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ABSTRACT

An impact assessment was conducted of projects funded under the Adult Education Act Sections 310 and 353 in Florida for the fiscal years 1984-1990. The assessment sought to determine the following: how well the projects have increased the knowledge of adult educators in methods, techniques, and materials for adult education; to what degree the exemplary programs have promoted more effective practices; and how project design and implementation have promoted or inhibited the success of the projects. The assessment included five major activities: a literature review; a telephone survey of 12 key adult educators; a written survey of adult education administrators, teachers, project directors, literacy center directors, and university faculty; reviews of 310/353 projects and materials; and creation of a database of information on 310/353 projects funded during 1984-90. The assessment found that the 310/353 projects have addressed the needs of adult education very well during the period investigated. Survey responses revealed a high level of agreement with statements describing the broad contributions of the program to adult education. According to survey responses, the program has contributed most to the areas of adult basic education and literacy, followed by General Educational Development Tests and teacher training. The program has had the least impact upon organizational structure, health, and crime. However, respondents indicated that the funding does not go far enough and that great need continues to exist in all areas. Recommendations were made to improve the application, award, and funding process, project operations; awareness and dissemination procedures; and monitoring. (Appendixes include the survey instruments, the project review and instructional materials review checklist, five figures, and seven tables. Contains 18 references.) (KC)

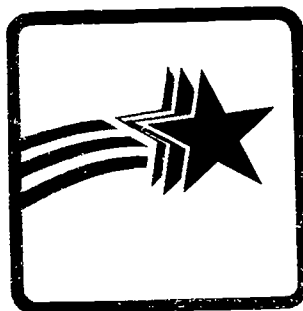
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ED357158

310/353 PROGRAM

IMPACT-ASSESSMENT REPORT

Fiscal Years 1984 through 1990



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310/353 PROGRAM

IMPACT-ASSESSMENT REPORT

Fiscal Years 1984 through 1990

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer
*Division of Vocational, Adult, and Community
Education*

Bureau of Adult and Community Education
June 1992

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- Project Coordinator:** Shahrokh Massoudi, Ph.D.
Bureau of Adult and Community Education
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- Principal Investigator:** Ora M. Kromhout, Ph.D.
Center for Instructional Development and Services
Florida State University
- Project Manager:** Susan U. Wager, Ph.D.
Center for Instructional Development and Services
Florida State University
- Graduate Assistant:** Terri Buckner
Center for Instructional Development and Services
Florida State University
- Writer-Editor:** Frances R. Brock, Ph.D.
Center for Instructional Development and Services
Florida State University
- Visual Designer:** Gary Carroll
Center for Instructional Development and Services
Florida State University
- Word-Processing Operator:** Constance P. Clark
Center for Instructional Development and Services
Florida State University

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Executive

Summary

What Are 310/353 Projects?

In September 1991, the Bureau of Adult and Community Education (BACE) of the Florida Department of Education (DOE) contracted with Florida State University's Center for Instructional Development and Services (CIDS) to conduct an impact assessment of projects funded between 1984 and 1990 under Sections 310 and 353 of the Adult Education Act of 1966.¹

With the federal dollars available for state use under this Act, the BACE has funded many special-demonstration and teacher-training projects statewide. These projects:

- involve the use of innovative methods (including methods for educating adults with handicaps, homeless adults, and adults of limited English proficiency), systems, materials, or programs that may have national significance or will be of special value in promoting effective programs under the Act; or
- involve programs of adult education, . . . which are part of community school programs, carried out in cooperation with other Federal, State, or local programs that have unusual promise in promoting a comprehensive or coordinated approach to the problems of adults with educational deficiencies; and
- train persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of the Act.²

What the Impact Assessment Achieves

This impact assessment, which documents program effectiveness, will aid the BACE in successful planning and decision making with respect to 353 projects. This information will also be valuable to adult educators, administrators, and literacy professionals as they plan for future projects and materials. Legislators too should find the results useful for determining future statutory requirements and budgets.

¹During the period covered by this impact assessment, projects were funded first under Section 310 and then under Section 353 of the Adult Education Act. In this document, they are referred to collectively as 310/353 projects.

²*Federal Register*. Vol. 54, no. 159, August 18, 1989, p. 34,415.

This assessment determines:

- how well 310/353 projects have increased the knowledge of adult educators in methods, techniques, and materials available for adult education,
- to what degree 310/353 projects' exemplary programs and models have helped promote more effective adult education practices,
- how project design, implementation, dissemination procedures, and other factors promote or inhibit the success of projects, and
- what the scope of the 310/353 projects funded from year to year has been.

The impact assessment of 1980-84 projects, conducted by Florida A&M University, has served as the foundation for the current assessment. This study, which includes both qualitative and quantitative evaluation information, will, in turn, provide direction for future impact assessments.

How the Study Was Conducted

This assessment included five major activities: a literature review; a telephone survey of key adult educators; a written survey of adult education administrators, teachers, project directors, literacy-center directors, and university faculty; reviews of 310/353 projects and materials; and the creation of a database of information on 310/353 projects funded during 1984-90.

Literature review. Included in the literature review were Phase I and Phase II of BACE's needs assessment of adult education leadership, other state publications on adult education and literacy, references on evaluation planning and implementation, program literature on the ACE Network, BACE memoranda and forms, the *Federal Register*, and other documents.

Telephone survey. Telephone interviews with 12 key adult educators who had had successful 310/353 projects elicited preliminary information for use in developing questionnaires, as well as in-depth information about the needs of adult education and the relative success of 310/353 projects in meeting these needs. The interviews, which lasted from 45 minutes to over an hour, were structured around 16 questions.

During each conversation, the impact-assessment project manager summarized responses on the survey form and recorded especially pertinent ones verbatim. Results were analyzed and summarized and then displayed in narrative form in the body of the report.

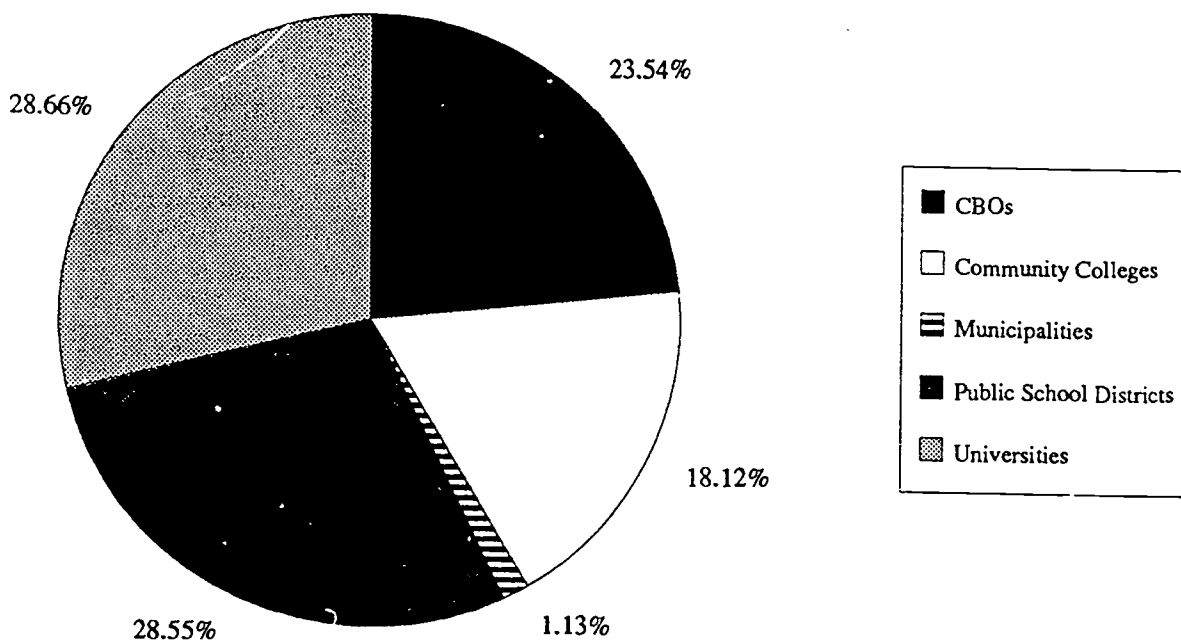
Written survey. Five groups of adult educators received survey questionnaires: administrators, 310/353 project directors, teachers, literacy-center directors, and university faculty members in adult education. The information collected from these sources complemented the information gathered during the telephone survey. The questionnaires also enabled the impact-assessment team to obtain an overview of the 310/353 program from a variety of perspectives.

From the completed questionnaires, three files of questionnaire data were created. The computer software package SPSS PC+ (Statistical Package for the Social Sciences for the IBM PC) was used in the analysis of the data.

Reviews of 310/353 projects and instructional materials. Of the 101 projects funded during the assessment period, 29 were selected for review. The selection was based on the availability of documentation, the target population served, and a match with categories identified in Florida's *Program Plan for Adult Education*. Projects selected for review were evaluated by means of a checklist of basic and exemplary features: project design, development, implementation, evaluation, and dissemination. After each project and the instructional materials were reviewed, information from the individual checklists was hand-tabulated. The data enabled reviewers to present a summary of project-design and instructional-materials characteristics.

Database. Excel 3.0 was used to build a database that would enable the assessment team to determine the scope of the program during 1984-90. Information for the master data file was derived from BACE's matrices of funded projects and from the project reviews. A master data file was compiled to represent all of the pertinent information for the 101 projects funded during 1984-90. By sorting the master file by key identifiers (e.g., year, type of organization), the assessment team created additional tables and charts illustrating the types of organizations, categories, and populations served by the 310/353 program and the average funding for each. For example, Figure 1 shows how the funding was divided across organizations.

Figure 1. Organizational Funding for the 353 Program, 1984-1990



What the Study Reveals

Findings are presented under four major headings according to source: telephone survey, written survey, project reviews, and an instructional-materials review.

Telephone Survey

Twelve key adult educators selected by the BACE were interviewed by telephone with the use of a 16-item questionnaire. The results are presented under the appropriate categories of information.

Needs of adult education, the success of Section 310/353 funding in meeting needs, and unaddressed needs

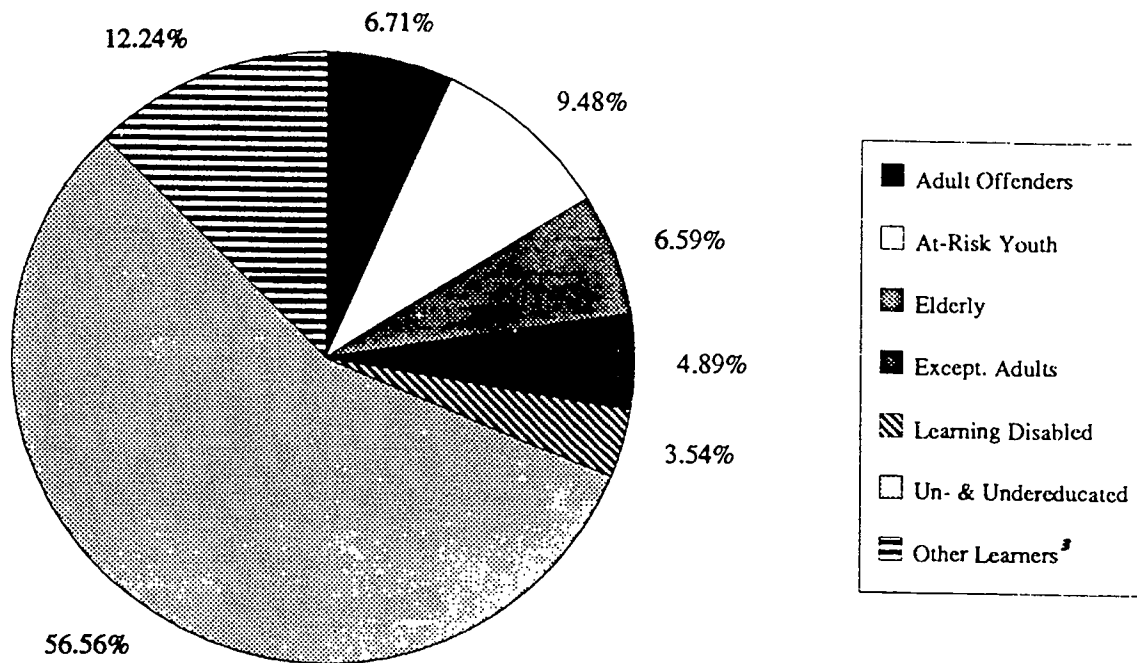
- Literacy is the most pressing need of Florida's adult education population and will be for years to come. Another extremely important area of need is teacher training and staff development.

