems are facing them.

Instructors should also be familiar with the human-service agencies in the area that offer the services most often needed by students. The following agencies exist in most communities and can either solve the student's problems or make an appropriate referral:

- crisis shelters (domestic violence, temporary shelter)
- drug and alcohol counseling
- mental health counseling
- county assistance office
- Salvation Army (emergency shelter, food, clothing)
- state or county job center
- county human services department
- Community Action Agency

The last two agencies often serve as clearinghouses for all human services referrals and are good places to call when in doubt.

If instructors keep this list of telephone numbers handy, they can easily give the appropriate contact to the student after discovering what the particular problem is. It's not necessary to use the word *referral*. You can say, "Are you familiar with [a certain agency]?" and then give the phone number. It's usually best if the student makes the call, but if he or she doesn't feel comfortable, hesitates, or puts it off completely, instructors can make the call at their discretion.

Many counties have human services directories available. If such a listing doesn't exist in your county, it is an excellent project for several agencies to complete cooperatively.

The two most important things instructors should keep in mind are to be willing to listen to students and be knowledgeable enough of local resources to make an appropriate referral when necessary.

—*Stephen J. Wegener*

Helping them find resources

Basic needs of students must be met before they can focus on the educational aspect of their personal development. Finding solutions to practical, everyday problems can sometimes be overwhelming. Personal counseling sessions can be a means of making referrals and letting students know what resources are available and how to gain access to them. Staff can inform students about affordable housing, child care, jobs and training, food and fuel referrals, emergency shelter, legal, medical, and mental health resources, drug and alcohol treatment programs, and transportation availability. A typed list of resources available in a booklet is helpful. Knowing that these services exist, where to go, who to talk to, and how to talk to them can be an invaluable resource for adult students.

Effective follow-up is a necessary counseling component. Support throughout the problem-solving process to the resolution of an issue provides an important learning tool for the adult student. Issues of common concern can be addressed through the curriculum.

Personal counseling need not be conducted in a formal manner. Having available staff members, including teachers and tutors (see page 42), who are perceptive, knowledgeable, and caring, can supplement a formal counseling program. Just having someone who listens sympathetically, when no one did before, can make all the difference. In many cases, this is the only way students feel comfortable talking about what's on their minds.

Counseling for personal needs is an important part of the holistic approach to adult education. Each student is an individual with a unique combination of problems to address and strengths to deal with them. Our job as educators is to maximize the potential of each student and to use all the resources we have to do so. Counseling staff and teaching staff can work together to empower students and enable them to achieve realistic, attainable goals.

—*Carol Goertzel*

Career preparation for adult students

When adult students prepare for careers or to "re-career," as Roger Axford terms a career change, the first consideration is to identify career interest and aptitude. What kind of work would a student *like* to do, and does he or she have the aptitude to do that job or be trained to do it? This does not mean a person will do the same type of job his or her entire life. On the contrary, many people have four or five different careers in a lifetime. However, those who change type of job must be aware that they may not be paying into a substantial retirement system or may lose fringe benefits such as vacation and sick days. Changing jobs within the same company may not present such problems.

There are many sources of free career information, including *Occupational Outlook Handbook*, Pennsylvania Job Service, high school and college counselors and placement officers, libraries, labor unions, businesses and firms, trade associations, professional sources, personal contacts, JTPA, adult education programs, and teachers.

After discovering what he or she would like to do, the person must find out what the job requirements are. Is it possible to step into that job right now or is further training necessary? The *Occupational Outlook Handbook* and *Occupational Outlook Quarterly* are good sources of this type of information. They can be found at your local library, state job service, local high school and college libraries, or placement offices. Personal contacts, such as people employed in your area of interest and business and industry personnel officers, may also know the answers.

If training or education is a prerequisite, how can it be obtained? The local library, school guidance office, and adult education program can provide this type of information. Social service agencies, public assistance offices, and vocational-technical schools can provide specific information on the availability of financial assistance for training from the Job Training Partnership Act, Job Corps, Targeted Job Tax Credit, on-the-job training, and other state and federal programs. Local high schools and colleges can provide financial aid information for adults seeking a college education.

Direct students with specific needs to the *Directory of Counseling Services* prepared by the American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22340. This is available at most local libraries, job service offices, and other agencies working with specific needs groups.

The next step is to apply for jobs and get hired. When it comes to researching the job market, there are many avenues to explore besides the classified ads. Every county has a Private Industry Council that will assist income-eligible students in gaining employment. The state job service office can provide free information on many local, state, and federal jobs. (They can also provide counseling and testing for specific occupations.) Newspapers, libraries, school and college placement services, and employment agencies can provide information on job-search programs and informal job-search methods.

A Job Search Workshop designed for your students can help them direct their own job search by learning critical job-search skills: making phone contacts, filling out applications, writing letters and resumes, practicing interview skills, and planning the overall job-search strategy. Even stress management and assertiveness training have a place in such a program. Organizing the workshop in a group setting removes the sense of isolation that often prevents a successful self-directed job search. You can get free assistance from the Pennsylvania Job Service, JTPA programs, the local Chamber of Commerce, the Private Industry Council, the Public Assistance Office, school and college placement offices, and libraries.

Career opportunities are available for everyone, with free help available to locate these opportunities. Remember, too, that choosing a career is not necessarily a commitment for life. There are opportunities to re-career or try other careers that sound interesting.

—*John A. Heisey*

Public relations for ABLE programs

If you "don't have the time," feel you "shouldn't have to beg for public acceptance," or just feel public relations is beneath your "professional dignity," your program is probably having difficulty filling classes and retaining adult students.

If, however, you are interested in gaining deserved recognition and community acceptance for your students, teachers, and program, join the ABLE programs in Pennsylvania which actively plan and implement a program of community public relations and public awareness.

■ **Communication is the key.** We all know we are doing a good job. Most of our adult students agree. But our staff and our students are only a small part of our local community and most people don't even know there is an adult basic and literacy education program, let alone what it does. Whose fault? Who cares? Awareness and public acceptance brought about by an aggressive public relations program can only work to the advantage of the program and its adult students.

■ **What is the status quo?** What are people's perceptions of your program's strengths and weaknesses? Do they know what you do and for whom? Before you can answer these questions, you must *survey* your community and establish a base for your public relations program.

■ **Use the media.** Newspapers, radio, and television are media we think of when we plan a program of increased public awareness. Certainly someone in your program should coordinate this phase of public relations. However, there are numerous other communication outlets to use in your community—some less expensive and easier to manage. Newsletters, exhibits at shopping malls (with an information booth), billboards, recognition events, speakers' bureaus, citizen's advisory committees—all have been used successfully by Pennsylvania ABLE programs.

■ **Use your staff.** Every adult education teacher, tutor, volunteer, counselor, and administrator in your program is a member of a community. Yet most staff have neither the training nor the inclination to become actively involved in public awareness communications. Set up an inservice program and provide staff members with some literature to disseminate information about your program. Set a tone of "we're proud of our program and we want to tell the community about it."

■ **Use your students.** Our most potent advocacy force is our adult students. Weave into the instructional program information about the importance of an educated populace (social studies, reading, writing, etc.). Assign writing topics such as "What adult education means to me," or "How I can help nonreaders in my community." Stress the importance of education and the program of which your students are a part. Instill pride in their educational pursuits and assist them in communicating this pride to the community. Some programs use alumni groups to carry out programs of public awareness (see page 46).

■ **Use your community's key communicators.** Every community has a small number of influential people who are "key communicators." Involve these people in your program and, at the very least, establish communication with them so they will have relevant information about the program and its activities.

> "It is vital to be familiar with other agencies and resources in the community."
>
> —*Helen Guisler*
> *Counselor, TIU Adult Education and Job Training Center, Lewistown*

■ **Use business and industry.** Workplace literacy programs learn techniques necessary to gain acceptance and support from business, industry, and labor. Develop opportunities for persons in these community groups to provide support (financial or otherwise) for your efforts; show them how and why it is to their advantage to have a well-educated community.

■ **Build momentum.** Communications and public relations generate a kind of momentum. The more you do, the more people you reach, the more you reinforce your message, the more information, persuasion, and status conferral you accomplish, the more indirect interpersonal communication you will inspire, and the more response you will get. It snowballs. Getting things done in the first place is the hard part.

No one person, no one organization can do all the communication you will need. Reaching nonreading adults is a big task. We never seem to have enough staff time to do the "direct" services of instruction, counseling, etc., let alone "extras" like public relations, life skills, family relations, self-esteem, etc.

One successful technique is to recruit one or more volunteers to run your public relations program. If you have a local RSVP (Retired Seniors Volunteer Program) or similar group, you may even be fortunate enough to get someone with a media or communications background. Be sure, however, the persons have a *thorough* knowledge of what your program is and what is does and does not do.

Helpful resources

Now I Can! is Section 310 project completed by Tana Reiff in 1983-84. This kit contains practical and philosophical PR information, including camera-ready newspaper ads, radio PSA script, and loaner video for your local TV station. It is available from AdvancE, which also has reports and products from numerous other special projects dealing with public relations/public awareness.

Anyone in adult education wishing to set up a public relations program can certainly locate sufficient information and even materials through AdvancE and other sources. The challenge is to *get started.*

—*David W. Fluke*

> "Be visible. Make sure everyone knows who you are and that you're there to serve them."
>
> —*Joanne M. Ray*
> *Area Coordinator*
> *Greater Pittsburgh Literacy Council, Pittsburgh*

Rural PR through video theatre

No bus? No subway? No college or university? No neighbors closer than a quarter-mile away? It's all true if you live in Susquehanna County. We invented Rural and it's an ideal place to live and work unless...you can't read!

Despite having willing volunteers, we were constantly fighting the battle of distance. Making people of different ages, interests, sexes, and backgrounds aware of the horrors of functional illiteracy seemed a terribly uphill battle.

Then we realized we could move our entire Improvisation Theatre Group all over our county, sometimes even to two places at once, by the simple expedient of putting it all on videotape.