- Section 310/353 projects address the needs of adult education very well, but overall funding does not go far enough.
- Section 310/353 grants should not attempt to address additional needs in the field but rather continue to focus on current priorities. Increased teacher training (staff development) and research were mentioned as additional needs.

Targeted 310/353 populations and topics and their level of funding

- None of the targeted categories or populations has been overly funded. A tremendous need continues to exist in all areas. Figure 2 shows the categories of adult learners and the percentage of funds going to each.
- No targeted area, federal or state, has been disproportionately funded.

Figure 2. 310/353 Funding for Adult Learners



³Other Learners: ABE, families, homeless, non-English speakers, and workplace adults.

Most significant area of need for educators

- Staff development and teacher training, both preservice and inservice, are most critical.

The dissemination process for Section 353 projects and materials

- The annual Adult and Community Educators (ACE) of Florida Conference and the Florida Literacy Conference are regarded as the most valuable dissemination sources. The ACE Network Clearinghouse's catalog and services and the project directors' meetings are also informative resources for 353.
- Half of the group would make no changes to the dissemination process, while others suggested that the BACE adopt dissemination criteria, set up a statewide clearinghouse for dissemination, and evaluate all 353 projects for effectiveness.
- Directors share information about their projects (and the materials developed) most frequently through the mail, in response to direct requests or assumed interest in the project. Conference presentations and workshops are also frequently used as dissemination channels.

Funding and monitoring of Section 310/353 projects

- Most interviewees said that they are satisfied, for the most part, with the BACE's present application and funding processes. Several suggested that the BACE could improve them by providing specific feedback on rejected proposals and awarding grant funds on time.
- Interviewees were evenly divided between those who think that the BACE is doing a good job with monitoring and those who think that improvement is needed. Those who are not satisfied with current monitoring efforts understand that monitoring is limited because the BACE is understaffed, yet they would like to see more accountability and technical assistance from the DOE.

Evaluating the success of Section 310/353 projects

- Most respondents said that competent, enthusiastic project staff and sound project planning are keys to project success. Leadership, effective management, a well-planned project application, adequate funding, and specific aspects of project planning and execution were also identified as crucial to project success.

-
- Setting goals and checking to ensure that they were met was the most frequently cited means of evaluating project success. Several respondents mentioned that they assess the project's efforts by its direct effects on the target population.

Written Survey

Survey questionnaires obtained information from five groups: administrators, teachers, 310/353 project directors, literacy-center directors, and university faculty members.

NOTE: Throughout this section, the term "directors" is used to include project directors, literacy-center directors, and university faculty.

Awareness of 310/353 projects and materials. On the whole, adult educators who responded to this questionnaire were quite familiar with the 310/353 program. A large majority of teacher respondents were aware of project activities and materials. Teachers, administrators, and directors indicated that the Florida Literacy Conference, the ACE Network Clearinghouse, and the ACE of Florida Conference (in that order) were their primary sources of information about the program. Administrators, more than the other groups, used BACE memos as a principal information source. They informed school-level personnel of 310/353 activities primarily through the circulation of BACE material, inservice sessions, memos, and staff meetings.

Participation in the 310/353 program. A large majority of those surveyed had participated in project activities during the assessment period. Approximately half of the teachers and administrators surveyed had been involved in the design and/or development of a 310/353 project. Most teachers had served as writers or developers or had been involved in a variety of roles with the grants' implementation. Administrators had served primarily as grant writers or grant administrators. Members of both groups claimed that their participation was extremely positive because of the projects' benefits to the target population(s), the networking involved, and the professional insights gained as a result of the experience.

Over half of the directors indicated that they (or their agencies) had applied for one to five projects between 1985 and 1990. Nearly 75% of them had been awarded between one and five grants during that time. The primary reason for applying for 310/353 funding was, not surprisingly, to address problems or needs of specific groups.

Selection and use of materials. Nearly one-third of the teachers and administrators had *read or used* 310/353 materials (developed by other educators) more than five times. Another third had read or used such materials once or twice. About half of the teachers

said that they had *adapted or used* project materials between three and five times and found them to be very useful.

The majority of teachers and administrators claimed that 310/353 project materials were available in their learning resource center or library. Seventy-five percent of the directors said that their project's materials were available. Most administrators and teachers believed that staff and colleagues were using such materials. They indicated that if materials were *not* being used, it was primarily because they were too difficult to adapt, not relevant, or unavailable, or because educators had not been informed about them.

Materials that support ABE, literacy, and GED were viewed as most relevant to adult education populations. More teachers than administrators ranked teacher-training materials as relevant.

Commercially produced materials were recommended or used most often by the majority of the group. Teacher-made materials were used most frequently by a quarter. Only one in ten educators either recommended or used 310/353 materials most frequently.

Exemplary projects and the ACE Network. Nearly two-thirds of the administrators and teachers had reviewed an ACE exemplary project, but significantly more administrators than teachers had done so. Only a third of the group, however, had adopted an exemplary project.

Project operations. The majority of respondents (all were directors) said that they used interviews or surveys for determining the need for their projects. One-third claimed to use a variety of methods. Nearly all indicated that their needs assessments explored gaps between what exists and what should be and that they documented this process in a variety of ways.

Those few who stated that their materials were not being used explained by saying that the materials had fulfilled their purpose or were replaced by more current information. Most directors said that their projects included a dissemination component and, to their knowledge, were being used *in their districts*.

About half of the project directors reported that their materials were also being used *outside of their district*. Those few who said that their materials were not in use elsewhere believed that lack of funding and more recent information accounted for their nonuse. Half had updated materials since their initial development and half had not.

Nearly all project directors said that they evaluated project outcomes, primarily through the use of surveys and the examination of records. Most also claimed to keep records of the participants/recipients of their projects' materials and services.

Directors indicated that their projects reflected a variety of strengths, ranging from meeting targeted needs to promoting professional cooperation and collaboration. The most frequently cited difficulties (or weaknesses) related to dissemination, lack of funding, discontinuation of the project after one year, and late project-award notification. If they could start anew with their projects, directors indicated that they would, among other things, seek more funds and additional help from the BACE, hire more staff, and extend the timelines of the project.

Respondents stated that implementing strategies to meet project objectives caused them the most difficulty. Next in terms of difficulty were conducting needs assessment and planning and developing materials.

Contributions of the 310/353 grant program. Survey responses revealed a high level of agreement with statements describing the broad contributions of the 310/353 program to adult education. Nearly 95% of administrators and teachers felt that 310/353 had contributed to the successful execution of adult education programs in their county or organization. Nearly all believed that the program had increased their knowledge of instructional methods and techniques and of available materials as well.

The group agreed that 310/353 had contributed most to the areas of adult basic education (ABE) and literacy, followed by GED and teacher training. According to respondents, the program has had the least impact upon organizational structure, health, and crime.

Project Reviews

Twenty-nine of the 101 projects funded during 1984-90 were evaluated on the basis of a systematic design and development process and of project outcomes.

Needs assessment. In examining projects, reviewers frequently observed that an idea for a project was developed, objectives were written, and then the needs assessment was conducted either as a verifier of project direction or as a specifier for project activities.

Recruitment/retention. Project reviewers observed some very creative approaches to the problems of recruitment and retention in the projects reviewed. Part of the creativity derived from the need to make the program or materials relevant to the population served—probationers and their families, LEP families, and hotel workers, to name a few.

Dissemination. In addition to sending project materials to the BACE, most directors used a variety of dissemination strategies, including presentations at conferences, letters, and phone calls.

Evaluation. Evaluation was mentioned as a component in every project reviewed. The depth and the focus of the evaluations ranged from simply asking participants whether or not they enjoyed the instruction to evaluating the project's effect upon the community's literacy status. Only six projects, however, included a final evaluation of their process.

Documentation. The materials submitted to the BACE did not always include thorough documentation of the results of needs assessments and evaluations; dissemination activities; the problems encountered; and recommendations for revision.

Attendance and performance. Reporting on attendance and performance varied across all projects. Some projects reported the names and addresses of every participant, while others did not report on attendance at all.

Adaptation. Of the projects reviewed, only two provided guidelines for adapting projects to other instructional environments. One stood out as exceptional in this category. Its project report was written in a manner that would facilitate a step-by-step duplication of the project-implementation process.

Instructional-Materials Review

Design. Objectives were generally behaviorally based, measurable, and consistent with the overall project goals. A good match between courseware objectives and program objectives almost always existed.

Development. The most noticeable problem with the materials-development process was a lack of documentation. Although several projects referenced formative evaluations, documentation of the results was not provided. With one exception, projects also did not document learner problems with materials and problems encountered with the development of the materials.

Implementation. Nearly all of the reviewed materials were designed in such a way that they could be easily adapted to the needs of individual participants. However, only two projects provided guidelines for adapting the materials to other instructional environments.

Evaluation. Although final evaluations were absent or cursory in most of the materials-development processes, each of the six projects that conducted a final evaluation documented the results. Several asked whether or not learners liked the materials or queried instructors about their effectiveness.

Conclusions about the 310/353 Program

The general purpose of this impact assessment was to determine the impact of 310/353 projects on adult education in Florida during the years 1984-90. The findings, based on telephone and written surveys, project and instructional-materials review, and database information indicate that 310/353 projects have addressed the needs of adult education very well during this time span.

Survey responses revealed a high level of agreement with statements describing the broad contributions of the 310/353 program to adult education. Nearly all of the administrators and teachers surveyed felt that 310/353 had contributed to the successful execution of adult education programs in their county or organization. Nearly all believed that the program had increased their knowledge of instructional methods and techniques and of available materials as well. In addition, the group felt that the program had improved their administrative skills.

According to survey responses, the 310/353 program has contributed most to the areas of adult basic education (ABE) and literacy, followed by GED and teacher training. The program has had the least impact upon organizational structure, health, and crime.

Although 310/353 projects have addressed the needs of adult education very well, respondents indicated that funding does not go far enough. None of the 310/353 targeted populations or topic areas have been overly funded. A tremendous need continues to exist in all areas.

This grant program should continue to focus on these priority topics and populations rather than expand to encompass new ones. In fact, literacy and preservice and inservice training for teachers and administrators should receive greater funding emphasis.

Recommendations for the Future

Recommendations are presented under these categories: 353 applications, awards, and funding; project operations; awareness and dissemination of 310/353 projects; monitoring 353 project activities and evaluating project success; exemplary projects and the ACE Network Clearinghouse; and additional suggestions.

353 Applications, Awards, and Funding

- Continue to focus on the current priority topics and populations rather than expand to encompass new ones. Literacy and preservice and inservice training for teachers and administrators should continue to receive the greatest funding emphasis in the future.
- Request that each proposal include information about how the project's performance measures (short- and long-term outcomes) will be determined and how they relate to project goals and objectives and support state-level performance requirements in the project proposal. Suggest that each proposal address the cost impact of the project where appropriate.
- Fund statewide and/or regional grants for conducting needs assessments that could be used as a basis for some of the 353 projects.
- Notify project directors directly (in addition to district personnel) by July 1 of grant awards so that staff and payrolls can be established in a timely manner.
- Give prompt feedback on all grant proposals or upon request. For proposals not funded, provide reason(s) for rejection and suggestions for improvement.
- Permit one-year project extensions based on measurable project performance.

Project Operations

- Request that each final report be written in greater detail to facilitate accountability and allow it to serve as a "reference manual" for potential adopters of the project. The report contents, which could be determined by a state-level advisory council, might include such information as the following:
 - source(s) and/or methodology used in determining the need for the project
 - quantitative and qualitative results of the needs assessment

-
- the goals and objectives as derived from the needs assessment
 - a project-implementation plan, including a description of services and product deliverables, project timelines, staff roles and responsibilities, and necessary resources
 - documentation of project outcomes or evaluation findings, to include (where appropriate) the target population served, participant-attendance data, learner-performance achieved, methods of measurement used, and a description of how the outcomes/evaluation findings relate to the identified project need; also, procedures followed, documents used, and data collected
 - plans for the future, such as a final evaluation for uncompleted projects, refunding through other sources, direction changes, marketing, etc.
 - documentation of difficulties encountered and resolutions identified
 - general observations and conclusions

Awareness and Dissemination of 353 Projects

- Establish a clearinghouse to disseminate information about *all* 353 projects and *all* project materials. This could be a separate organization to support the Florida 353 program, or it could be part of a larger adult education clearinghouse, such as the ACE Network Clearinghouse.
- Annually update the directory of 353 projects with information about target populations, project goals, contact persons, etc. Disseminate it to all adult education administrators, teachers, and literacy professionals.
- Use electronic mail, electronic bulletin boards, and teleconferencing when possible to facilitate more direct and timely communication between the BACE and instructional staff, project directors, administrators, and state literacy providers. This might include sending BACE memos via electronic mail or electronic bulletin board and presenting state literacy and ACE conferences and project managers' meetings as teleconferences.
- Request 353 project directors to present their projects and materials at the annual ACE of Florida Conference.
- Ensure that all projects deliver to the BACE camera-ready copy of all project materials along with the final report (unbound, white paper, original art and text).

Monitoring 353 Project Activities and Evaluating Project Success

- Provide more assistance to 353 project staff in planning, implementing, and evaluating projects through the addition of more BACE staff or through contracted consultants.
- Convene an advisory committee to develop quality-oriented criteria for BACE use in evaluating projects and products prior to dissemination. Include these criteria in the grant RFP.

Exemplary Projects and the ACE Network Clearinghouse

- Consider expanding the ACE Network Clearinghouse to incorporate the proposed 353 program (or adult education) clearinghouse. If the ACE Network is not expanded for this purpose, its current dissemination function should be incorporated into a new center.
- Distribute ACE information directly to teachers, electronically via FIRN, if possible.

Additional Suggestions

- Develop *regional* workshops for adult education administrators and instructors and for community-based literacy workers on how to conduct needs assessments and evaluations, and how to develop high-quality instructional materials. These workshops could be developed, presented, and coordinated by staff at the proposed 353 (or adult education) clearinghouse. Workshop sessions should be videotaped wherever possible and made available to all adult educators.
- Provide regional inservice training in the theory and application of adult education. Topics might include learning principles, instructional-materials development, and learner assessment. Such training could be coordinated through the proposed 353 (adult education) clearinghouse, cited earlier.
- Develop a statewide 353 electronic database at BACE (or the proposed clearinghouse) to include past and present projects funded (name, project director, objectives, contact person, organization, amount of funding, categories, and populations served). The database will facilitate the grant awards process, project monitoring and technical assistance, updating of the directory of projects, and future impact-assessment efforts.

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Introduction

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Purpose of the Impact Assessment

In September 1991, the Bureau of Adult and Community Education (BACE) of the Florida Department of Education (DOE) contracted with Florida State University's Center for Instructional Development and Services (CIDS) to conduct an impact assessment of projects funded between fiscal years 1984 and 1990 under Sections 310 and 353 of the Adult Education Act (1966).

The BACE requires an impact assessment of 310/353 projects for effective planning and decision making with respect to 353 projects, as well as for documenting 353 program effectiveness. The information collected for this purpose will also be of value to adult educators, administrators, and literacy professionals as they plan future projects and adopt/adapt existing programs and materials. Legislators too should find these results useful when making future budgetary and statutory decisions.

The 1980-84 impact assessment conducted by Florida A&M University (FAMU), which gained national recognition for being the first of its kind, provided the foundation for this assessment. With both qualitative and quantitative evaluation information, this study, in turn, can provide direction for future impact assessments.

More specifically, the purposes of this assessment were to determine

- how well 310/353 projects have helped to increase the knowledge of adult educators in methods, techniques, and materials available for adult education;
- to what degree 310/353 projects' exemplary programs and models have helped promote more effective adult educational practices;
- how project design, implementation, dissemination procedures, and other factors promote or inhibit the success of projects; and
- what the scope of the 310/353 projects funded from 1984 to 1990 has been.

Sections 310 and 353

The Adult Education Act contains provisions for several different programs—of which 353 is only one. Section 353, which replaced Section 310, funds special projects that are "innovative with the potential to be nationally significant, . . . promote program

effectiveness, or . . . promote comprehensive or coordinated program approaches"¹ and which further the achievement of statewide priorities in adult education.

Federal law requires that states meet and impose certain criteria in the administration of Section 353 programs. Currently, states must use not less than 10 percent of their formula to fund 353 projects. In 1993, however, the percentage will change to not less than 15 percent. These monies "may be used during the development phase of an experimental or a demonstration project only and must not be used to support an ongoing process."²

All 353 projects, categorized as either "special demonstration" or "teacher training," are funded specifically to

- involve the *use of innovative methods* (including methods of educating adults with handicaps, homeless adults, and adults of limited English proficiency), systems, materials, or programs that may have national significance or will be of special value in promoting effective programs under the Act; or
- involve *programs of adult education*, . . . which are . . . carried out in cooperation with other Federal, State, or local programs that have unusual promise in promoting a comprehensive or coordinated approach to the problems of adults with educational deficiencies; and
- *train persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this Act.*³

¹*Special Experimental, Demonstration, and Teacher Training Projects: Guidelines and Forms* (Fiscal Year 1993), p. iii.

²*Ibid.*

³*Federal Register*. Vol. 54, no. 159, August 18, 1989, p. 34,415.

Legislative Background

The Economic Opportunity Act of 1964 signaled the beginning of this country's first unified campaign to defeat the problems of adult illiteracy. Prior to this time, most adult education was offered through independent agencies; few statewide programs in adult basic education existed. Response to the new legislation was overwhelming. By 1966 when the legislation was expanded into the Adult Education Act (PL 91-230), participation in adult basic education programs had reached more than three times the anticipated 75,000 enrollment. By 1989, 3.3 million people—a 13-fold increase—participated in public and private programs funded by this Act.⁴

The Act was designed to "initiate programs of instruction for persons 18 years and older whose inability to read or write the English language constitutes a substantial impairment of their ability to obtain employment."⁵ Authorization of special experimental demonstration and teacher-training projects was included.

Although the Adult Education Act (currently, PL 100-297) has been amended several times since its enactment, the spirit of offering "educationally disadvantaged adults the opportunity to reach their full potential as individuals, as responsible citizens, and as workers"⁶ has remained intact. The goal also remains the same—to support state and national priorities for adult education.

To qualify for federal assistance funds, each state is required to submit a program plan for the administration of adult education and to incorporate into that plan the provisions of PL 100-297. Florida's *Program Plan for Adult Education* (also referred to hereafter as the *Program Plan*) serves this purpose. The *Program Plan* (covering multiple years) outlines achievements, trends, and statewide priorities. It also establishes goals and objectives for the future.

⁴*Report on Literacy Programs*, p. 201.

⁵*History of the Adult Education Act: An Overview*, p. 4.

⁶*Ibid.*, p. 2.

State Priorities (taken from Florida's *Program Plan for Adult Education*)

1983-85

1. *The provision of educational services to adults who are functioning at fourth-grade level and below.* Such services include instruction in basic reading, writing, and computational skills.
2. *The provision of educational services to adults who are functioning at grade levels five through eight.* Such services include instruction in intermediate reading, writing, and computational skills and in the basic social and natural sciences.
3. *The provision of English-language courses for adults whose native language is other than English.*
4. *Outreach to adults living in rural areas.*
5. *The provision of staff-development and teacher-training activities related to the delivery of adult education programs and services.*

1986-88

The following priorities were added to those from the 1983-85 *Program Plan*:

6. *Secondary-level courses and GED-preparatory courses* to allow adult students alternative methods of earning a high-school diploma.
7. *Secondary-level courses for currently enrolled senior-high-school students* to allow them to earn credits needed to meet graduation requirements. (Federal funds shall not be used for this priority.)
8. *Educational services for adults who require specific improvement of academic or learning skills* in order to pursue postsecondary academic or vocational education programs.

1989-95

The current *Program Plan* revised the state's priorities for adult education by placing quantitative goals on service and expanding outreach to a larger population.

1. By 1995, Florida will reduce the percentage of the adult population lacking basic literacy skills, defined as below fourth-grade level (0 through 3.9), from the current level of 3.5 percent to 2 percent.
2. By 1995, Florida will reduce the percentage of the adult population lacking functional literacy skills, defined as below ninth-grade level (4.0 through 8.9), from the current level of 18 percent to 10 percent.
3. The delivery system will be expanded to include at least two additional local program sponsors each year, including community-based organizations.
4. At least 20,000 adults will complete high school by earning the State of Florida High-School Diploma (General Educational Development, or GED) or the adult high-school diploma (course completion) each year.
5. At least 35,000 adults will obtain or improve employment each year following participation in a Florida adult education program. This includes those persons who are chronically unemployed as well as those who are employed and involved in a workplace literacy program.
6. At least five programs will be established each year to address the educational needs of students, over the age of 16, who have dropped out of regular secondary education programs.
7. Adult education programs will be established to enhance collaborative efforts with other local programs for dropout prevention. Programs will also provide for the co-enrollment of senior-high-school students to allow those students to earn the credits they need to be able to graduate with their classmates.
8. At least 90,000 adults with limited English proficiency will be served each year.
9. At least 22,000 handicapped adults will be served each year.
10. At least 61,000 institutionalized adults, including incarcerated adults, will be served each year.

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11. At least 210,000 minority adults will be served each year.
 12. Pursuant to Section 371 of the Act and funding by the U.S. Secretary of Education, the Department will implement a plan to provide Workplace Literacy Grants to serve the needs of undereducated adults via programs that teach literacy skills in workplaces.
 13. Pursuant to Section 372 of the Act and funding by the U.S. Secretary of Education, the Department will implement a plan to provide English Literacy Grants to serve the needs of adults of limited English proficiency.
 14. Pursuant to funding and the provisions of the Steward B. McKinney Homeless Assistance Act, the Department will implement a plan to provide assistance to address the literacy-development needs of homeless adults.
 15. At least 15 percent of the identified homeless population will be served each year.

Limitations of the Study

Time constraints. This study was conducted within an eight-month, rather than a one-year, time frame because of a late start date (November 1991). The scope of the assessment effort was thereby limited to some degree. Any reductions, however, have not affected the basic structure, nor do they detract from the findings and recommendations of the study.

Written-survey response rate. The response rate to the questionnaires sent to adult education administrators (38%), instructors (21%), and 310/353 project managers (44%) was lower than anticipated, despite the BACE's support and a sufficient time allowance for educators to complete the document. Consequently, all interpretations, conclusions, and recommendations drawn from these data must be viewed in light of this limited sample.

Unavailability of information. One hundred and one 310/353 projects were funded between 1984 and 1990. Because of the age of many of the projects (up to seven years old), the documentation for about half of these projects was either incomplete or unavailable. The average "life span" of most 310/353 projects is relatively short, as projects either end or are revised. Given the rapidly changing field of adult education, the rapid turnover among literacy professionals, and Florida's ongoing demographic

shifts, this was not a surprising discovery. It did, however, serve to narrow the scope of this evaluation.

Breadth of projects. The BACE funded a variety of projects originating from different types of organizations and serving a wide array of populations. Because of the broad nature of 310/353 projects and audiences, comparing projects and drawing conclusions were difficult tasks. Project approaches and effectiveness depended on variables such as staff experience, project planning, continued funding, and community support. Target audiences range from state legislators to uneducated non-English speakers.

Shift in state and federal priorities. Between 1984 and 1990, national- and state-legislated priorities have shifted. In order to match projects with literacy priorities, the assessment team would have had to evaluate with reference to three sets of priorities (from three similar yet different state plans) as opposed to a single set of priorities. Because many 310/353 projects were multiyear projects, this was not a feasible approach. Therefore, the assessment team has related findings to current legislation and the changes that literacy providers and state administrators will be required to make by the National Literacy Act of 1991. While these are primarily accountability changes, they will have a major impact on the manner in which future 353 projects are designed, developed, and evaluated. Instead of looking exclusively at where adult education has been, the assessment team has also attempted to provide information that the BACE needs in order to plan for the future.

[Redacted]

Methodology

[Redacted]

[Redacted]

[Redacted]

Overview

This impact assessment involved five major activities:

- a literature review
- a telephone survey of key adult educators
- a written survey of five groups of educators: adult education administrators, instructors, project directors, literacy-center directors, and university faculty members
- reviews of a sample of 310/353 projects and materials
- the creation of a database of information on 310/353 projects funded during the period of 1984-90

The methodology used for each activity is described in this section.