We have begged, we have borrowed (we have not yet considered stealing) camcorders from all kinds of individuals and organizations. We have sharpened our skills and our sensitivity and have committed to tapes the dramatization of the literacy problem and possible solutions. Each program starts with only a premise—no script—and develops into about 25 minutes of real-life dramatization on how a nonreading adult orders from a menu or attempts to fill out a job application. We've even had a nonreader and his wife telling how literacy problems have affected their family.

The benefits go beyond the obvious time and distance cures. Now volunteer players who were once reluctant to appear before an audience are taped in small groups of their fellow tutors, new readers, or friends, and they return eagerly for each new set of dramatizations. Recruitment costs drop, as a single car can accommodate all kinds of scenarios directed to the interests of the group to be addressed.

So there you have it: an outreach program for recruiting both students and tutors that is effective, inexpensive, and fun. I wish you all the success we have had with this ongoing project. If you'd like to see what we've done, loan copies of our videos are available through AdvancE. Or, send us a blank videotape and we'll make you a copy (my address, page 58).

—*Eleanor Highfield*

Recognizing student achievement

Recognition of student achievement is important to both the adult student and the adult educator. It can go a long way toward instilling self-confidence and self-esteem in the successful student and can serve as additional motivation and inspiration to the currently striving adult learner, as well as provide an impetus to look to further goals. It is also a darned nice thing to do.

The recognition need not be formal in nature nor grand in scope. It can range from a simple handshake and congratulatory smile to the applause of a gathered assemblage. The important thing is that the successful completion of a task be recognized and demonstrably appreciated.

At Connelley Skill Learning Center in Pittsburgh, recognition of student achievement is provided in several ways. The first method is an attempt to formally recognize GED graduates who missed a traditional high school commencement. Students are notified of successful completion of the GED by mail. Upon arrival at Connelley the graduate is introduced to one of the school or program administrators who, in turn, accompanies the student to the classroom of an ABE/GED teacher of the student's choice. Two group photographs are taken; one is placed in a mat and given to the GED recipient as a remembrance of the occasion, and the other is kept by the school for public display (if permission is granted by the student to do so). As an option, a cap and gown is made available for the graduate to don for the photographs. In addition, the graduate receives a personal message from Mrs. Barbara Bush to GED recipients and a card of congratulations signed by classroom instructors and building and school officials. These materials are prepared by our own Print Shop as a contribution to the project.

Another form of formal recognition is implemented with the cooperation of the local chapter of Rotary. In early May of each year, staff members are requested to submit essays and evaluations of any student whose performance and achievements, in their opinions, make him or her a worthy candidate for a Rotary Award. Students are evaluated on such behaviors as classroom performance, leadership, attendance, achievement, and school/community service.

A committee made up of several selected staff members and a Rotarian then screens the applications and selects one outstanding student to receive a handsome plaque and a $200 Savings Bond. Five other students are selected to receive a $100 Savings Bond and a plaque. The bonds and the plaque are provided by the Rotary Club and are presented to the awardees at a Rotary luncheon held for them and their guests.

Student recognition may take this rather formal path or it may be something as informal as asking a GED test candidate to return to the class after the successful completion of the test to discuss with other students his/her resolve and perseverance in preparing for the test. This gives the successful student a feeling for the importance of his/her achievement and provides additional inspiration to those currently preparing for the test.

Another, even more basic, but equally important, form of student recognition can occur simply between the student and the teacher. When a student achieves a goal such as passing the GED test or gaining admittance to a community college or other post-secondary program, the teacher should seek that student out, offer personal congratulations, and express an interest in the future goals of the student. This personal attention can gratify and motivate all of us.

Student recognition, whatever form it takes, should be an

integral part of any adult program. It makes the student feel good; it makes the instructor feel good; it is a darned nice thing to do.

—Jan Perkins and Anthony Giampaolo

Outstanding students of the year

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education honors ten outstanding adult students. Finalists are selected from more than 57,000 adult learners participating in the Department's literacy tutoring, ABE, ESL, and GED classes. The awards ceremony honoring the winners has become an annual feature at the legislative luncheon, held in February at the Adult Education Mid-winter Conference.

In October, ABE/GED and Act 143 program directors are urged to nominate a program participant who has overcome academic difficulties and onerous life situations to enter and achieve success in their program. These selections are considered in December by a 12-member Success Story panel drawn from Literacy/ABE/GED tutors, teachers, counselors, administrators, and state advisors. Ten outstanding students are honored at the conference. Pennsylvania's winners have represented ABE/GED students at state, regional, and national conferences and have served as members of the Commonwealth's Adult Education Task Force.

Success Stories, a booklet honoring these winners, is published each year. It tells of lives made painful by physical and learning disabilities, damaged by bodily and verbal abuse, wounded by prejudice and abandonment, twisted by drugs and alcohol. It shows their struggle for success as a battle of will against circumstances. It celebrates the triumph of the human spirit over adversity. Following the model set by Pennsylvania, the American Association for Adult and Continuing Education (AAACE) coordinates a national search to identify and honor outstanding adult learners. To nominate one of your students for the national award, contact AAACE, 1112 16th St., NW, Washington, DC 20036.

—Sherry Royce

How to organize and maintain an alumni association

Alumni associations have many benefits. They can encourage alumni's further educational development, enhance their feelings of self-worth, and promote your program and its stature in the community. But developing and maintaining an Alumni Association takes much effort. Why bother?

The answers seem obvious to us in Mifflin County who have been working with the Alumni Association since 1985. The benefits far outweigh the difficulties associated with the effort. Our Alumni Association has brought many positive changes to its members, our Adult Center, and the community, and we are eager to share this success with other groups.

An Alumni Association can make the staff's work easier. Alumni can recruit for you, tutor for you, and sponsor events. Most importantly, alumni can get the word out in your community about the need for and development of adult education.

Getting started may be the most difficult task. Keep in mind that you need only a few key participants to make the group a success. These key people can generate the involvement of others by providing an example. More and more alumni groups are expanding to include current students. The role of the group then becomes supportive and an aid to transition.

Membership drives can be carried out effectively by mail and follow-up phone calls to all graduates of your program. Follow-up communication is critical. Newspaper, radio, and TV ads, as well as word of mouth, are effective, and our staff encourage alumni to use networking techniques to increase membership.

Still, maintenance of an Alumni group strongly relies on interesting meetings and activities for the group. Our Alumni Association's activities fall into three areas:

- **Agency support:** Alumni Association members support our Center's programs and activities. Alumni recruit many of our new students and discuss our programs with their network of contacts. Alumni participate in our graduation ceremonies. Alumni conduct fundraising activities and donate proceeds to Adult Center needs. Alumni also work as tutors and operate a speakers' bureau on our behalf.
- **Community service:** Many alumni projects are of a community-service nature. This gives many members their first experience in contributing to community events. Alumni participate in community activities such as the Head Start Health Fair, Intermediate Unit's Teen Pregnancy and Parenting Program, and the School District's Dropout Prevention Program. Alumni have been volunteer readers in a nursing home and each Christmas have conducted a food drive for the area's needy. This community service has also enhanced the stature of GED graduates in our area and has served to greatly promote Adult Education Center programs.
- **Personal development:** Alumni personally benefit from activities such as workshops, speakers, and mutual support. Seeing their development enhances current students' self-esteem and vision of their own future achievements. Alumni participate in counseling groups and writing, and job-search, and craft workshops.

When organizing an alumni group, consider the fact that alumni's needs and interests are in a state of flux. Often, the Association's role in a member's life is to provide a transition to new areas of involvement, so active membership is not necessarily long term. There seems to come a time for most alumni when they move on to other things. Continuity within the group can be maintained by transference of leadership from one key group to another. For further information, contact the Adult Education and Job Training Center, 1020 Belle Vernon Avenue, Lewistown, PA 17044.

—Carol Molek

G

PROFESSIONAL SUPPORT

Staff development: growing as an educator of adults

Staff development has been an integral part of adult education since federal funding was initiated in the mid-1960s. Recognizing that few enter the field with formal training in adult education, the Adult Education Act mandates that a portion of the funds allocated to each state be set aside for adult education staff development, teacher training, and special demonstration and research projects.

As a direct result of the 1991 National Literacy Act, ABLE staff can expect to see a marked increase in staff development activities. The legislation provides for the establishment of a National Institute for Literacy to conduct basic and applied research as well as policy analysis and evaluation; to create a database; to provide program assistance; and to disseminate information about "best practices." The legislation also authorizes establishment of state/regional literacy resource centers, to *link* the National Institute to local program providers.

Such a major effort presents several formidable challenges. First, a large majority of ABLE staff are part time or volunteers, many with other jobs in addition to their ABLE role. Although full-time jobs for qualified adult educators may increase, time and energy available for professional development are still at a premium. Second, Pennsylvania has a rich diversity in both populations served and sponsoring agencies involved in the delivery of adult education, as well as a broad geographic area, including rural, urban, and suburban contexts, each of which presents its own set of challenges.

Professional development in Pennsylvania takes many forms. The Bureau of Adult Basic and Literacy Education supports AdvancE, our highly respected resource and dissemination center; the publication of newsletters and other information pieces; workshops, seminars, and conferences; and attendance at the annual Adult Education Mid-Winter Conference. Co-sponsored with the Pennsylvania Association for Adult Continuing Education (PAACE), this conference provides access to the latest in the field through general sessions, workshops and seminars, and exhibits of new and innovative instructional resources and other materials. Professionals from higher education, continuing education, the military, business and industry, community colleges, school districts, and community-based and volunteer agencies come together for three days of professional development activities and to work together for the cause of adult education.

More recently Pennsylvania has jointly planned conferences with ABLE colleagues from New Jersey and Ohio, helping to broaden the perspectives of many ABLE staff in all three states.

To these activities may be added summer institutes, extended weekend workshops and seminars, teleconferences, training videos, guided independent study, and self-directed learning projects, many of which carry opportunities for earning undergraduate and graduate credit or Continuing Education Units (CEUs).