Literature Review

Phase I⁷ and Phase II⁸ of the BACE's needs assessment of adult education leadership served as the springboard for this literature review. Not only did these reports provide valuable insight into the problems faced by state and local adult educators, but their references helped the assessment team place Florida's adult education needs within the larger national context.

Other state publications on adult education and literacy were also reviewed:

- Florida's *Program Plan for Adult Education*
- the *Impact of 310 Projects in Florida, 1980-1984*
- Florida's *Adult Education Program: Challenges and Accomplishments*
- *A Guide to Writing Adult Education Grant Proposals*

⁷Identifying the Training Needs of Florida's Adult Literacy Leadership, vols. I-III.

⁸Toward the Development of a Comprehensive Education and Training Model for Florida's Adult Literacy Leadership, vol. I.

The assessment team also reviewed references on evaluation planning and implementation, the *Federal Register*, literature on the ACE Network Clearinghouse, BACE memoranda, forms, and related documents. For a complete list of documents, see the Reference section at the end of this report.

Telephone Survey

As requested by the BACE, the assessment team telephoned key adult educators who have had successful 310/353 projects and collected the following:

- preliminary information for use in developing the questionnaires that were to be sent to adult education administrators, project directors, and teachers
- in-depth information about the needs of adult education; the relative success of 310/353 projects in meeting these needs; and the application, awards, evaluation, and dissemination processes
- follow-up information to help further explain or verify questionnaire findings

Initial interviews also offered the assessment team an opportunity to apprise educational leaders of this impact-assessment project, especially with respect to its objectives, tasks, and timelines.

Telephone-survey development. The assessment team developed 16 survey questions, which were based upon requests for information from the BACE, findings from the previous impact-assessment report, and questions generated by the assessment team's research. (Refer to Appendix A for a copy of the telephone-survey instrument.) All changes suggested by the BACE were incorporated into the final version of the instrument.

Telephone-survey procedure. The BACE initially provided the assessment team with a list of approximately 20 names of key educators. The list was later revised by the BACE to consist of 16 educators, 12 of whom were interviewed by telephone between January and May of 1992. The group included the following:

- a community-college dean
- an adult education instructor who had directed several 310/353 projects
- an adult and community education supervisor
- a vocational, adult, and community education supervisor

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- a literacy-organization director
 - a literacy coordinator
 - an adult-high-school principal
 - a university adult educator and researcher
 - an adult and community education senior administrator
 - an assistant professor of adult and community education
 - a department head of secondary education at a junior college

In addition to representing a variety of roles in adult education, the interviewees included educators from all parts of the state, an out-of-state professional who had completed several successful 310/353 projects in Florida during the time span under review, males and females, and minority educators.

The impact-assessment project manager made the majority of the calls, each of which lasted from 45 minutes to over an hour. She began each call with a personal introduction and a brief explanation of FSU's contract with the BACE for the impact assessment. She then explained the objectives and purposes of the study and outlined some of the tasks required to meet them. The interviewee was asked to comment on these activities and suggest other resources, documents, or opportunities that might be useful to the project.

Survey questions were omitted if the educator being interviewed had provided the information as part of a response to an earlier question or if time was a constraint. Additional questions were often asked during the conversation to clarify or probe a response. The impact-assessment project manager summarized responses on the survey form and recorded especially pertinent ones verbatim. All respondents were assured that their names would not be identified with their responses.

After all calls were completed, results were tabulated by hand and then displayed in narrative or tabular form in the body of this report.

Written Survey

Following the framework of the 1980-84 study, the impact-assessment team developed three survey questionnaires to obtain information that would

- complement the information gathered during the telephone survey of key adult educators and
- present an overview of the 310/353 program from a variety of perspectives.

Written-survey development. The assessment team reviewed the survey questions from the 1980-84 impact assessment (found in the appendices of that document) for possible inclusion in the survey instruments of this assessment. The purpose of this effort was to provide continuity of information and to conserve development time. When all questions were examined with reference to the current impact-assessment purposes, many of them were found to be usable. Nevertheless, the team decided to alter the format and/or wording of many. Most such changes involved converting open-ended questions to multiple choice, wherever possible, and rewording as necessary. Additional questions were written for each questionnaire to reflect the four purposes of the assessment (see the Introduction, page 3), telephone-survey feedback from key adult educators, and conversations with and requests from the BACE for specific information.

The BACE contact approved the populations to receive questionnaires from a list of possible groups. The assessment team considered surveying adult education students who had participated in 310/353 projects, but did not because of the difficulty in locating them.

Three versions of the questionnaire were developed, one for each of the following groups:

- adult education administrators
- adult education teachers
- project directors, literacy-center directors, and adult education university faculty members

Project directors, literacy-center directors, and university faculty members received the same questionnaire, but with different titles. Questions on this survey overlapped considerably with those on the administrators' and teachers' questionnaires. Nineteen of the 22 questions on these two surveys were identical or similarly worded. The project directors' questionnaire shared only five questions with the other two survey forms, differing because of the type of detailed information required on project operations.

After the questionnaires were drafted, the BACE reviewed them and suggested changing the wording of some questions and completely omitting others. With this accomplished, the assessment team asked two local project directors, an adult education administrator, and an adult education teacher to formatively evaluate the draft questionnaires. These reviewers were also asked to complete the questionnaire, critique wording and content, and note any problems encountered in completing it. Feedback from the reviewers resulted in the addition of directions to each questionnaire (rather than their inclusion only in the cover letter) and changes in the wording of several items.

Written-survey procedure. After final approval of the three questionnaires by BACE staff, 495 surveys were mailed. Because the impact-assessment team did not have the names and addresses of the 310/353 teachers to be sent questionnaires, they enclosed five copies of the document (with cover letters and mailing envelopes) with each administrator's questionnaire, requesting that the administrator distribute to appropriate instructional staff.

Educators in all groups were given three-and-a-half weeks to complete and return their questionnaires in self-addressed, stamped envelopes. A toll-free 800 telephone number was included in the survey directions for use by any recipients with questions. Table 1 illustrates the number of questionnaires mailed and the number and percentage returned.

Table 1

All Groups: Questionnaires Mailed and Returned

Group	Questionnaires Mailed	Questionnaires Returned	% Returned
Administrators	71	30	38
Teachers	355	75	21
Project Directors	43	19	44
Literacy-Center Directors & University Faculty	26	5	19

Before analyzing the data, the impact-assessment team allowed an additional three weeks after the published questionnaire-return date for additional surveys to be received. A number of questionnaires arrived during that time, and several came even after data were analyzed. The team also called many questionnaire recipients to remind them to return their surveys.

Three files of questionnaire data were created by the assessment team. Records from literacy-center directors and university faculty were combined with those from project directors because of the low return rate of both groups and because most in the former group also functioned as project directors. In the presentation of findings, therefore, respondents from these three groups are referred to as "directors."

Using the computer software package SPSS PC+ (Statistical Package for the Social Sciences for the IBM PC), the assessment team analyzed and interpreted the data. Analyses consisted of simple frequencies. Cross tabulations and chi-square analyses were used where appropriate for questions shared by the three groups: (1) administrators; (2) teachers; and (3) project directors, literacy-center directors, and university faculty in adult education.

Project and Instructional-Materials Reviews

The goal of the 310/353 project and instructional-materials review portion of the impact assessment was to determine how a systematic design and development process promotes the development of effective 310/353 projects and materials. The assumption was that a systematic design helps ensure that projects and materials can be implemented successfully, adapted or adopted outside the original county or agency, and used for periods longer than one year.

The purposes of the project reviews and materials review were to

- identify processes, outcomes, and features that help ensure project success;
- identify basic and exemplary features of projects and materials present in a sampling of 310/353 projects; and
- make recommendations to improve projects and project materials.

Development of the project-review and instructional-materials-review checklist. The systematic design and development of a project or product involve front-end analysis, design, development, implementation, dissemination, and evaluation. Although good process is prerequisite to a good project and effective materials, it cannot guarantee the success of either. Project outcomes must also be examined. For this study, successful short-term outcome measures included whether the project achieved its objectives and whether it was completed on schedule and within budget. Successful long-term outcome measures were unique to each project but consisted of features such as the percentage of learners accomplishing the goal of the project (obtaining a GED, for instance).

Using the systems-based components, the assessment team devised a checklist from several existing checklists to reflect each of these elements. The checklist (see Appendix B) was divided into two sections: project features (21 items) and materials features (20 items). Each section included both *basic* features, which are generally present in a project or product and provide useful structure and direction, and *exemplary* features,

which enhance the effectiveness of a project or product even further. Although not expected in every project or product, exemplary features were included on the checklist to document baseline data for future evaluations.

Items on the project-review portion of the checklist focused on those aspects of design, development, implementation, evaluation, and dissemination that help foster project success.

Basic features of projects

- A needs assessment was conducted.
- Objectives were measurable.
- Objectives were consistent with the overall project goal.
- Objectives were based on needs-assessment data.
- Implementation strategies matched objectives.
- Instructor training was provided (if applicable).
- Recruitment/retention strategies were developed (if applicable).
- A practical dissemination strategy was developed.
- Objectives were achieved.
- The project was completed within budget and on schedule.
- A final evaluation was conducted.

Exemplary features of projects

- A step-by-step action plan was developed.
- Documentation was provided for the following:
 - a step-by-step action plan
 - needs-assessment findings
 - development activities
 - attendance and performance records/data on participants
 - problems encountered
 - dissemination activities
 - final-evaluation findings
- Marketing/public-relations activities were conducted.
- Recommendations for revision(s) were based on identified problems.
- Provisions were made for adapting the project/materials to other instructional environments.

Items on the second part of the checklist reflected both basic and exemplary features of design, development, implementation, and evaluation of effective instructional materials.

Basic features of instructional materials

- Objectives were based on measurable behaviors.
- Objectives were stated in measurable terms.
- Objectives were derived from the overall goal.
- Courseware objectives matched project objectives.
- Materials were well organized.
- Materials were developed at a reading level appropriate for the target population.
- Participants found materials interesting/stimulating.
- A final evaluation was conducted.
- Materials were made available for adoption.
- Reproducible materials were provided.
- Production quality was good.

Exemplary features of instructional materials

- A formative evaluation was conducted.
- Formative-evaluation findings were documented.
- Revisions were based on evaluation findings.
- Learner problems were documented.
- Development problems were documented.
- Revisions were recommended.
- Materials were adaptable to learner needs.
- Guidelines were provided for adapting materials to other environments.

Selection of projects. As a first step in selection, all 101 projects funded during 1984-90 were first assigned to one of 11 categories:

- ABE
- literacy
- GED
- adult employment
- marketing/public relations
- health
- recruitment/retention
- teacher training/staff development
- delivery-system expansion
- curriculum development
- communication

A sample of 29 projects was then selected on the basis of these categories, the availability of documentation, funding year, and type of organization funded. The sample was as representative as possible of all categories, organizational types, and funding years. Materials were developed for 17 of these projects, although 2 provided only draft materials or part of the materials developed. Unfortunately, unavailable or incomplete information forced the elimination of the 1984-85 projects from the project reviews and instructional-materials review.

Three of the 29 selected projects were multiple-year projects. Of these three, one was evaluated for a year of project development and a year of materials development. Another was evaluated for four years of project development and two years of materials development. The third project was evaluated for project development and materials development for both years of its funding.

The documentation used to assess the project-development process included final reports, quarterly reports, and in some instances, project proposals. Final reports were the preferred source of information as they provided the most detailed and up-to-date information about the projects' accomplishments. Efforts were made to locate final reports and materials for all projects. In some cases, the assessment team called project directors or other personnel for information and/or materials.

All features were evaluated with one of four responses: yes (it was present), no (it was not present), insufficient documentation, or not applicable. Yes and no responses are self-explanatory. "Insufficient documentation" was checked when too little detail was available for a determination to be made. "Not applicable" was marked when the feature was not expected, necessary, or possible in the project under consideration. For example, if no project evaluation was conducted, evaluation findings could not be documented, and "not applicable" was checked. Similarly, if the materials were not formatively evaluated, then results could not be documented. Additional comments were handwritten beside an individual item by the project reviewer where necessary. After each of the 29 projects had been reviewed, information from the individual checklists were hand-tabulated to provide an overview. Results are displayed in narrative form in the body of this report.

This portion of the assessment was limited by the following:

- First, complete documentation could not be obtained or was not available for every project.

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- Second, projects were not required to report on many of the features (basic and exemplary) identified on the checklist. Perhaps these features were not present in the projects, but more likely they were simply not documented. The final-report format asked for information on target population, objectives, activities, evaluation, recommendations, and dissemination, but the detail provided in any of these categories was left to the discretion of the report writer.
 - Third, and most important, the wide spectrum of approaches to the design and development process produced an equally wide spectrum of project/materials characteristics. Not every feature was applicable to every project or all materials.

Database

The purposes of the database development were to

- provide quantifiable documentation of the 310/353 program's contribution to state and federal priorities and
- identify trends in funding, project categories, and/or populations served.

Excel 3.0 was used to build the database that illustrates the scope of the 310/353 program's impact. Information for the master data file was obtained from matrices of projects provided by the BACE, project final reports, and/or telephone calls. From this database, the assessment team generated figures and charts to illustrate the types of organizations, categories, and populations served by the 310/353 program and the average funding for each.

When reviewing tables and charts in Appendix C, note that projects with multiple purposes or target populations have been assigned to two categories and/or two populations, which are indicated by a virgule (/).

[Redacted]

Research

Findings

[Redacted]

Overview

Findings from the impact-assessment team's research are presented in this section under five major headings:

- Telephone Survey of Key Adult Educators
- Written Survey of Adult Educators
- Project Reviews
- Instructional-Materials Review
- Database

Telephone Survey of Key Adult Educators

The purposes of the telephone survey were to

- inform the adult education community about the impact assessment and request their assistance;
- gather information that would guide the development of the written questionnaires to be mailed to adult educators; and
- gather in-depth information about the needs of adult education, the success of 353 in meeting these needs, and the application, awards, evaluation, and dissemination processes.

Telephone-Survey Findings

As a lead-in to the survey questions, the impact-assessment project manager asked key adult educators about useful resources and opportunities. Interviewees suggested a number of printed documents and gave the names of adult educators as additional resources. The assessment team was already aware of most of those mentioned and had planned to use them, so this information confirmed that the assessment project's implementation strategies were on the right track. Much of the new information was helpful, and it was used in some manner during the project.

Findings from the telephone survey are discussed under the following headings:

- Needs in Adult Education and 353's Contributions
- 353 Targeted Populations and Topics
- Adult Education Staff Needs
- 353 Dissemination
- Funding and Monitoring 353 Projects
- Determining 353 Project Success
- Additional Comments

Needs in Adult Education and 353's Contribution

The first survey question dealt with the perceived needs of the state's adult education population, and the second with the success of the current 353 program in meeting these needs. For the third question, educators were asked what needs could be but are not being addressed by 353 projects at this time.

(1) In your opinion, what are the most pressing needs of Florida's adult education population?

Literacy was by far the most frequently given response to the first question. Nearly all of the educators replied that teaching the least-educated portion of our population how to read, write, and compute is the primary need in adult education. One educator said that Florida and, indeed, the entire country are reaching only "the tip of the iceberg" with respect to meeting literacy needs. Another said that literacy instruction will be an ongoing need for years to come and that "we'll never get caught up."

One interviewee mentioned the need for increased literacy needs assessment and for more workforce and intergenerational literacy programs. Another suggested that more innovative, one-on-one methods for teaching the lowest-level illiterates are needed, and that less emphasis should be placed on GED instruction. One respondent suggested that adult education look into the fundamental social and personal reasons for the illiteracy of such large numbers of people in our state.

The need for additional teacher-training and staff-development activities was also mentioned. Training in adult-counseling techniques, techniques for working with ESOL adults, student-intake procedures, and general teaching methodology was suggested. Another respondent thought that a training program for administrators who are required to operate countywide programs would benefit adult education. Many programs suffer because "administrators don't know the methodology."

Other specific areas of need or targeted populations mentioned in response to the first survey question were:

- at-risk youth
- adults with learning disabilities
- adult basic education
- GED preparation
- high-school graduation rate and dropouts
- promotion of high-school completion and high-school credit programs

Addressing a broader issue, one interviewee mentioned the need for a better funding base; another suggested the need for the linkage of adult education with vocational education programming for job-readiness training. A third felt that the greatest need is for good-quality programs that can generate FTEs.

(2) How well do 353 projects address these needs?

The second question produced a range of responses. Several interviewees replied with extremely positive remarks such as, "They do an excellent job of addressing literacy as a state priority" and "They are a wonderful means of developing exemplary projects."

Another replied that 353 projects are "tremendously valuable, our only hope of staying in the ball game—given the funding situation." Others interviewed also expressed a generally positive view of 353's contribution: "They make an impact, but there's just not enough of them"; "They do a good job within each targeted county"; "On a scale of 1 to 10, they are a 5. They do pretty well"; or quite simply, "They have done a real good job."

Two people responded to the question with references to funding. One said, "The money we get isn't even a drop in the bucket [in comparison with the need]. We could use five times more." The other said, "We can't count on 353 totally to meet all our training needs."

Although the question of how well the 353 program is meeting the needs of adult education elicited no broadly negative responses, a number of people wished to see changes in one or more aspects of the program:

- Improve dissemination beyond the county in which the project originated.
- Do more to develop curricula for students functioning at the lowest level.

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- Do more to address the affective, as opposed to the cognitive, areas.
 - Broaden 353's focus to include an assessment of the needs of the total student, rather than concentrating exclusively on the student's academic needs.
 - Use stricter, more objective criteria in making funding decisions.
 - Allow materials and equipment to be purchased with 353 funds.

(3) What needs in adult education, if any, could be but are not being addressed by 353 projects at this time?

The response most frequently given to this question was "Continue to focus on current priorities; 353 doesn't need to spread out any more" and "More of the same."

Several respondents mentioned the need for both preservice and inservice teacher training (staff development). Two of those interviewed specified a need for more research funding and for having research "built in as a legitimate component."

The following are other suggested needs, areas, or target populations that could be covered by 353 funds:

- the incarcerated and probationers
- crime
- programs for the adult handicapped
- family literacy
- transportation and child care
- subsistence wages
- career-planning and student-counseling needs
- grant-writing assistance
- project follow-up and external evaluation
- continued impact-assessment efforts

353 Targeted Populations and Topics

Two survey questions, 4 and 6, dealt with state and federal 353 targeted populations and targeted topics.

(4) Of targeted populations such as rural residents, at-risk youths/young adults, handicapped adults, and ESOL adults, have any received too much or not enough attention through 353 funding?

The most common response (from six interviewees) was that none of the populations have been overly funded and that a tremendous, continuing need exists in all areas. As one educator expressed it, "None have received too much or could receive too much." Another said, "Not enough, any of them." Another interviewee added, "None have gotten too much, but certainly some populations have gotten more than others."

Only one person believed that a population (ESOL) had been overemphasized, but that observation applied to past practices. Another person felt that ESOL and at-risk youths still need "a lot of attention." Others suggested that dropout-prevention programs and programs for handicapped adults and other special populations, including rural populations, should receive greater funding through 353.

Several interviewees felt that the funding mix has been fair: a good balance has been maintained in the types of projects funded. One person expressed concern, however, that there has been "a heavy concentration in metropolitan areas." One educator suggested that if 353 projects were "disseminated to everyone" and resources were made available to help with adoption, 353 would not need to fund as many new projects each year.

(6) Of the topics targeted in the state-level priorities, such as job-skills training, computer-aided instruction, English-language proficiency, have any been over- or underemphasized in 353 projects?

The most common response to this question (from three respondents) was that no targeted state or federal 353 topic has been either over- or underemphasized.

Others disagreed with this assessment and mentioned specific areas that should receive greater emphasis in funding:

- career-oriented skills
- CAI (computer-assisted instruction) as a supplement to the teacher's role
- workforce literacy instruction at the job site
- job-skills training

One interviewee stated that computer-aided instruction has been overemphasized; another could not answer without looking at the overall listing.

Adult Education Staff Needs

(5) What are the most significant areas of need for teachers, instructors, and/or administrators?

To this question, all but three respondents replied that staff-development and teacher-training opportunities are the most crucial need. Several respondents mentioned both preservice and inservice staff development for full-time and part-time adult educators.

According to the two university professionals, adult education is a very difficult and complex area and so requires formal training (as well as constant retraining). One of them suggested that policymakers be helped to understand the need for preservice and inservice training.

Besides the complexities of the field, training is crucial because most administrators and instructors currently on the job were not trained as adult educators. School principals may move into or "inherit" their positions. New instructors may come into the field from secondary and elementary education without an understanding of adult education learning theory. Turnover is an additional problem, according to one administrator interviewed, especially with respect to teaching the elderly and at-risk students.

Some specific staff-development areas for both instructors and administrators were cited by those interviewed:

- adult-learner characteristics
- the nature of the adult-learner population
- adult-learner instructional methodology (learning strategies)
- instruction within an open-entry/open-exit setting
- curriculum development (especially adapting curriculum to special-needs students)
- student assessment, placement, and follow-up
- planning strategies
- policy and procedures
- state and national laws

One interviewee suggested the following as significant areas of need for administrators:

- program planning (goal setting)
- strategies for identifying key people and involving community and support staff in program implementation

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- recruitment and retention
 - managing student progress

Three others felt that the sharing of information is the most significant area of need for adult educators. They made the following suggestions:

- Go to other districts and meetings to find out more about other programs and to promote a better understanding among district educators.
- Have more information about the best CAI (computer-assisted instruction) programs available in the field.
- Infuse the latest technology, especially CAI, into all remedial areas.

353 Dissemination

Four survey questions dealt directly with project and materials dissemination. Questions 7, 8, and 9 focused on the current dissemination process for 353 projects and programs. Question 14 asked how interviewees disseminated information about their own projects.

For question 7, interviewees were presented with six ways through which information about 353 is disseminated: the annual Florida Literacy Conference, the ACE Network Clearinghouse, the annual Project Directors' Meeting, the DVACE catalog, the National Adult Education Clearinghouse, and the annual Adult and Community Educators (ACE) of Florida Conference. Then they were asked:

(7) Which of these sources do you personally find most useful?

The most frequently mentioned sources among members of this group were the ACE of Florida Conference and the Florida Literacy Conference. One administrator reported that teachers will often pay their own way to conferences, if necessary, because they are able to acquire such valuable information and material there.

The ACE Network Clearinghouse and its catalog of exemplary projects were mentioned as the next most useful resource. A number of people praised ACE's dissemination efforts. One interviewee, however, felt that it is difficult to get information from ACE and easier to obtain it at conferences and administrators' meetings.

The Project Directors' Meeting was the next most frequently mentioned dissemination source. One comment: "Project directors' meetings are the best resource for me when I have a 353 project." Another comment: The meetings are "very informative."

After conferences, the ACE Network, and the meetings of project directors, the following dissemination sources were given equal mention (by one person each):

- direct mailings
- BACE announcements and information about ongoing 353 projects
- the DVACE catalog
- adult education administrators' regional drive-in meetings
- *Lifeline* (BACE quarterly newsletter)
- informal "people network"

No one cited the National Adult Education Clearinghouse as an information source, perhaps because it has only recently been established. Another educator expressed a lack of awareness of these dissemination sources and had not, therefore, used any of them.

Additional comments included one from a county-level educator who feels that the BACE is doing "a wonderful job," but that county-level dissemination is a problem. Another person said that we need to get beyond dissemination to "the choir" and tell the Florida Chamber of Commerce, superintendents of instruction, CBOs (community-based organizations), and others outside the school system about 353 projects through press releases and topical monographs.

(8) In the current dissemination process, 353 project directors send one or more copies of their materials to the BACE at the end of the project. The BACE then duplicates the best products for dissemination. What do you think of this procedure?

Many responses to this question were positive: "Excellent," "It's great," "Good," and "I like it much better [than having the project director mail information and materials to all adult education administrators]." One person stated that the process is helpful and that he believes that "this is the best way [to disseminate] because of the review involved [by the BACE]." Another said that "it helps us avoid reinventing the wheel, and get extra mileage out of our funding."

Several respondents expressed a need for quality control in the process. They maintained that "quality needs to be based on stated criteria" and that "only the best should be disseminated." One person asked, "Who determines 'best'?" Another

questioned, "How is the best product determined? Criteria? Are project directors involved in the evaluation?"

Three interviewees stated that they did not know that the BACE is disseminating in the fashion described. Another expressed doubt about the BACE's ability to carry out dissemination in this way because of limited storage space and lack of staff. One person wondered how the BACE could handle the updating of project material. Another person felt that BACE dissemination is appropriate for those with new "unproven" projects (where a careful quality review is valuable), but not appropriate for those who have previously produced good material.