The ultimate goal is to get into the hands of ABLE staff the information they need to improve every aspect of program operation. While local service providers can expect an increase in the number and types of professional development activities available, they can also expect to assume greater responsibility for identifying needs and developing staff training opportunities. Systematic follow-up and guidance will also take on far greater significance, if innovation, experimentation, and change in how we do our jobs is to occur.

Many benefits

While the improvement of services is an overriding goal, commitment to professional development offers many other benefits which promote the professionalization of the field. Participants discover that such activities provide a time to share, pool, and supplement knowledge; to tackle problems, pose questions, exchange ideas, and formulate solutions. They are opportunities to meet other professionals in the field and draw upon the expertise and experience of trained leaders and colleagues from other programs. And, they provide a rejuvenating form of professional outreach, a link between what we do on a day-to-day basis and new developments at the state and national levels.

Most important, professional development activities promote camaraderie and furnish those who occasionally feel isolated and alone in this important work a valuable connection to others in similar roles. Whether you are full time or part time, paid or volunteer, professional identity is an important compo-

"The staff is the most valuable resource."
—*H. Robert Marquet, Jr.*
Teacher/Counselor
York County Prison, Lincoln Intermediate Unit #12

nent of job satisfaction.

Local Inservice

The responsibility for professional development lies with each and every one of us. Just as we encourage our adult students to identify their learning needs, make use of the many resources available to help them, and embrace learning as a lifelong venture, we, as professional members of the community of adult education, must do the same.

How? Become aware and involved. Adult education is the fastest-growing segment of education and in many exciting ways is experiencing its very own information explosion. While it may take time for you to put the pieces together, this Handbook will prove invaluable as you explore the field. In addition:

- Make sure your program director is aware of your interest in professional development and that you are kept informed of all opportunities.
- Attend staff development activities. Encourage your colleagues to join you.
- Ask that publications like *What's The Buzz?* and others be shared with you.
- Make use of the resources available through AdvancE. If you have a problem or question, the chances are good that someone somewhere has tried to solve it.
- If you and your colleagues have similar problems, discuss them with your program director. Offer to lead the staff in a short problem-identification session. Visit with teachers at neighboring programs. If they have the same problems, ask them to join you in seeking out the necessary resources. Suggest that a local inservice session be planned and scheduled. Often all it takes is someone like you to get the ball rolling.
- Join your professional association, PAACE; the annual membership fee is nominal. If you can, volunteer to help plan the Midwinter Conference. Participate in a special-interest group, serve on a committee, and prepare to assume a leadership role in the organization.

Finally, enjoy your work. Helping and watching adults learn and grow is an exciting and rewarding experience.

—*Meredyth A. Leahy*

AdvancE and ERIC

AdvancE is Pennsylvania's clearinghouse for ABE/GED/ESL/Literacy information. It is administered by the State Library of Pennsylvania with funding provided by the Bureau of Adult Basic and Literacy Education through the federal Adult Education Act. Through AdvancE, teachers can obtain rapid access to materials for staff development or instructional purposes. AdvancE services include FREE access to:

- *A 4,000-volume library collection:* The AdvancE loan collection contains materials for teacher preparation purposes or classroom use. Materials can be requested by subject or title and are loaned for a one-month period.
- *Computerized database information:* Staff can search the Educational Resources Information Center (ERIC; see below) system and other online computer databases to locate program planning materials, suggested classroom activities, curriculum guides, research reports, and other items of interest to the ABE community.
- *353 project reports/products:* AdvancE is the repository and disseminator of Pennsylvania's 353 project reports and products. Information about new 353 projects is disseminated annually in the *353 Projects Abstract Booklet*. Materials are then available through the AdvancE loan library.

To contact AdvancE call toll-free 1-800-992-2283 between 8:00 a.m. and 4:30 p.m. While AdvancE services are provided primarily by telephone and mail, teachers are also encouraged to visit the center to examine materials and discuss information needs.

AdvancE is located in the PDE Resource Center, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333.

The ERIC system

ERIC, the Educational Resources Information Center, is an information system sponsored by the National Institute of Education. Through a network of 16 clearinghouses, one of which is the Clearinghouse on Adult, Career, and Vocational Education, educational information is identified, indexed, and disseminated. ERIC information includes:

- *Document citations:* Materials cited include research reports, curriculum guides, program descriptors, and state-of-the-art papers.
- *Journal citations:* Over 700 educational periodicals are indexed.

ABE/GED/ESL/Literacy teachers can access ERIC resources through AdvancE. AdvancE will conduct an online computer search to identify materials on subjects requested and provide microfiche copies of ERIC documents and photocopies of journal articles. ERIC documents are also available at many of the public libraries and higher education institutions across the state. Print copies of documents may be purchased directly from ERIC. For further information about ERIC call AdvancE at 1-800-992-2283.

—*Cheryl Harmon and Susan Barron*

"Adult students will tell you literally and via their attendance whether you are doing your job or not. Listen carefully. Expect to have a great time. Learn from your co-workers and your students."
—*Susan Evans*
ABE/GED Teacher
Greater Pittsburgh Literacy Council

Graduate programs in adult education

So you woke up one morning and discovered that you were an educator of adults! Up to now you may have been an elementary or secondary school teacher, a nurse, a salesperson, a personnel officer, a social worker, a homemaker, a community organizer, a trainer, the director of a social service agency, a corrections officer—the list goes on. Here's the good news: You're not alone! Rarely do people go through their childhood saying, "I want to be an educator of adults when I grow up." Each of us arrives at the realization that we are, or want to be, an educator of adults through a series of life tasks and experiences.

Your self-discovery, no doubt, has also prompted questions such as these: What do I do now that I am one of these "adult educators"? Who are they, anyway? What do they do? What do we mean by "adult education"? How can I prepare myself for the tasks I now perform, but for which I have received little or no previous preparation or training? There are many avenues open to you which will allow you to grow and develop as an educator of adults, several of which are discussed in this Handbook. The capstone of these various learning efforts and opportunities is to work toward an advanced degree in adult education.

However, is the pursuit and earning of such a degree for you? Reflect upon, and respond to, the following questions:

- Do I already possess at least a bachelor's degree in some subject/content or professional area?
- Am I planning to work, or am I already working, with adults as an educator, trainer, or service provider in such locales as a school or college; extension service; health-care institution; business and industry; social-service, community, religious, or other similar organization or agency; prison; or the military?
- Do I intend to continue working with adults as a career?
- Am I interested in both improving my skills as a practitioner and developing a greater understanding of the theory and research base undergirding professional practice in adult education?

If your responses to these questions are positive, you should consider seeking an advanced degree in adult education. This endeavor will allow you to bring together into a new and meaningful context and relationship your previous area(s) of content specialization, your life experiences, and your new role as an educator of adults. Completing such an undertaking will enhance your personal sense of self-worth, provide extensive professional development, help you better understand the unique characteristics and requirements of adults, and prepare you to handle the various types and levels of tasks and responsibilities related to working with adults.

Once you've decided that earning an advanced degree might be for you, there are a number of other factors which you will need to take into consideration:

- If you are unable (as a majority of adult students are) to move to a campus, where are there programs which you can access? Consult the list below. Most adults living in Pennsylvania are within a one- to two-hour drive of a program site.
- What special areas of expertise do you want to develop? Are you interested more in theory, in practice, or in a combination of the two? Requesting information from several graduate programs will reveal the unique opportunities and emphases of each.
- Might you be interested in pursuing a doctorate following the completion of a master's degree? Attending one school for work at the master's level and another for the doctorate provides a broader background of understanding and an increased depth of preparation.

There are certainly other concerns which you might have, but this initial checklist should highlight the value of investigating several of the opportunities available within the Commonwealth of Pennsylvania. The purpose of this list is to give you the basic information needed to make initial contact with the program(s) of your choice. Individual programs can then provide you with specific descriptions, requirements, and application criteria. Each entry lists the name of the sponsoring institution; the degree(s) available and program sites (if the program is offered at more than one location); and the name, address, and phone number of the contact person/coordinator for the degree program(s) listed.

Cheyney University of Pennsylvania
Master of Science in Adult and Continuing Education
Contact: Dr. Velma Mitchell, 865 Oak Lane, Glenolden, PA 19036, (215) 399-2387

Indiana University of Pennsylvania
Master of Arts in Adult and Community Education (Indiana, Pittsburgh)
Contact: Dr. Trenton R. Ferro, 231 Stouffer Hall, Indiana University of Pennsylvania, Indiana, PA 15705, (412) 357-2470

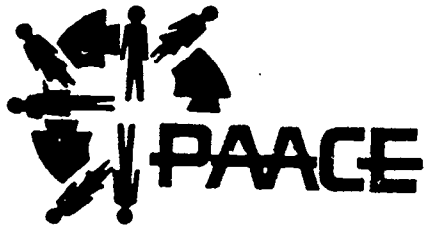
The Pennsylvania State University
Master of Education (University Park, Monroeville) and Doctor of Education (University Park, Harrisburg) in Adult Education
Contact: Dr. Jovita M. Ross-Gordon, 218 Rackley Bldg., The Pennsylvania State University, University Park, PA 16802, (814) 863-3781

Temple University
Master of Education and Doctor of Education in Adult/Continuing Education (Philadelphia, Harrisburg)
Contact: Dr. Michael W. Galbraith, Temple University, 335 Ritter Hall, Philadelphia, PA 19122, (215) 787-6189

University of Pennsylvania
Master of Education, Doctor of Education, and Ph.D. in Reading/Writing/Literacy
Contact: Dr. Susan Lytle, University of Pennsylvania, Graduate School of Education, 3700 Walnut St., Philadelphia, PA 19104, (215) 898-8398 or 898-8434

Widener University
Master of Education (with a concentration in adult education)
Contact: Dr. Patricia A. Lawler, Widener University, Center for Education, Chester, PA 19013, (215) 499-4252 ß

—*Trenton R. Ferro*



Logo of the Pennsylvania Association for Adult Continuing Education (PAACE)

PAACE: Pennsylvania Association for Adult Continuing Education

The mission of the Pennsylvania Association for Adult Continuing Education (PAACE) is to serve the needs of adult learners through basic and higher education. The organization's members are teachers, professors, tutors, administrators, counselors, students, librarians, and volunteers. They work in a variety of settings in the basic and higher education arenas. The common bond is working with and for the adult learner. PAACE is governed by a Board of Directors comprised of elected officers and representatives of the eastern, central, and western portions of the Commonwealth; advisory members; and representatives of the Pennsylvania Department of Education. Any individual who has been a PAACE member for at least one year is qualified to hold any office in the association. PAACE is affiliated with the American Association for Adult and Continuing Education (AAACE).

The goals of PAACE are to: 1) unite the profession, 2) advocate adult and continuing education, 3) share information with each other and the public we serve, and 4) share information about adult and continuing education with the membership, general public, and legislature, including the Midwinter Conference, the *PAACE Newsletter*, *The PAACE Journal*, *The Membership Directory*, and awards to outstanding students and educators.

Special-interest sections

PAACE's special-interest sections enable members with common interests to join together to strengthen and promote those interests. Because these sections are an important part of PAACE, the Midwinter Conference program includes sessions reflecting the activities and concerns of the groups. The specific special-interest sections in which you may want to participate are listed on the membership application. For administrative purposes they are divided into the following five sections: Adult Basic Education and Literacy, Business and Industry, Community Education Programs and Services, Higher Education, Issues, Special Programs, and Special Populations. New sections may be formed upon request from the membership and upon board approval.

Membership categories

PAACE offers the following membership categories:

- Individual—$20/year
- Organizational—$40/year
- Student—$10/year
- Associate—$5/year
- Life Membership—$150.

For additional information or a membership application, write to PAACE, P.O. Box 3796, Harrisburg, Pennsylvania 17105.

—*Joan Y. Leopold*

TLC: Tutors of Literacy in the Commonwealth

Tutors of Literacy in the Commonwealth (TLC) is Pennsylvania's organization of adult literacy providers, established in 1981 as a special interest group of PAACE. Member literacy organizations share the mission of providing one-on-one or small-group basic literacy instruction to adult residents of our state who are experiencing difficulty with their reading and writing skills. Individuals are also invited for membership in a nonvoting status, i.e. adult students and/or advocates, practitioners, volunteers, and other supporters.

TLC's purposes are to strengthen alternative approaches to teaching basic literacy skills to adults; to coordinate services for mutual assistance; to enlist the services of individuals active or interested in adult basic education; to initiate support and evaluate appropriate legislation; to promote the development of desirable additional basic education services; to disseminate information; and to provide continuity of purpose and effort in literacy efforts in the Commonwealth.

TLC's member organizations provide mutual program and administrative support. Monies appropriated by Act 143, the State Adult Literacy Grant, enabled TLC to upgrade and stabilize that support. Regional Training Consultants survey programs annually regarding specific local needs, then consult, train, or broker services to meet those needs. Local tutor training autonomy has been extended to more programs. Presenters have been made available on requested topics. Fledgling or reorganizing programs have received counsel. TLC has also been a sponsor of the Northeast Regional Adult Literacy Conference

in 1987, 1989, and 1991.

TLC serves the providers as the tutor serves the adult learner—one-on-one and with Tender Loving Care (TLC). The group's goals are to continue to meet the needs of the local programs as they emerge and change; to bring the adult student to full participation at all program and management levels; and to be a clear voice for providers of volunteer literacy services. TLC invites volunteer-based ABE/GED/ESL/Literacy providers to participate in its membership and its mutual support.

—Patricia Reitz Gaul

The American Association for Adult and Continuing Education (AAACE)

The mission of The American Association for Adult and Continuing Education (AAACE) is to "promote adult learning by 1) providing leadership in unifying individual adult education practitioners; 2) fostering the development and sharing of information, theory, research and best practices; 3) promoting professional identity and growth; and 4) advocating policy initiatives."

AAACE publishes *Adult Learning*, a practical magazine for professional adult educators; *Adult Education Quarterly*, a journal of research and theory; *Online*, the AAACE bimonthly newsletter on current events, legislation, and funding in adult education; and resource publications on current issues. The association sponsors an annual national conference as well regional thematic and affiliate conferences, represents adult education interests at all levels of government, and sponsors travel opportunities and discount services to members.

Special program interests

AAACE's special interest groups include, but are not limited to, the following: 1) Adult Competency Education and Commission on Adult Education; 2) Correctional Institutions, Educational Media & Technology, Library Services, Home and Family Living; 3) Business & Industry, Continuing Professional Education, Vocational & Career Education; 4) Aging, Justice, Adult Learners with Disabilities, Women's Issues; 5) State Directors of Adult Education and Community Education; 6) Adult Psychology, Commission of Professors of Adult Education, Students in Adult Education.

Membership categories

AAACE offers the following membership categories:

- Benefactor—$199-1000+
- Professional—$105/year
- Sustaining or Student—$75/year
- Part-time teacher—$35/year
- Retiree—$25/year
- Institutional—dues depend on staff size

For further information, contact the American Association for Adult and Continuing Education, 1112 16th St., NW, Suite 420, Washington, DC 20036, (202)463-6333.

—Daniele D. Flannery

The GED Testing Service of the American Council on Education (GEDTS)

The GED Testing Service in Washington, DC, develops and distributes the GED Tests (Tests of General Educational Development). Originally developed by the American Council on Education in 1942 for returning World War II servicemen, the tests give adults who did not graduate from high school a chance to get a high school diploma, making them qualified for college enrollment, training programs, and job advancement. For some the reward is the satisfaction of attaining a lifelong goal. The tests, which last seven hours and 35 minutes, are given in five areas—writing skills, social studies, science, literature and the arts, and mathematics. Candidates must compose an essay as part of the Writing Skills Test. In Pennsylvania, this portion is scored by the GED Testing Service's Essay Scoring Service in Washington, DC.

The GED Tests focus not on facts and definitions, but rather on the knowledge and problem-solving skills gained from daily experiences and the information one learns in a lifetime. People may prepare for the tests by reading self-study books, by watching programs on public television stations and cable channels, or by participating in the classes offered in most communities. (For more information on the tests and helping students prepare for them, see pages 29-31.)

The GED program is jointly administered through the Pennsylvania Department of Education. More than 25,000 Pennsylvanians took the GED Tests in 1990, with more than 17,000 achieving scores that earned them a Commonwealth Secondary School Diploma. Approximately 70% of all examinees in Pennsylvania completed grade ten or higher before taking the tests. Of all those who took the GED Tests, nearly 25% said they planned to continue their studies.

The GED Testing Service publishes a bimonthly newsletter, *GED Items*, which is read by more than 14,000 adult educators nationwide. A toll-free hotline, 1-800-62-MY-GED, provides information about the program to English- and Spanish-speaking callers. For more information, contact the GED Testing Service, One DuPont Circle NW, Washington, DC 20036, (202) 939-9490.

—Jean H. Lowe

International Reading Association (IRA)

The goals of the International Reading Association for its 93,000 members are "to improve the quality of reading instruction through the study of the reading process and teaching techniques; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to increase literacy levels worldwide; and to actively encourage the lifetime reading habit."

The Literacy Committee focuses on projects related to basic education for adults. A special-interest group (SIG) on adult literacy, which has grown to several hundred members, publishes a regular newsletter for its membership and plans a program presentation at the annual conference. Regional conferences are also held periodically.

The *Journal of Reading* is an excellent professional resource for adult educators since it usually includes one or more articles related to adult basic education each month. All IRA members receive *Reading Today*, a bimonthly newsletter with news and feature articles of general interest. IRA also has over 150 publications in print on reading and related topics, including some related to adult literacy.

IRA operates a Washington, DC, office for purposes of information and advocacy related to literacy. Membership information may be obtained by calling 1-800-628-8508, ext. 49.

—Eunice N. Askov

Institute for the Study of Adult Literacy

The goals of the Institute for the Study of Adult Literacy (College of Education, The Pennsylvania State University), include research in adult literacy, improvement of practice, and leadership in developing a comprehensive approach to delivery of adult literacy services. The Institute strives to apply research to practice through staff development, curriculum/instructional materials development, policy recommendations, and dissemination of research findings through Institute publications, professional publications, and presentations.

Institute projects focus on interrelated themes: workplace literacy, technology in adult literacy, intergenerational literacy, special-needs populations, and staff development and training. Selected Institute projects include:

- Development of national public service announcements, videotapes and user's guides to disseminate research on effective strategies in adult literacy. Project partners WQED-TV, Pittsburgh, and WPSX-TV, University Park, are developing the videotapes.
- Staff training, curriculum development, and evaluation services to three Even Start Family Literacy Programs in Pennsylvania. Projects, located in Reading, McKeesport, and the Centre region, are supported by U. S. Department of Education.
- Development of technology-based projects addressing workers' needs. These include *Job Trails*, computer-based job-related basic-skill assessments and instruction in five occupational clusters, and *Day in the Life*, which provides instruction in basic skills through simulated job tasks.
- Interdisciplinary research projects to research effectiveness of several methods in reaching low-literate adults with dietary information and to research and develop nutrition-education materials to reduce risks of cardiovascular disease.
- Technical assistance to state-funded Pennsylvania Literacy Corps involving students enrolled at institutions of higher education in adult and basic education. Institute staff also directs federally funded Literacy Corps programs on three Penn State campuses.
- Development of abridged editions of National Issues Forum issues books and supplementary materials to assist instructors in effective use of issue books with adult students.

—Barbara Van Horn and Sheila Sherow

National Center on Adult Literacy (NCAL)

The National Center on Adult Literacy (NCAL) at the University of Pennsylvania, established in November 1990, focuses on three basic goals: to enhance the knowledge base on adult literacy, to improve the quality of research and development in the field, and to ensure a strong, two-way relationship between research and practice. Three main program areas constitute NCAL's approach to achieving its first goal: participation and service delivery; learning and instruction; and impact and policy.