(9) What changes, if any, would you suggest to this process?

The most frequent answer to this question was "nothing." Over half of the group seemed satisfied with the BACE's current procedure. Other respondents had specific suggestions to improve the process, ranging from "more dissemination from the county level to schools and teachers" to the use of a statewide committee to determine effectiveness criteria and evaluate all 353 projects.

Other suggestions were for the BACE to (1) establish a clearinghouse for dissemination, evaluate all funded projects, and "provide a total report on effectiveness criteria"; (2) provide funding for proven project directors to do their own dissemination; and (3) call attention to ongoing 353 projects in *Lifeline* or send out quarterly reports to the field.

(14) How do (did) you disseminate information about your 353 project(s)?

"By mailing out materials" was the most frequently cited method. Many project staff have received direct requests for their materials (such as from other counties and from book publishers), while others have mailed the materials to key adult educators or literacy professionals who had an expressed or assumed interest in the project. Specifically, those queried said that they have sent materials to:

- district adult education directors
- board members or key contacts
- schools and teachers in the county
- other agencies in the state working with the project's target population
- other projects
- the BACE

Additional channels for project information have been conference presentations, where materials are displayed and distributed, and other professional meetings (such as state corrections or literacy groups). Workshops, especially those designed to help with replication, were mentioned by at least two respondents. Less frequently used dissemination methods have included the publication of articles in newspapers and newsletters, appearances on local talk shows (both TV and radio), and the circulation of staff memos. Most projects have used multiple dissemination methods.

Funding and Monitoring 353 Projects

Two survey questions addressed the funding and monitoring of 353 projects. Question 11 focused on the initial application and awards processes. Question 12 queried the educators about the BACE's current monitoring procedure for 353 projects.

- (11) **The BACE believes that the use of more objective criteria to evaluate funding applications has improved the process over the past five to six years. What additional improvements, if any, would you like to see in the application and awards processes?**

Most of those interviewed replied that they are satisfied with present procedures. One person said that the review process is excellent, another said that it is good, and another stated that the process "has definitely improved." Committee representation, the grant-writing handbook, and grant-writing and evaluation workshops were cited as having made the difference. Several also mentioned the importance of objective criteria in the process.

Specific suggestions for improving the application and awards processes are summarized as follows:

- Identify geographic areas that have not had exemplary projects and encourage educators there to apply for 353 funds.
- Tell districts that are not funded how to strengthen future applications.
- Do not eliminate those proposals/projects with attitude objectives just because attitude change is difficult to measure.
- Staff development and preservice may need more emphasis in grant awards.

-
- A "postproject" evaluation committee needs to evaluate and determine the impact of the money given to each project.
 - Award grants on time. When money is delayed, time to do a good job and quality personnel are lost.

Two people responded to this question by saying that they are not familiar with the criteria now. One of these professionals questioned whether the BACE adheres to the criteria or "goes directly to the budget."

(12) What is your opinion of the current monitoring process for ongoing 353 projects?

Answers to this question were almost evenly divided between those who think that it is "very good" or "fine" and those who think that it is "limited" and "needs improvement." Only one person took a relatively neutral position and said that it is adequate.

Several respondents expressed an understanding of the need for having their projects monitored and evaluated: "We should have to report regularly with data," and "We should be audited or looked at closely. It's good to be checked on, if for no other reason than to keep you on track. Everyone wants to do better and to know how they can do it." One person interviewed felt that the project directors' meetings, quarterly reports, and final reports provide effective ways to monitor progress.

Those who are not satisfied with the extent of the BACE's monitoring of 353 projects said:

- "Staff is overloaded. They try to meet with each project director once or twice a year. I call with questions and concerns. The BACE needs to tell the project director early on the name and phone number of the contact person in the BACE office. That would facilitate things."
- "Monitoring is limited—understandably so, as staff is limited."
- "The process needs to be improved. [The extent of monitoring activities] is currently left up to the individual consultant."
- "Monitoring consists of knowing who to contact for problems. Nobody came to observe or inspect unless they were already in the area. There were no specific visits for this purpose."

-
- "We need more accountability. Need to have standards of practice and performance first, then let those knowledgeable observe and record and assess the implementation."
 - "Nobody has come to see me in a long time. I understand the lack of staff, time, and money to do so. [BACE staff] can't serve as consultants or be available in the field to help."
 - "Tallahassee needs to visit projects more and help me when I call the BACE."

One respondent who understands the impracticality of having BACE staff closely monitor all 353 projects suggested that one or two consultants be contracted under 353 grant dollars to travel around the state to train 353 staff and to promote 353 projects and services.

Determining 353 Project Success

Questions 10 and 13 dealt with evaluating project success.

(10) What makes a 353 project a success?

Although there was tremendous variety in the responses to this question, the two most frequently mentioned answers (four respondents each) related to project staff (personnel) and sound planning.

The leadership of the project manager was cited specifically by two people as integral to project success. One person mentioned the importance of effective management skills, another emphasized "enthusiasm," and a third said that "flexibility" is important. One interviewee stated, "[Project success] is linked to the person who writes the grant and directs the project."

A well-planned project application based upon knowledge of the problem or upon the needs of the target population and measurable outcomes is the key to project success, according to one respondent. A project that is "well planned and executed" is how one adult education instructor expressed it. Another specifically mentioned the importance of good evaluation and dissemination plans.

A number of other respondents mentioned specific aspects of project planning and execution that are essential, in their opinion, to the success of a 353 project. Several of those interviewed cited the importance of a good needs assessment or of "customizing" a

project to a state or county need. One county administrator said that "front-end risk taking" is important. Several also responded that "having good objectives and meeting them" and "[having] measurable objectives and clear strategies" make a project successful. Another said that meeting project objectives and completing the work are key success indicators.

Several of those interviewed stressed the importance of strategies, reporting, feedback, and evaluation to project success. They felt that the following are essential:

- Results, findings, and products are reported clearly and are well documented.
- Strategies are directly related to project objectives.
- Evaluation is related to the goals of the project, and reports indicate whether the project met them.
- Ongoing feedback as to the success of strategies and materials is received from the field.

Four respondents also mentioned the importance of the dissemination and replication of their projects. One person suggested that a project's demonstration of effectiveness to the state and county and the ability to disseminate the "how to" of your services make a project successful. The question "Did we disseminate as planned?" helped another interviewee evaluate project success. One respondent felt that "whether a project can continue after (initial) funding dies" indicates whether that project is successful. The "ability to replicate and provide assistance to those who want to replicate" was also cited as an indicator of success.

Adequate funding and the proper management of funds was cited by several as essential to project success. Completing the project within budget was deemed crucial by another person.

Finally, several respondents offered the following suggestions in relation to the BACE's administration of 353 projects:

- Project staff should work with the BACE early on to eliminate problems.
- DOE staff should be available to encourage and intervene as needed.
- The timely notification of project funding is important.

(13) How do (did) you evaluate the success of your 353 projects?

Not surprisingly, responses to this evaluation question overlapped significantly with responses to the previous one.

About half of the interviewees said that they evaluate success by setting up goals or performance objectives and then checking to see whether they are met. Several mentioned that they look at the direct impact of the project's efforts: Are more students enrolled or do more people have jobs as a result of the project? Has the project improved teacher training? This second group looks at "a measurable change in the target population" that is attributable to the project, as one person expressed it.

The second most frequent response came from several interviewees who said that they evaluate with the aid of weekly meetings, timetables, guidelines, checklists, and other internal controls. Several said that they make use of advisory committees, "informal third-party evaluations of concepts and products," or participant feedback. Two respondents stated that they use evaluation instruments (including questionnaires) and look at the completion of work or products to evaluate their projects.

Other evaluation criteria were cited by one interviewee each:

- project completion within budget
- project continuation after initial funding
- dissemination as planned
- selection as an exemplary project or selection for national dissemination
- requests for products from the field

Many respondents use a combination of these methods. One person said that she does not do much formal evaluation.

Additional Comments

The final question on the survey asked for additional comments or suggestions for the impact assessment. Two people said that conducting this impact assessment is a good (even excellent) idea, "especially in terms of whether there is a balance in funding," as one of them put it. The other said that the assessment is needed and "should be welcomed by adult ed administrators."

Several other comments, not directly related to the impact assessment, are summarized in the statements here:

- A lot of helpful information about demonstration projects is available at conferences, where one can actually talk to project personnel.
- "Administrators need to be made to feel a part of the strategic planning process and the adult education delivery system; assure LEAs (local education agencies) of their role in planning; adopt common goals for state planning."
- "A lot of projects 'piggyback' on existing projects and are likely to be continued, especially if they produce a product rather than provide training."
- The problem with many 353 projects is that they are conceptualized by a particular person, but after funding, they are implemented by someone else who is hired or assigned to the project. This second person often does not understand or lacks commitment to the idea, and the project either flounders or fails. Because of staff turnover, this problem is especially prevalent in smaller counties. The BACE should look more closely at the capabilities of the project director and staff, particularly in small counties, to ensure greater project success.
- "We need more money in 353, [and] 80% of it should go to participants; we need to revisit grant writing and get more information from DOE about funding sources. The grant-writing handbook is helpful. The BACE staff need to travel, and [staff] turnover in that office is a problem."
- "We need to look outside the state for exemplary projects and send Florida project information to other states. ACE is doing this, but the cost [for us to disseminate our materials] is a drawback. We are still getting requests from projects [we did] ten years ago. The 'How to Write a 353 Grant' workshops at two conferences have been excellent."
- "Need to do more follow-up on participants [to be identified by project directors]."

The impact-assessment project manager concluded the telephone survey by asking for additional comment on the purposes of this impact-assessment project. Three people said that the purposes sound fine; another felt that an impact assessment is "important to do every five years" and that the directory of projects will be "nice for historical use." All those interviewed expressed their willingness to assist further in the project if needed.

Summary of Telephone-Survey Findings

In summary, 12 key adult educators selected by the BACE were interviewed by telephone with the use of a 16-item questionnaire. Interviews lasted from 45 minutes to one hour and were conducted between January and March of 1992.

With regard to the needs of adult education, the success of 353 funding in meeting these needs, and unaddressed needs (questions 1-3), respondents said the following:

- Literacy is the most pressing need of Florida's adult education population and will be for years to come. We are touching only "the tip of the iceberg" with regard to solving illiteracy problems. Training and staff-development opportunities represent another area of need.
- Section 353 projects address the needs of adult education very well, but funding does not go far enough.
- Section 353 grants should not attempt to address additional needs in the field but rather continue to focus on current priorities. Increased teacher training (staff development) and research were mentioned as additional needs.

Questions 4 and 6 addressed targeted 353 populations and topics and their level of funding. Most respondents expressed the following:

- None of the targeted populations have been overly funded. A tremendous need continues to exist in all areas. ESOL, at-risk youth and dropout prevention, handicapped adults, and rural residents should receive greater funding.
- No targeted federal or state topic has been disproportionately funded.

The fifth question, which queried adult educators about their most significant area of need, yielded a consensus:

- Staff development and teacher training, both preservice and inservice, are most critical. The sharing of various types of information is also important.

Questions 7, 8, 9, and 14 dealt with the dissemination process for 353 projects and materials. Respondents reported that they

- have found the annual Adult and Community Educators (ACE) of Florida Conference and the Florida Literacy Conference to be the most valuable dissemination sources. The ACE Network Clearinghouse's catalog and services and the project directors' meetings are also informative resources for 353.
- are generally satisfied with the BACE's present project-dissemination process, although some did not know about it.
- would not make any changes to the dissemination process (half of the group) while others suggested that the BACE adopt dissemination criteria, set up a statewide clearinghouse for dissemination, and evaluate all 353 projects for effectiveness.
- have disseminated information about their projects most frequently through the mail, in response to direct requests or assumed interest in the project. Conference presentations and workshops are also frequently used as dissemination channels.

Questions 11 and 12 covered the funding and monitoring of 353 projects.

- Most interviewees said that they are satisfied, for the most part, with the BACE's present application and funding processes. Several suggested that the BACE could improve the processes by providing specific feedback on rejected proposals and awarding grant funds on time.
- Interviewees were evenly divided between those who think that the BACE is doing a good job with monitoring and those who think that improvement is needed. Those who are not satisfied with current monitoring efforts understand that monitoring is limited because the BACE is understaffed, yet they would like to see more accountability and technical assistance from the DOE.