Part of NCAL's research strategy toward the second goal is to form partnerships with organizations, agencies, and individuals who do research in adult literacy and related areas and who collaborate in joint research and development projects with the Center. Among NCAL's partners are major federally-funded research and development laboratories, university-based researchers, independent research and policy organizations, service delivery organizations, and community organizations for research and development.

The third major goal of NCAL is to ensure a working, two-way link between practitioners and researchers.

A variety of new technologies represent potential assistance for the delivery and management of literacy instruction. The Center is exploring the use of technology for adult education in those areas where major advantages might be realized. Through the newly-created Literacy Technology Laboratory (LTL), NCAL will explore a range of uses for technology in the total scope of adult literacy activities, including new instructional methods, online assessment, management information systems, and dissemination.

—Sandra K. Stewart

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APPENDICES

The adult educator's essential bookshelf

Literacy, like charity, begins at home. As literacy professionals, we cannot honestly preach the value of adult education unless we are committed to continuing our own learning. As educators, we must model adult literacy by acquainting ourselves with the constantly evolving body of theory related to adult learners, adult learning, and adult literacy. To keep current, we must reconsider our definition of a learning situation and reexamine our methods of evaluation. To broaden our understanding and challenge our perspective, we must delve into the history and politics of adult literacy and study alternative philosophies of practice. To our unique sense of community, we must add an understanding of diverse cultures and social contexts.

A core collection

Toward this end, every ABE/GED/ESL/Literacy program needs to establish a library of adult literacy resources for the use of staff, volunteers and interested students.

The ABLE Sampler: A Professional Development Guide for Adult Literacy Practitioners, published in June 1991 under the auspices of PDE's Bureau of ABLE, can help you select a core collection for your program. This guide, provided to all ABLE programs in the Commonwealth, is divided into nine chapters providing an overview of 103 literacy resources in the areas of: 1) Administration and Management; 2) Adults as Learners; 3) Diverse Populations; 4) Evaluation; 5) History, Philosophy and Politics; 6) Instructional Strategies; 7) Social Context; 8) Workplace Literacy, and 9) Resources such as Clearinghouses, Journals, Newsletters and Publishers.

Each chapter contains an introduction by a leading authority followed by a review of the resource(s) chosen as a core collection and additional annotated listings for each area. These selections, recommended as exemplary by a nationwide panel of literacy specials, include classics, such as Harman's *Illiteracy: A National Dilemma* and Kidd's *How Adults Learn*; compilations of literacy research, such as Lytle's *Adult Literacy Education Program Evaluation and Learner Assessment*; timely topics such as Carnevale, Gainer, and Meltzer's *Workplace Basics*; and the latest instructional strategies, such as Armstrong and Oppenheim's *Language Competencies for Beginning ESL* and Cheatham and Lawson's *Small Group Tutoring*.

Preview resources via AdvancE

Many of the resources recommended in *The ABLE Sampler* and all the titles listed below as free loan copies can be obtained by calling Pennsylvania's Clearinghouse AdvancE, 1-800-992-2283. See page 48 for more information on AdvancE.

General references

AAACE Teaching Adults Series. Scott, Foresman, 1986.

Four booklets: "Being Responsive to Adult Learners," "Helping Older Adults Learn," "Teaching Reading to Adults," "Using Technology in Adult Education." (Free loan copies from AdvancE.)

Adult Education 353 Special Projects: Project Abstracts. AdvancE.

This annual publication provides abstracts of Adult Education Act, Section 353 grants, funded by the Bureau of Adult Basic and Literacy Education. It is a useful resource to identify who is developing curriculum materials in Pennsylvania. Materials produced may then be borrowed from AdvancE. (Free copy from AdvancE.)

Helping Adults Learn. Gary E. Miller. University Park, Pennsylvania State University, 1985. (VHS videotapes include "Who Are Your Students?", "Communicating with Your Students," "Counseling Your Students," "Student Needs," and "LEA.")

The five tapes in this series provide a good introduction to working with the adult student, particularly at the 0-4 level. (Purchase from Penn State or loan copy from AdvancE.)

The Modern Practice of Adult Education: From Pedagogy to Andragogy. Revised and updated. Malcolm S. Knowles. New York, NY, Cambridge, 1980.

Knowles' work is a major guide to the theory and practice of adult education.

A Resource Guide of Tests for Adult Basic Education Teachers. Robert W. Zellers. Johnstown, PA, Robert William Zellers Educational Services, 1986.

Zellers describes diagnostic/placement, achievement, intelligence, and interest tests, including purpose of test; test description; grade level; subject area(s), etc. (Loan copy from AdvancE; may be photocopied.)

Special Answers for Special Needs; A Guide to Available 353 Resources. United States Department of Education.

The USDOE's Division of Adult Education reviews and compiles, on a regular basis, a list of Section 353 (formerly 310) special projects in selected categories. This is a good source for information about the curriculum material of other states and their availability. (Free copy from AdvancE.)

ABE/Literacy

Adult Basic Education and General Educational Development Programs for Disabled Adults. Free Library of Philadelphia, 1987.

Briefly described are difficulties in learning and suggestions for teaching adults who have hearing and/or visual impairments, speech and language impairments, learning disabilities, orthopedic impairments, or epilepsy. (Free copy from AdvancE.)

Curriculum Guide: Books and Methods for Teaching Adult Basic Education. Melissa Buckingham and others. Free Library of Philadelphia, 1986.

Described is a curriculum for intermediate-level students who have basic reading skills. This was written for tutors, but is also a useful publication for ABE teachers. (Loan copy from AdvancE; may be photocopied.)

Teach Someone to Read. Nadine Rosenthal. Belmont, CA, Fearon Education, 1987.

The ABE reading teacher needs to provide an eclectic approach to instruction. How-to publications such as Rosenthal's should be acquired and utilized as appropriate.

GED

GED Resource Review Bulletin. AdvancE, 1988.

Reviewed are GED texts published by Cambridge, Contemporary, Scott, Foresman, and Steck-Vaughn. (Free copy from AdvancE.)

The New GED Tests: An Overview for 1988-1998. Chicago, IL, Contemporary Books, Inc., 1987. (Contemporary's GED Staff Development Videotape Series, VHS format).

An excellent overview of the GED test, this videotape provides a good introduction for the new GED teacher. It is available in VHS, Beta, or U-matic formats. (May be purchased from publisher or loan copy from AdvancE.)

Official Teacher's Guide to the Tests of General Educational Development. Richard Swartz. Washington, DC, American Council on Education, 1987. (Available through Contemporary Books, Inc.).

A good synopsis is provided of what can be found on the GED test. The description of the essay (pp. 13-29) is particularly helpful. (May be purchased from publisher or loan copy from AdvancE.)

Tests of General Educational Development: GED Official Practice Tests, Form AA, Form BB. American Council on Education, 1987. (Available through Prentice Hall/Cambridge.)

The Official Practice Tests are made by the same people who make the actual GED test—the GED Testing Service—and are therefore the best instruments for gauging whether students are ready to take the actual test.

ESL

Adult Education ESL Teachers Guide. C. Ray Graham and Mark M. Walsh, Kingsville, TX, Texas A & I University, n.d.

While some portions of this guide are specific to Texas, much of what is included is generally useful to the new ESL teacher. (Loan copy from AdvancE or order from ERIC.)

Adult ESL Instruction: A Challenge and a Pleasure; An Orientation Guide for Adult ESL Teachers. Lucy Guglielmino and Arthur W. Burrichter. Boca Raton, FL, Florida Atlantic University, 1987. (ED 288074)

As the title indicates, this is an orientation guide for the new teacher. (Loan copy from AdvancE or order from ERIC.)

ESL Resource Review Bulletin. AdvancE, 1989.

A resource review committee composed of ESL teachers examined a selected number of post-1984 materials and compiled this list of resources. Evaluative comments are directed at the types of information a teacher would want to know about new texts. (Free copy from AdvancE.)

Journals

BCEL Newsletter. Free. Source: Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020.

GED Items. Free. Source: GED Testing Service, American Council on Education, One Dupont Circle, Suite 20, Washington, DC 20036-1193.

PAACE News. Free with membership in the Pennsylvania Association for Adult Continuing Education. Source: PAACE, Box 3796, Harrisburg, PA 17105-3796.

TESOL Quarterly. Washington, DC, Teachers of English to Speakers of Other Languages. Source: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751, (703) 836-0774.

What's the Buzz? Pennsylvania's Adult Basic and Literacy Education's dissemination newsletter. (A 353 Project) Free. Source: David W. Fluke, Box 214, Troy, PA 16947.

—*Sherry Royce*

Publishers of adult education curriculum resources

The following chart lists publishers who offer adult education instructional materials. **BASIC** = levels 0-3; **ESL** = English as a Second Language; **ABE** = levels 4-8; **CBAE** = competency-based materials in consumer economics, employability, government and law, community resources, and health and safety; **GED** includes pre-GED and GED 8-12 materials; **CAI** = computer-assisted instruction in various subject areas. This list is updated from that which appeared in *The Pennsylvania Adult Basic Education Handbook for Program Administrators, 1990 Edition*, based on a Fall 1991 survey of publishers. Contact the publishers or AdvancE for catalogs.

COMPANY	BASIC	ESL	ABE	CBAE	GED	CAI
Albany Educational TV 27 Western Ave. Albany, NY 12203 (518) 465-4741		√[v]	√[v]	√[v]	√[v]	
		(also staff-development and promotional videos for adult education)				
Addison-Wesley Pub. Co. Route 128 Reading, MA 01867 800-447-2226 or (617) 944-3700		√	√			
Amsco School Pub. 315 Hudson St. New York, NY 10013 (212) 675-7000		√	√		√	
Aquarius Instructional P.O. Box 128 Indian Rocks Beach, FL 34635 800-338-2644	√	√	√	√	√[v]	√
Barron's Ed. Series 250 Wireless Blvd. Hauppauge, NY 11788					√	
Cambridge Adult Education (see Prentice Hall)						
Career Publishing, Inc. P.O. Box 5486 Orange, CA 92667 800-854-4014	√[v]	√[v]	√[v]	√[v]	√[v]	√[v]
Comex Systems, Inc. The Mill Cottage Mendham, NJ 07945-9990 800-543-6959	√[v]	√[v]	√[v]	√[v]	√[v]	√[v]
Conduit/University of Iowa Oakdale Campus Iowa City, IA 52242 800-365-9774 or (319) 335-4100						√
Contemporary Books 180 North Michigan Ave. Chicago, IL 60601 800-621-1918	√		√	√	√[v]	
Continental Press 520 E. Bainbridge St. Elizabethtown, PA 17022-2299 800-233-0759	√	√	√		√	√
CTB Macmillan/McGraw Hill School Pub. Co. 2500 Garden Rd. Monterey, CA 93940 (412) 649-8400	√		√		√	
Davidson & Assoc., Inc. 19840 Pioneer Ave. Torrance, CA 90503 800-545-7677		√				√
DLM Teaching Resources One DLM Park Allen, TX 75002 (214) 248-6300	√[v]	√[v]	√[v]	√	√	√[a]
EDL P.O. Box 210726 Columbia, SC 29221 800-227-1606	√	√	√	√	√	√
Educational Activities, Inc. P.O. Box 392 Freeport, NY 11520 800-645-3739	√	√	√	√	√	√
Educational Design, Inc. 47 West 13th Street New York, NY 10011 (212) 255-7900	√	√	√	√	√	
Educators Publishing Service, Inc. 75 Moulton Street Cambridge, MA 02138-1104 800-225-5750	√	√			√	
Fearon/Janus/Quercus 500 Harbor Blvd. Belmont, CA 94002 800-877-4283	√	√	√	√	√	
Globe Book Company, Inc. Simon & Schuster Sec. Ed. Group 190 Sylvan Avenue Englewood Cliffs, NJ 07632 (201) 592-2640	√		√	√		
Harcourt Brace Jovanovich 1250 Sixth Ave. San Diego, CA 92101 (619) 231-6616	√	√	√	√		
Harcourt, Brace, Jovanovich The Psychological Corporation 555 Academic Court San Antonio, TX 78204-0952	√		√		√	
Heinle & Heinle (Newbury House) 20 Park Place Boston, MA 02116 800-237-0053, x209	√	√				
Houghton Mifflin Co. 1 Beacon St. Boston, MA 02108 (617) 725-5000	√		√		√	

[v] also offers accompanying video programs
[g] CAI only for GED preparation
[a] "all subject areas"

	BASIC	ESL	ABE	GRAD	GED	CAI
Institute for the Study of Adult Lit. The Pennsylvania State University 204 Calder Way, Suite 209 University Park, PA 16801-4756 (814) 863-3777	√		√	√		√[a]
Instructional/Commununications Technology, Inc. (I/CT) 10 Stepar Place Huntington Station, NY 11746 800-CALL-ITC	√	√	√	√	√	√
Jamestown Publishers, Inc. P.O. Box 9168 Providence, RI 02940 800-USA-READ	√	√	√		√	
KET, The Kentucky Network 2230 Richmond Rd., Suite 213 Lexington, KY 40502 800-354-9067	√[v]		√[v]		√[v]	√[g]
Key Curriculum Project P.O. Box 2304 Berkeley, CA 94702 800-338-7638	√	√	√		√	√
Krell Software Corp. Flowerfield Bldg. #7, Suite 1D St. James, NY 11780-1502 800-245-7355	√	√	√		√	√
Learning Company 6493 Kaiser Drive Fremont, CA 94555-3612 (510) 792-2101						√
Learning Disabilities Resources P.O. Box 716 Bryn Mawr, PA 19010 (215) 525-8336 or 800-869-8336	√[v]		√[v]			
Literacy Volunteers of America, Inc. 5795 Widewaters Parkway Syracuse, NY 13214 (315) 445-8000	√[v]	√[v]	√[v]	√		√
Longman, Inc. Addison-Wesley Pub. Co. Rt. 128 Reading, MA 01867		√		√		
MECC 6160 Summit Drive North Minneapolis, MN 55430-4003 800-685-MECC, x640 or (612) 569-1500						√
Media Materials, Inc. 1821 Portal Street Baltimore, MD 21234 800-638-1010	√	√	√	√		√
Micro Power & Light Co. 12800 Hillcrest Rd., Ste. 200A Dallas, TX 75230	√		√			√
Mid-Com, Inc. 5555 Byerson Dr. Newburgh, IN 47630 (812) 473-0533	√[v]	√[v]	√[v]			
Milliken Publishing Co. 1100 Research Blvd. St. Louis, MO 63132 800-643-0008	√		√			√[a]
National Textbook Company 4255 West Touhy Ave. Lincolnwood, IL 60646-1975 800-323-4900	√	√	√	√	√	
New Readers Press Box 888 Syracuse, NY 13210-0888 800-448-8878	√[v]	√	√[v]	√	√	√
Newbury House (see Neinle & Heinle)						
Oxford University Press 2001 Evans Rd. Cary, NC 27513 (orders address) 800-334-4249	√	√				
Partners in English Readers Digest Inc. Pleasantville, NY 10570	√		√		√	
Pendergrass Pub. Co., Inc. Box 66, 1467 Main St. Phoenix, NY 13135 (315) 695-7261	√	√	√	√		
Prentice Hall Regents/ Cambridge Adult Education Prentice Hall, Inc. 200 Old Tappan Rd. Old Tappan, NJ 07675 800-223-1360 (East of Miss.)		√	√	√	√[v]	
Scholastic, Inc. Box 7502, 2931 E. McCarty St. Jefferson City, MO 65102 800-325-6149			√	√		
ScottForesman Lifelong Learning Division 1900 East Lake Ave. Glenview, IL 60025 (708) 729-3000	√	√	√	√	√	
Software Publishing Corp. 3165 Kifer Rd. Santa Clara, CA 95051 (408) 986-8000						√
Steck-Vaughn Company P.O. Box 26015 Austin, TX 78755 800-531-5015	√	√	√	√	√	√
Southwestern Publishing Co. 5101 Madison Road Cincinnati, OH 45227 800-543-7972	√[v]	√[v]	√[v]	√	√	√
Sunburst Communications 101 Castleton St. Pleasantville, NY 10570 800-628-8897						√
Sundance Publishers Newtown Rd., P.O. Box 1326 Littleton, MA 01460 800-343-8204	√		√		√	

[v] also offers accompanying video programs
[g] CAI only for GED preparation
[a] "all subject areas"

GED Testing Centers in Pennsylvania

For more information, call PDE at (717) 787-6747.