Questions 10 and 13 pertained to evaluating the success of 353 projects.

- Most respondents said that competent, enthusiastic project staff and sound project planning are keys to project success. Leadership, effective management, a well-planned project application, adequate funding, and specific aspects of project planning and execution were also identified as crucial to project success.

-
- Setting goals and checking to ensure that they are met was the most frequently cited means of evaluating project success. Several respondents mentioned that they assess the project's efforts by its direct effects on the target population. Internal management strategies are also used. Many respondents reported that they use a combination of methods.

Written Survey of Adult Educators

Written-Survey Findings

Findings from the analyses of the survey questionnaires are discussed under the following headings:

- Awareness of 310/353 Projects and Materials
- Participation in the 310/353 Program
- Selection and Use of Materials
- Exemplary Projects and the ACE Network Clearinghouse
- Dissemination and Evaluation
- Project Operations
- Contributions of the 310/353 Grant Program
- Suggestions for Improving the 353 Grant Program
- Background Information

NOTE: The data from project directors, literacy-center directors, and university faculty members were collapsed into one file. Therefore, the designation of "directors" in this report section includes members of those three groups.

Awareness of 310/353 Projects and Materials

Three questions on the administrators' questionnaire, two on the teachers', and one on the directors' dealt with awareness and communication of 310/353 information. "Awareness" in this context means a general knowledge of the program and its products and activities. Awareness strategies include the specific methods of transmitting information about 310/353 projects, activities, and materials to others.

Teachers were asked, "Are you familiar with Florida's 353 (previously called 310) grant program?" A large percentage of the teachers—82.7%—said that they were, and only 17.3% said that they were not. (This question was not asked of directors or

administrators because of the likelihood that they had been or were currently directing or administering a project.)

Directors and teachers were asked, "In the past five years, how often have you been informed of the availability of materials produced through a 310/353 project other than the one(s) you attended?" Nearly 83% of the group as a whole stated that they had been informed between one and five times or more than five times.

Table 2 shows that while most administrators (75.9%) said more than five times, teachers were more likely to say between one and two times. Teachers were also less informed about the availability of 310/353 materials. These responses represent significant differences between the two groups and are indicated by an asterisk (*) in the table.

Table 2

Administrators and Teachers: Frequency with Which Respondents Were Informed of the Availability of 310/353 Material

Frequency	@ Group %	Administrators Informed (%)	Teachers Informed (%)
More than 5 times	* 38.5	75.9	22.4
3-5 times	14.6	6.9	17.9
1-2 times	29.2	13.8	35.8
None	17.7	3.4	23.9

@ 96 respondents (29 administrators, 67 teachers)

* Chi-square = 24.84, significance = .000

Administrators, teachers, and directors were asked to rank their sources of information about 310/353. Table 3 shows the percentage of the three groups combined (121 respondents) that ranked each source either as most likely (1) or as second most likely (2) to be used. Asterisks (*) indicate where significant differences appeared among the groups.

Table 3

All Groups: Methods of Learning about 310/353 Products and Activities

Information Source	Use by All Groups (%)
Florida Literacy Conference	* 36.4
ACE Network Clearinghouse	36.1
ACE of Florida Conference	* 35.5
BACE memoranda	* 27.0
Adult education publications	25.6
<i>Lifeline</i> (BACE newsletter)	20.7
Colleague referral	* 14.7
Other	4.0
Other publications	3.3

121 respondents (30 administrators, 68 teachers, 23 directors)

* Chi-square(s) = 18.27 - 38.83, significance = .0000 -.0506

Responses indicate that the two state conferences are rich sources of information for adult educators around the state, but significant differences appeared among the groups on this ranking. Teachers rated the state literacy conference higher as an information source than did members of the other two groups. Both teachers and administrators were more likely than project directors to rank the ACE of Florida Conference as a major source of information.

The ACE Network Clearinghouse was the second most highly ranked source of information about 310/353 projects. BACE memoranda were also important to respondents as information sources, but administrators were significantly more likely to mention them than the other two groups. Adult education publications and the BACE quarterly newsletter *Lifeline* were named as primary information sources by about a quarter of the educators surveyed. More project directors ranked colleague referral first or second as information sources than did others who were surveyed.

Administrators were also asked a closely related question: "How does your staff learn of the (310/353) activity?" The information sources that respondents could select were the same as those listed in the previous question. Table 4 displays administrators'

perceptions of how their staff learned about 310/353. BACE memos and conference presentations were the most frequently mentioned information sources.

Table 4

Administrators: Staff's Source of Information about 310/353 Activities

Information Source	Staff Use (%)
BACE memoranda	60
Conference presentations	40
ACE Network Clearinghouse	32
Adult education publications	28
Colleague referral	24
<i>Lifeline</i> (BACE newsletter)	20
Other	8
Don't know	8

25 respondents

The next question, an open-ended or "free-response" one, asked administrators, "How do you inform school-level personnel about 353 activities?" According to their responses, they most frequently inform personnel about 353 activities through the circulation of BACE material. This method was followed by inservice sessions and workshops, memos, and staff meetings. The following were also mentioned:

- verbal communications
- sponsorship of conference attendance
- discussion of ACE material
- mailings
- advisory councils

Participation in the 310/353 Program

The next set of questions dealt with the type and degree of participation in 310/353 projects that administrators, project directors, teachers, and others had experienced during the period of 1985-90.

When asked whether they had participated in 310/353 project activities during that five-year period, nearly two-thirds (63.3%) of the administrators and nearly three-fourths (73%) of teachers said that they had. (Directors were not asked this question.) The frequency of their participation is shown in Table 5.

Table 5

Administrators and Teachers: Frequency of Participation in 310/353 Project Activities

Frequency	Administrators' Participation (%)	Teachers' Participation (%)
More than 5 times	23.1	5.6
3-5 times	15.4	27.8
1-2 times	61.5	66.7

67 respondents (13 administrators, 54 teachers)

Teachers were further queried about their involvement in the design and development of 310/353 projects, their role, and their feelings about the experience. Almost half, or 43%, had participated in either the design or the development of a project. Most had served as writers or developers (of materials or the grant itself) or had been involved in the grants' implementation. Several also indicated that they had field-tested materials or functioned as a consultant, designer, reviewer, or trainer for the project. Several teachers indicated that they had coordinated or directed project activities, supervised staff, or served on an executive or advisory committee.

This group overwhelmingly viewed their involvement in a project as a positive experience. A few comments summarize how teachers felt: "It was extremely beneficial to faculty, staff, and target population"; "It was very rewarding—I gained a greater insight into working with adults that no textbook could have given me"; and "We gained through our research and sharing of experiences with others around the state." Other comments cited the positive experience of networking and gaining insight into the nature of adult education.

Administrators were asked the same three-part question about their 310/353 participation. Results indicate that 53% had been a part of the design and/or development of

a 310/353 project, serving primarily as administrators or grant writers. Others had assisted with inservice or dissemination. The following additional roles were mentioned:

- project director
- designer/developer
- supervisor
- reviewer
- planning-committee member
- "idea generator"

Like teachers, administrators claimed that the experience was a positive one for a variety of reasons:

- "It broadened our perspective and knowledge of the adult population."
- "It benefitted students."
- "It increased retention."
- "We saw our ideas come to life."
- "The enthusiasm of new adult educators inspires veterans and allows experience to temper the direction of the new [educators]."

Several also mentioned the rewards of networking and the cooperation and assistance of the BACE.

Directors were asked questions similar to the previous ones, but their focus was on the application and receipt of grant funds and the director's role in the process. The first question asked how many grants had been applied for between 1985 and 1990. Table 6 shows the results of that question.

Table 6

Directors: Number of Grants Applied for between 1985 and 1990

Number of Grants	Respondents Applying for Grants (%)
More than 5	26.1
3-5	26.1
1-2	30.4
None	13.0
Don't know	3.4

23 respondents

Results indicate that over half of the directors (or their agencies) who responded to the question had applied for one to five projects over the five-year time span being studied.

A quarter of this group had applied for more than five grants. Nearly 75% had been awarded between one and five grants for 310/353 funding. Nearly 5% had been funded for more than five projects (see Table 7). When application and awards data are examined together, it appears that the application efforts of this group were, for the most part, rewarded with a large number of funded projects.

Table 7

Directors: Grant Awards Received 1985-90

Number of Grants	Award Recipients (%)
More than 5	4.3
3-5	39.1
1-2	34.8
None	17.4
Don't know	4.3

23 respondents

The reasons that directors applied for 310/353 funding were varied, but the most common response to this open-ended question was, not surprisingly, that funds were needed to address the problems or needs of a specific group. Some expressed it as a desire to develop, implement, or make permanent innovative programs for literacy, low-income parents, expectant mothers, or others in the community. Other directors said that they wished to:

- "meet the BACE's goals"
- "cover the requirements of the state"
- advance knowledge in the field

A few candidly stated that they applied for funds to support staff or because 310/353 funding "seemed to be the only source of funds to meet agency objectives." Nearly everyone who responded to this question had been a part of the grant-application process.

Selection and Use of Materials

This section focuses on the availability and level of use of materials, reasons for lack of use, and the personnel responsible for selecting and recommending materials. Administrators and teachers received the same nine questions. Directors were asked whether their project materials were available for use or were being used elsewhere, and if they were not, why not.

The next table displays information about how often teachers and administrators had *read or used* materials developed through a 310/353 project other than ones they had participated in. Over one-third (34.4%) of the combined group said that they had read or used such materials more than five times, and nearly 30% responded that they had read or used them between one and two times (see Table 8).

Table 8

Administrators and Teachers: Use or Reading of 310/353 Materials

Frequency of Use	@ Group (%)	Administrators' Use (%)	Teachers' Use (%)
More than 5 times	* 34.4	48.3	28.4
3-5 times	21.9	27.6	19.4
1-2 times	* 29.2	20.7	32.8
None	14.6	3.4	19.4

@ 96 respondents (29 administrators, 67 teachers)

When teachers were queried further as to the number of 310/353 projects that they had *adopted and used as instructors*, nearly 50% said "between three and five projects," as shown in Table 9. Almost 40% had not adopted or used any such projects.

Table 9

Teachers: Adoption/Use of 310/353 Projects

Number of Projects	Teachers' Use (%)
More than 5	1.5
3-5	47.0
1-2	12.1
None	39.4

66 respondents

Teachers who had adopted and used 310/353 projects were asked to identify those projects. The competency-based adult education materials from Broward and Hillsborough counties and the 1989-1990 ESOL (English for Speakers of Other Languages) Curriculum Project from Palm Beach (an ACE exemplary project) were mentioned most often.

The overwhelming answer (16 responses) to the third part of the question, "How useful were they?" was "very." Only three teachers said that they were not particularly helpful or only somewhat helpful; another said that the project was "useful, but difficult to adapt to our small county."

The final part of the question asked each teacher to identify any problems encountered in adapting 310/353 materials to his or her county's or agency's target group. The most frequent response (13 teachers) to this open-ended question was "none." Other teachers cited the following problems:

- difficulty in adapting material prepared for a large urban county to the needs of a small rural one
- need for more inservicing to promote proficiency in the model to be adopted
- need for "a larger staff/client ratio than we could afford"
- difficulty in "gaining consensus among teachers to try something new"

- lack of funding
- poorly written material

When asked, "Are 310/353 projects materials available for use in your agency's learning resource center or library?" 62% of administrators and 55% of teachers said yes. When asked whether *their project* materials were available, 75% of the directors said yes.

More than two-thirds of the administrators and teachers responded yes when asked whether staff or colleagues were using 310/353 products for instructional purposes. There was a significant difference between groups in responses, however. Twenty-five percent of teachers did not know whether colleagues were using materials, while administrators said either yes or no to this question. Table 10 shows these response percentages.

Table 10

Administrators and Teachers: Staff and Colleague Use of 310/353 Materials

Response	@ Group (%)	Administrators Responding (%)	Teachers Responding (%)
Yes	67.7	85.7	60.6
No	14.1	14.3	14.1
Don't know	* 18.2	--	25.4

@ 99 respondents (28 administrators, 71 teachers)

* Chi-square = 8.98, significance = .0112

If 310/353 products were not being used in their county or organization, administrators were then asked to explain why. Teachers who were not *personally* using 310/353 products were asked to explain why. (Note that these nearly identical questions were not completed by educators who said that 310/353 materials were being used.) The results shown in Table 11 are listed in order from the most frequently mentioned to the least frequently mentioned reason.