No.	County	Location	Address	City	Director	Phone No.
0255	Adams	Lincoln IU 12	Billerbeck Rd Box 70	New Oxford, PA 17350	Philip Monteith	(717) 624-4616
0470	Allegheny	McKeesport Sr. H.S.	1960 Eden Park Blvd.	McKeesport, PA 15132	Dennis Kuremsky	(412) 664-3656
0630	Allegheny	Connelley Skill Learning Ctr.	1501 Bedford Ave.	Pittsburgh, PA 15219	Savero Don Giovanni	(412) 338-3740
0640	Allegheny	North Hills H.S.	53 Rochester Rd.	Pittsburgh, PA 15229	Ernest Froese	(412) 367-1488
0430	Armstrong	Armstrong School Dist.	410 Main St., Adm. Bldg.	Ford City, PA 16226	John Moore	(412) 783-7151
0500	Beaver	Comm. Coll. of Beaver Co.	College Dr.	Monaca, PA 15061	Fran Hilfinger	(412) 775-8561, x125
0225	Bedford	Everett Area Sr. H.S.	North River Lane	Everett, PA 15537	Frank Shaffer	(814) 652-9114,x230
0660	Berks	Reading Area Comm. Coll.	10 S. Second St.	Reading, PA 19603	Pieter V. Miller	(215) 372-4721,x280
0020	Blair	Altoona Senior H.S.	6th Ave. & 15th St.	Altoona, PA 16602	Ronald McGowan	(814) 946-8278
0750	Bradford	Towanda Area H.S.	High School Dr.	Towanda, PA 18848	Frank W. Dewitt	(717) 265-2101
0860	Bradford	Wyalusing Valley Jr./Sr. H.S.	RD 2	Wyalusing, PA 18853	Seth B. Johnston	(717) 746-1498
0580	Bucks	Bucks Co. Comm. Coll.	Swamp Rd.	Newtown, PA 18940	Madeline Hufnagle	(215) 968-8466
0595	Bucks	Upper Bucks Co. AVTS	3115 Ridge Rd.	Perkasie, PA 18944	Joan Malonowski	(215) 795-2911
0780	Bucks	Wm. Tennent H.S.	Street & Newtown Rds.	Warminster, PA 18974	William Tomlinson	(215) 441-6230
0060	Butler	Butler Area Sr. H.S.	165 New Castle Rd.	Butler, PA 16001	Robert Kennedy	(412) 287-8721,x256
0350	Cambria	Meadowvale Annex	220 Messenger St.	Johnstown, PA 15902	Samuel Speranza	(814) 539-8731,x250
0210	Cameron	Cameron County H.S.	Woodland Ave.	Emporium, PA 15834	Sharon V. Maizia	(814) 486-3774
0340	Carbon	Carbon Co. Area Vo-Tech	13th St.	Jim Thorpe, PA 18229	Jeanne D. Stemler	(717) 325-3682
0030	Centre	Bellefonte Area Sr. H.S.	E. Bishop St.	Bellefonte, PA 16823	Alan Crafts	(814) 355-4833
0125	Chester	Chester Co. Job Dev. Ctr.	150 James Hance Court	Exton, PA 19341	Barry Sipes	(215) 524-5014
0722	Clarion	Clarion Co. AVTS	RD 2, Box 1976	Shippenville, PA 16254	W. Barnett Knorr	(814) 226-4391
0110	Clearfield	Clearfield Sr. H.S.	RD 1, P.O. Box 910	Clearfield, PA 16830	John Himes	(814) 765-2401
0420	Clinton	Lock Haven H.S.	W. Church St.	Lock Haven, PA 17745	Michael S. Rendos	(717) 748-5592
0480	Crawford	Crawford Co. AVTS	860 Thurston Rd.	Meadville, PA 16335	Timothy Rankin	(814) 724-6074
0070	Cumberland	Carlisle Area Sch. Dist.	723 W. Penn St.	Carlisle, PA 17013	J. Wesley James	(717) 240-6807
0720	Cumberland	Shippensburg Area H.S.	RD 4	Shippensburg, PA 17257	Lloyd Heller	(717) 530-1118
0280	Dauphin	Hbg. Area Comm. Coll.	3300 Cameron St. Rd.	Harrisburg, PA 17110	Willie Woods	(717) 780-2480
0290	Dauphin	Dept. of Education	333 Market St.	Harrisburg, PA 17126-0333	Kenneth Wallick	(717) 787-6747
0090	Delaware	Chester Upland Sch Dist.	10th & Barclay St.	Chester, PA 19013	Shirley Polk	(215) 447-3877
0490	Delaware	Delaware Co. Comm. Coll.	Rt. 252 & Media Line Rd.	Media, PA 19063	Linda Long	(215) 359-5322
0680	Elk	Ridgway Area Cent. School	300 Center St.	Ridgway, PA 15851	Francis Grandinetti	(814) 776-6934
0220	Erie	School Dist. of Erie	1511 Peach St.	Erie, PA 16501	Rosetta Manus	(814) 871-6252
0775	Fayette	Adult Learning Center	23 Connellsville St.	Uniontown, PA 15401	Robert Headlee	(412) 938-3241
0810	Franklin	Waynesboro Area Sr. H.S.	E. Second St.	Waynesboro, PA 17268	Robert L. Owens	(717) 762-1191
0460	Fulton	McConnellsburg H.S.	E. Cherry St.	McConnellsburg, PA 17233	J. Faye Elvey	(717) 485-3195
0320	Huntingdon	Huntingdon Area Sr. H.S.	24th & Cassady Ave.	Huntingdon, PA 16652	Paul A. Moore	(814) 643-4140
0330	Indiana	Indiana Area Jr. H.S.	245 N. Fifth St.	Indiana, PA 15701	Timothy Petro	(412) 463-8568
0670	Jefferson	Jefferson Co./Dubois AVTS	100 Jeff Tech Dr.	Reynoldsville, PA 15851	John Zamperini	(814) 653-8265
0445	Juniata	Fermanagh-Mifflintn Elem.	S. Seventh St.	Mifflintown, PA 17059	Marsha Soult	(717) 436-2111
0700	Lackawanna	Scranton Technical H.S.	723 Adams Ave.	Scranton, PA 18510	Robert McHugh	(717) 348-3487
0175	Lancaster	Elizabethtown Area H.S.	600 E. High St.	Elizabethtown,PA 17022	Richard Wolf	(717) 367-1403
0360	Lancaster	McCaskey H.S.	Reservoir & Franklin St.	Lancaster, PA 17604	George Pew	(717) 291-6408
0550	Lawrence	Lawrence Co. AVTS	750 Wood St.	New Castle, PA 16101	Angelo Pezzuto	(412) 458-6700
0390	Lebanon	Lebanon H.S.	1000 S. 8th St.	Lebanon, PA 17042	Jerome E. Chepulis	(717) 273-9391,x68
0010	Lehigh	William Allen H.S.	17th & Turner Sts.	Allentown, PA 18104	Richard Parks	(215) 820-2205
0080	Lehigh	Catasauqua H.S.	850 Pine St.	Catasauqua, PA 18032	Christine Mondschein	(215) 264-0506
0690	Lehigh	Lehigh Co. AVTS	2300 Main St.	Schnecksville,PA 18078	Joseph G. Rothdeutsch	(215) 799-1322
0300	Luzerne	Hazleton Sr. H.S.	700 N. Wyoming St.	Hazleton, PA 18201	Carl Dergay	(717) 459-3116
0830	Luzerne	James M. Coughlin H.S.	80 N. Washington St.	Wilkes-Barre, PA 18701	Michael Koury	(717) 826-7276
0850	Lycoming	Williamsport Area Sch. Dist.	201 W. Third St.	Williamsport, PA 17701	Roger Campbell	(717) 327-5506
0050	McKean	Bradford Area S.D.	72 Congress St.	Bradford, PA 16701	William Nichols	(814) 368-6076
0650	McKean	Seneca Highlands IU 9	119 Mechanic St.	Smethport, PA 16743	Kenneth C. Gross	(412) 642-2544
0230	Mercer	Farrell Area H.S.	Roemer Blvd.	Farrell, PA 16121	Louis Mastrian	(412) 346-6585,x36
0496	Mercer	Mercer Co. AVTS	P.O. Box 152, Rt. 58	Mercer, PA 16137	Richard Miller	(412) 662-3000
0405	Mifflin	Juniata-Mifflin Co. AVTS	TIU Adult Ed.,Pitt St.	Lewistown, PA 17044	Carol Molek	(717) 248-4942
0740	Monroe	Monroe Co. Vo-Tech	P.O. Box 66	Bartonsville, PA 18321	John Wilgeroth	(717) 629-2001
0370	Montgomery	North Penn H.S.	1340 Valley Forge Rd.	Lansdale, PA 19446	Donald K. Huber	(215) 368-0400x217
0590	Montgomery	Norristown Area H.S.	1900 Eagle Dr.	Norristown, PA 19403	C.W. Linsinbigler, Jr.	(215) 630-5066
0040	Northampton	Liberty H.S.	1115 Linden St.	Bethlehem, PA 18018	Joseph Beletti	(215) 691-7200
0160	Northampton	Easton Area H.S.	25th & Wm Penn Hwy	Easton, PA 18042	Stephen Vigilone	(215) 250-2496
0530	Northumberl'd	Mt. Carmel Area Jr/Sr H.S.	W. Fifth St.	Mt. Carmel, PA 17851	Richard Beierschmitt	(717) 339-1500
0600	Philadelphia	Comm. Coll. of Phila.	1700 Spring Garden St.	Philadelphia, PA 19130	Sharon Rose-Bond	(215) 751-8234
0605	Philadelphia	LaSalle Univ.-Urban Studies	20th & Olney Ave.	Philadelphia, PA 19141	Millicent Carvahlo	(215) 951-1187
0610	Philadelphia	School Dist. of Phila.	Broad & Green Sts.	Philadelphia, PA 19130	John Sweeney	(215) 299-3384
0620	Philadelphia	Temple Univ. (MARC)	Broad & Berks Sts.	Philadelphia, PA 19122	James Deghan	(215) 787-8611
0450	Pike	Delaware Valley H.S.	Rt. 6 & 209	Milford, PA 18337	John Tucker	(717) 296-6496
0130	Potter	Coudersport Area H.S.	698 Dwight St.	Coudersport, PA 16915	Larry Frank	(814) 274-8500
0440	Schuylkill	S. Schuylkill Co. AVTS	Pottsville-Minersville Hwy.	Mar Lin, PA 17951	Dennis Moyer	(717) 385-6711
0730	Somerset	Somerset Co. AVTS	RD 5, Vo-Tech Rd.	Somerset, PA 15501	Michael Erwin	(814) 443-3651
0355	Susquehanna	Mountain View JrSr H.S.	RD 1 Route 106	Kingsley, PA 18826	Ronald Miller	(717) 434-2501
0435	Tioga	Mansfield University	Placement Office	Mansfield, PA 16933	Frank Kollar	(717) 662-4133
0400	Union	Central Susquehanna IU 16	P.O. Box 213	Lewisburg, PA 17837	Mike Wilson	(717) 523-1155
0240	Venango	Central Elementary Sch.	1276 Otter St.	Franklin, PA 16323	Mary Peterson	(814) 437-8991
0790	Warren	Warren Co. AVTS	347 E. Fifth Ave.	Warren, PA 16365	E. Deane Passmore	(814) 726-1260
0800	Washington	Trinity H.S.	Park Ave.	Washington, PA 15301	Ben Lipniskis	(412) 225-5390
0310	Wayne	Wayne Highlands S.D.	474 Grove St.	Honesdale, PA 18431	Daniel J. O'Neill	(717) 253-4661
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0510	Westmoreland	Monessen Jr. H.S.	6th St. & Reed Ave.	Monessen, PA 15062	Vincent D. Giuvna	(412) 684-7103
0560	Westmoreland	Valley H.S.	Stevenson Blvd.	New Kensington, PA 15068	Dennis Preisser	(412) 337-4536
0690	Westmoreland	Westmoreland Co.Comm.Col.	College Station-Armbrust Rd.	Youngwood, PA 15697	Paul J. Lonigro	(412) 925-4105
0760	Wyoming	Tunkhannock Area S.Dist.	200 Franklin Ave.	Tunkhannock, PA 18657	Terri O'Dea	(717) 836-3111,x213
0880	York	York AVTS	2179 S. Queen St.	York, PA 17402	Sue Hoffman	(717) 741-0820,x293

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ABLE—It's a date!

Pennsylvania's adult education newsletter, *What's the Buzz?* listed 77 *different* events (conferences, workshops, due dates for proposals, etc.) last year. This means each of us must pick and choose carefully those events which take us away from our programs and attempt to select those events which will contribute the most to our professional development. Many of us find the Fall Workshops and the Midwinter Conference meet our needs best, while others find real inspiration in listening to a nationally renowned adult educator present new ideas on the national level.

The high point of the fall season is the series of ABE Fall Workshops offered regionally. Usually scheduled for late October and early November the Fall Workshops offer concurrent presentations by ten to 15 ABLE practitioners with morning sessions being repeated in the afternoon, enabling you to attend two different presentations. Expenses for workshop attendance may be covered by your local program budget and usually coffee and donuts and lunch are served courtesy of the publishers who exhibit at the workshops. Workshops are held at four to seven sites throughout the state.

The AAACE National Conference is usually held during the first week of November. In 1992 it is in Anaheim, California, November 5-7.

The Penn-Ohio Adult Education Conference is held in the last half of November. Location alternates between states; the 1992 meeting is in Ohio and 1993 will be in western Pennsylvania. A similar Penn-New Jersey Adult Education Conference is held in early January; the 1993 site will be in New Jersey.

Early February sees the statewide Adult Education Midwinter Conference, sponsored jointly by the Pennsylvania Association for Adult Continuing Education (PAACE) and the Bureau of Adult Basic and Literacy Education. Until 1992 the Conference was held in Hershey, but the 1992 site was at the Harrisburg Hilton.

The COABE National Conference is usually in early April, and Laubach Literacy Action (LLA) alternates its biannual national conference with a Northeastern Regional conference such as that held at Villanova in 1991.

Other important dates include National and International Literacy Days, National Library Week, Newspapers in Education Week, etc., along with meetings of such statewide Adult Basic and Literacy Education groups as Tutors of Literacy in the Commonwealth (TLC), the Keystone State Reading Association (KSRA), the Corrections Education Association, etc.

When do all of these meet? Read *The Buzz*. We try to give readers at least a two-month lead on important ABLE events and always feature an "It's a Date!" column. To be included on the mailing list write to Box 214, Troy, PA 16947.

—*David W. Fluke*

Glossary of related terms, agencies, and organizations

Act 143 of 1986 Pennsylvania's state adult literacy education program designed to provide basic educational skills training in reading, English (including English as a second language), and mathematics.

adult basic education (ABE) Federally funded programs designed for adults who have not attained functional competency in basic skills at the eighth-grade level. Also, the general designation for programs of instruction for adults at the basic skills/literacy level (also called ABE), English as a Second Language for adult immigrants and refugees (ESL), and General Educational Development (GED), or preparation for the GED tests.

Adult Education Act Act of Congress providing for ABE programs administered through each state with active local sponsorship.

Adult Literacy & Technology Project Group studying the applications of computers in teaching adult literacy students. PCC, Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583, (415) 830-4200.

American Association for Adult and Continuing Education (AAACE) National and international association to promote learning opportunities for adults. Formed in 1982 as a consolidation of the Adult Education Association (AEA) and the National Association for Public Continuing and Adult Education (NAPCAE). 1201 Sixteenth St., N.W., Suite 230, Washington, DC 20036.

AdvancE Pennsylvania's adult education resource clearinghouse. AdvancE, PDE Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333, (800) 992-2283.

adult learning center A place where adults voluntarily congregate to learn in a structured learning environment. It is open full time and includes counseling services.

Adult Performance Level (APL) A major study begun in 1971 by the University of Texas at Austin under contract with the U.S. Office (now Department) of Education to assess functional competencies of American adults.

andragogy The art and science of teaching adults.

Bureau of Adult Basic and Literacy Education (ABLE or BABLE) Section of Pennsylvania Department of Education that funds, monitors, and reports on ABE/Literacy/ESL/GED programs using federal and state funds. Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 333 Market St., Harrisburg, PA 17126-0333, (717) 787-5532.

Business Council for Effective Literacy (BCEL) 1221 Ave. of the Americas, 35th Floor, New York, NY 10020, (212) 512-2415 or 2412. Produces a free newsletter aimed at the business community.

Commission on Adult Basic Education The national organization for staff of ABE/GED/ESL/Literacy programs, a division of AAACE. Holds excellent annual meeting specific to these areas and publishes *Adult Literacy and Basic Education* journal, indexed in ERIC. Contact AAACE for membership information.

community education The process by which individuals, community groups, organizations, and local, private, and governmental agencies cooperate to provide educational, recreational, vocational, cultural, social, health, and other related services to meet community needs through the use of educational and other facilities.

community-based adult education Basic educational programs offered through or at community agencies and locations other than public schools.

community-based organization Organization such as community action agencies and literacy councils who receive at least part of their funding from the municipal community and/or donations.

competency-based adult education (CBAE) A performance-based process leading to mastery of basic and life skills necessary to function proficiently in society.

Contact Literacy Center Box 81826, Lincoln, NE 68501, (402) 464-0602. Organization promoting communications in the field of functional literacy. Publishes monthly newsletter, *The Written Word* and provides a literacy hotline, (800) 228-8813.

distance education Teaching and learning communications carried on by radio, TV, audio and video recordings, correspondence, texts, etc.

Educational Resources Information Center (ERIC) National information system which obtains and makes available hard-to-find, often unpublished, information in education. Access through AdvancE.

English as a Second Language (ESL) Program to teach those whose primary language is not English.

family literacy A holistic approach to short- and long-term eradication of illiteracy by seeking to address the educational needs of the "whole family," as defined by its members.

GED Testing Service The division of the American Council on Education that develops and distributes the Tests of General Educational Development (see below). One DuPont Circle, Washington, DC 20036, (202) 939-9490.

General Educational Development, Tests of (GED) A series of tests (Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, Mathematics) to demonstrate a competency level equivalent to that of a high school diploma; preparatory programs for the tests.

institutionalized ABE Adult basic education programming in hospitals, prisons, or other institutions where students/residents reside in a dormitory.

Job Training Partnership Act (JTPA) Federal law of 1982 replacing the Comprehensive Employment and Training Act (CETA) that provides basic education and job-training opportunities for disadvantaged youth and adults.

Laubach Literacy International Literacy organization whose affiliate literacy programs employ the Laubach methodology. 1320 Jamesville Ave., Box 131, Syracuse, NY 13210, (315) 422-9121.

literacy The ability to use information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

Literacy Volunteers of America (LVA) A national organization offering tutor training and instructional materials for volunteer literacy affiliates. 404 Oak St., Syracuse, NY 13210, (315) 422-9121.

National ABE Staff Development Consortium A unit of AAACE. For information contact Jean Low, c/o GED Testing Service, One DuPont Circle, Washington, DC 20036-1163, (202) 939-9475.

National Affiliation for Literacy Advance (NALA) An association which provides training in the Laubach method of teaching reading to combat illiteracy.

National Center on Adult Literacy (NCAL) A research-and-development project for enhancing the knowledge base on adult literacy, established in 1990 at the University of Pennsylvania, Philadelphia, PA 19104-6216, (215) 898-2100, fax (215) 898-9804.

National Clearinghouse for Bilingual Education A USDOE-funded clearinghouse service provided jointly by George Washington University and the Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, 1-800-321-6223.

National Clearinghouse on Literacy Education for Limited English Proficient Adults A USDOE-funded clearinghouse. Contact Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

National Literacy Act Passed in 1991, the 1992-93 amendments to the Federal Adult Education Act (see pages 9-10).

Opportunities Industrialization Centers (OICs) Organizations dedicated to the reduction of unemployment and poverty for youth and adults.

outreach Expansion of services to reach populations who would otherwise be unable to avail themselves of services. These include the homeless, handicapped, and incarcerated.

Pennsylvania Association for Adult Continuing Education (PAACE) The state professional organization representing adult educators and service providers of programs in a variety of settings such as public schools, learning centers, community-based programs, state hospitals, state correctional institutions, county prisons, community colleges, universities, government agencies, and businesses and industries. P.O. Box 3796, Harrisburg, PA 17105.

Private Industry Council (PIC) Local group of community representatives responsible for planning and funding skills training with education monies from the U.S. Department of Labor.

satellite Outreach site, usually associated with a full-time ABE operation, which provides similar services, usually on a limited basis.

Service Delivery Area (SDA) Region, usually a group of counties, serviced by a Private Industry Council.

Single Point of Contact (SPOC) Mandated by the Family Act of 1988, a joint initiative of the Departments of Welfare, Labor and Industry, and Education by which welfare recipients who have barriers to employment receive the education, training, job placement, and support services they need to become gainfully employed.

State Plan A federal-state agreement for carrying out the Adult Education Act.

workforce literacy General term referring to upgrading of basic skills or job-specific skills of the labor force as a whole.

workplace literacy Basic skills training programs designed to provide employees or potential employees with academic, interrelational, and/or job-specific skills.

"You are the facilitator, the support person who allows students to empower themselves."
—Camille Reale
Program Coordinator/Adult Educator
Center for Literacy, Philadelphia

Glossary of abbreviations

"143"	referring to programs funded under Pennsylvania's Act 143
"322"	as of 1992-93, referring to programs funded under the federal Adult Education Act, Section 322 (direct programs, services, and activities)
"353"	referring to special adult education projects funded under the federal Adult Education Act, Section 353.
AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education
ABLE	Adult Basic and Literacy Education
ACE	American Council on Education
ALC	adult learning center
AL&T	Adult Literacy & Technology Project
APL	Adult Performance Level
BCEL	Business Council for Effective Literacy
BE	Bilingual Education
CAA	Community Action Agency (or CAP: Community Action Program)
CAI	computer-assisted instruction
CBAE	competency-based adult education
CBO	community-based organization
CDL	Commercial Driver's License
ESL	English as a Second Language
FY	Fiscal Year
GED	General Educational Development (Tests of)
GEDTS	GED Testing Service (of the American Council on Education)
INS	Immigration and Naturalization Service
JTPA	Job Training Partnership Act
LEA	language experience approach
LEA	local education agency
LEP	Limited English Proficiency
LSCA	Library Services and Construction Act
LVA	Literacy Volunteers of America
NAEP	National Assessment of Educational Progress
NALA	National Affiliation for Literacy Advancement
NALS	National Adult Literacy Survey
NCAL	National Center on Adult Literacy
OIC	Opportunities Industrialization Centers
OJT	On-the-job training
PAACE	Pennsylvania Association for Adult Continuing Education
PDE	Pennsylvania Department of Education
PIC	Private Industry Council
PLUS	Project Literacy U.S.
PSA	public service announcement
SCI	State Correctional Institution
SDA	Service Delivery Area
SEG	State Education Grant
SPOC	Single Point of Contact
TESOL	Teachers of English to Speakers of Other Languages
TLC	Teachers of Literacy in the Commonwealth
VISTA	Volunteers in Service to America
USDOE	United States Department of Education

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Spring 1992

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