Table 11

Administrators and Teachers: Reasons 310/353 Materials Are Not Being Used by Teachers, Organization, or County

Reason	@ Group (%)	Administrators Responding (%)	Teachers Responding (%)
Too difficult to adapt	48.1	33.3	55.6
Not relevant to program	46.2	44.4	47.1
Other	30.8	44.4	23.5
Too expensive to implement	26.9	33.3	23.5
Too difficult to obtain	11.5	11.1	11.8
Insufficient quality	4.0	11.1	--

@ 25 respondents (9 administrators, 16 teachers)

Most respondents indicated that if materials were not being used, it was primarily because they were too difficult to adapt or not relevant to a specific program. "Other" responses given for lack of use were that educators did not know about the materials or that they were not available.

The two groups then rank ordered the importance of materials most relevant to their adult education population. Table 12 shows the percentages of respondents who rated the materials as either 1 or 2 (most or second most relevant).

Results indicate that materials supporting ABE, literacy, and GED were the most relevant. No significant differences between group responses appeared except that teachers ranked teacher training as more relevant than administrators did. No one rated either organizational structure or crime as first or second most relevant to their adult education population.

Table 12

Administrators and Teachers: Materials Most Relevant to Adult Education Population

Type of Material	@ Group (%)	Administrators Responding (%)	Teachers Responding (%)
ABE (adult basic education)	86.9	93.1	84.3
Literacy	49.5	51.7	48.6
GED	43.4	55.1	38.6
Recruitment/retention	12.1	6.9	14.3
Adult employment	6.0	3.4	7.2
Teacher training	* 6.0	3.4	7.2
Health	2.0	3.4	1.4
Delivery-system expansion	3.0	--	4.3
Marketing/public relations	1.0	--	1.4
Organizational structure	--	--	--
Crime	--	--	--

@ 99 respondents (29 administrators, 70 teachers)

* Chi-square = 13.93, significance = .0161

Administrators and teachers next ranked the persons most influential in selecting instructional materials for their program. Nearly half of the group as a whole said that teachers were most influential. Administrators ranked second. Teachers were significantly more likely than administrators to say that administrators had the most influence. Table 13 shows the results of this question and the significant difference between groups in the administrator rating.

Table 13

Administrators and Teachers: Person Most Influential in Materials Selection

Person Most Influential in Materials Selection	@ Group (%)	Administrators Responding (%)	Teachers Responding (%)
Administrator	* 34.7	17.9	41.4
School principal	5.1	7.1	4.3
Teacher	48.0	64.3	41.4
Curriculum committee	6.1	7.1	5.7
Other	6.1	3.6	7.1

@ 98 respondents (28 administrators, 70 teachers)

* Chi-square = 11.13, significance = .0252

Administrators were asked next, "Which of the following sources of instructional materials do you recommend to staff most frequently?" Similarly, teachers were asked which source they *used* most frequently. Results (Table 14) show that commercially produced materials were recommended or used most often by nearly 64% of the group, with teacher-made materials used most by 24%. Only 9% either recommended or used 310/353 materials most frequently.

The only significant difference between the groups was that teachers used teacher-made materials more often than administrators recommended them. No one indicated that he or she recommended or used "other material" most frequently. Only administrators were given the answer option of "I don't recommend."

Table 14**Administrators and Teachers: Materials Recommended or Used Most Frequently**

Type of Material	@ Group (%)	Administrators Recommending Materials (%)	Teachers Using Materials (%)
Commercial material	63.4	60.7	64.4
Teacher-made material	* 23.8	14.3	27.4
310/353 material	8.9	14.3	6.8
Other material	--	--	--
Don't recommend	--	3.9	--

@ 101 respondents (28 administrators, 73 teachers)

* Chi-square = 9.06, significance = .0284

A related question queried the two groups about the factors most important in determining instructional-materials usage. Table 15 shows that the group ranked "relevance" as the most important factor in determining materials to be used. Relevance was followed by quality and then cost. No one ranked "other" factors as most important.

Table 15**Administrators and Teachers: Factors Important in Determining Materials Usage**

Factor	@ Group (%)	Administrators' Ranking (%)	Teachers' Ranking (%)
Relevance	59.6	63.3	58.1
Quality	24.0	30.0	21.6
Cost	18.3	10.0	21.6
Other	--	--	--

@ 99 respondents (29 administrators, 70 teachers)

Exemplary Projects and the ACE Network Clearinghouse

Two survey questions to teachers and administrators examined the degree to which exemplary projects from the ACE Network Clearinghouse had been reviewed and/or adopted. The data from these questions are combined in Table 16.

Table 16

Administrators and Teachers: Review and Adoption of ACE Exemplary Projects

Questions/Answers	@ Group (%)	Administrators Responding (%)	Teachers Responding (%)
Have you reviewed an ACE exemplary project?			
Yes	* 63.6	85.7	54.9
No	36.4	14.3	45.1
Have you adopted an ACE exemplary project?			
Yes	37.4	44.8	34.3
No	62.6	55.2	65.7

@ 99 respondents (29 administrators, 70 teachers)

* Chi-square = 6.95, significance = .0084

Nearly two-thirds (63.6%) of the group as a whole had reviewed an ACE exemplary project, but significantly more administrators than teachers had done so. Only 37.4% of the group, slightly more than a third, had adopted an exemplary project from ACE.

Project Operations

Questions dealing with the specifics of 310/353 project operations appeared only on the directors' surveys. Directors with multiple projects during the years 1985-90 were asked to complete this portion of the questionnaire for every project. Many did so, though the overall number of projects was small and some directors mentioned aspects of projects funded during FY 1991-92. Since it was not possible to distinguish between references to

project operations during 1985-90 and references to operations for later projects, all information is included here.

This section focuses on directors' responses to questions about:

- needs assessment (one question with five parts)
- materials availability, dissemination, and use (seven questions)
- evaluation of project outcomes (one question)
- record keeping (one question)
- strengths, weaknesses, and difficulties (four questions)

The first question in this section asked each director to specify the title of his or her project and the fiscal year in which it was funded. A variety of projects were identified, most from the years of 1986-87 and 1989-90. (Too many titles were mentioned to list them here.)

The next question had five parts, all directed at the determination of project needs. The first part queried directors: "How was the need for your project determined?" The majority (57.1%) indicated that they used interviews for this purpose, and another 43% indicated that they used surveys. One-third of the directors said that they used a combination of methods to determine needs (see Table 17).

Table 17

Directors: Determination of Project Needs

Method	Directors Using Method (%)
Interviews	57.1
Surveys	42.9
Phone calls	38.1
Other	38.1
Combination	33.3
Direct mail	19.0
21 respondents	

Nearly 40% of the directors (38.1%) responded that they used the following "other" means of assessing needs:

- community needs-assessment documents
- steering committee
- focus group (Florida Literacy Coalition)
- input from business, industry, or target groups
- expressed need or request of the BACE
- door-to-door survey of citizens and community officials

In response to the next two parts of the question:

- Ninety percent of respondents indicated that their needs assessment explored gaps between what exists and what should be; 10% did not do such a needs assessment.
- Eighty-three percent said that they documented their needs-assessment process; nearly 17% did not.

The fourth portion of this question was open-ended. Those who documented their needs-assessment process were asked how their needs were documented. Comments are summarized here:

- The number of requests for service priorities was noted in a community needs-assessments document.
- Discussions were audiotaped and transcribed.
- Needs were documented in narrative form to a steering committee and community educators.
- They were documented in industry meeting minutes.
- They were documented in survey results.
- They were documented in a long-range planning guide.

Other comments related how the needs-assessment process was *conducted*, rather than how needs were documented. No additional comments were offered after the final part of this question.

The next several questions dealt with materials availability, revision, dissemination, and use. Results of the first two questions in this group are summarized here:

- Seventy-five percent of the 22 responding directors said that their project materials were available for use in their agencies' learning resource centers or libraries. (Twenty percent said that they were not, and 5% did not know.)
- Nearly 84% said that they have a dissemination component within their county, region, or state. (Sixteen percent did not.)

The next question had three parts:

- The first asked, "To your knowledge, is your product currently being used *in your district*?" Sixty-five percent said yes, 15% said no, and 20% did not know.
- Directors were then asked, "If no, how long was it actively used?" Of the six directors who responded, two said six months to a year. One director each said one to two years, two to three years, more than three years, and "don't know."
- The next part of the question was answered only by those directors who knew that their materials were not being used. The reason offered most frequently for their lack of use was that the materials had fulfilled their purpose. Three of the six directors responded in this manner. Two said that the materials were replaced by more current information. The person who checked "other" to this question said that materials were not being used because the project was not complete (see Table 18).

Table 18

Directors: Reasons 310/353 Materials Are No Longer Used in District

Reason	Directors' Responses (%)
Materials fulfilled their purpose	50.0
Materials were replaced by more current information	33.3
Lack of funding prevented use	16.7
Needs of adult ed population shifted	16.7
Staff changes occurred	16.7
Other	16.7
Do-'t know	16.7

6 respondents

A related question also had several parts. It asked directors whether their products were being used *elsewhere* (in other districts), and if not, why not.

- Fifty-five percent of the 20 people who responded said that their products were being used elsewhere, 10% said that their products were not being used elsewhere, and 35% did not know.
- Of those four respondents who had replied no to the previous part of the question, one said that the product was used either two to three years, and one said more than three years. Two respondents did not know how long their products were used or the reason for their lack of use. One person believed that the reason for the lack of use was "inadequate funding," and another, that the materials were "replaced by more current information."

Responses were nearly evenly split on the next question, "Have you updated the project materials/process since their original development?" Of the 19 responding, 47.4% said yes and 52.6% said no.

Nearly 90% of respondents said that they evaluated project outcomes. Surveys, examination of records, and other means were mentioned most frequently as evaluation

methods, with respondents checking all means that applied to their project situation (see Table 19).

Table 19

Directors: Evaluation of Project Outcomes

Method	Directors' Use (%)
Survey(s)	58.8
Examination of records	47.1
Other	47.1
Requests for information or material	35.3
Phone calls	23.5
Contacts with local job and educational agencies	23.5

20 respondents

The "other" means of project evaluation that were mentioned on the survey included:

- reports
- site visits
- student evaluations
- focus groups
- comments from teachers, students, etc.
- student progress and test scores
- comparison with the purpose (or stated criteria) of study

Directors were asked, "Do you keep a record of the participants/recipients of your project's materials or services?" In response, 85.5% said yes.

Four additional questions asked specifically about project operations. The first question of this group queried directors about the *strengths* of their projects. The most frequent responses are summarized here:

- It addressed targeted needs.

-
- Materials were developed and well received, people were trained, and services were provided.
 - It involved students in experiences and training that increased their skills.
 - It empowered the local community to meet local needs.
 - It met all objectives of the project.
 - It educated teachers and administrators.
 - It was an ACE exemplary project; the product received national recognition.
 - It provided seed money; it initiated an ongoing program.
 - Staff was experienced, enthusiastic.
 - It took a novel approach [to the problem].
 - It encouraged cooperation among leaders, teachers, agencies, and volunteers.

Asked to identify project *weaknesses*, directors replied as follows:

- There was not enough money; it was underfunded; there were no funds to continue the project.
- The project was awarded late, and not enough time was available to complete work; the deadline was not extended.
- It needed better-defined project outcomes.
- Dissemination was a weakness; there was a continuing need for part-time staff to update and disseminate materials.
- The politics involved in pleasing DOE, agency, and service providers was a problem.
- The project was discontinued after one year.
- Administrators did not understand the problem.

-
- It focused on a lower-priority need; the need was not a priority; it didn't address equally important needs (3 separate responses).
 - The novel approach was a problem.
 - Too much time was required to get feedback on project activities.

When asked if they could do the project over, what, if anything, they would do differently, directors responded with the following:

- Strengthen the application in order to be awarded more funds; seek more money; request multiyear funding (3 separate responses).
- Ask for more direct help from DOE with the first grant.
- Hire more full-time staff; rely less on volunteers (pay staff instead).
- Spend more time planning, more time on execution and implementation.
- Conduct staff training.
- Make more site visits (travel money).
- Get more people involved.
- Get material disseminated; conduct more dissemination activities.
- Make sure timelines are realistic; allow more time; request a time extension; extend duration (4 separate responses).
- Improve the quality of the product produced.
- Develop a computer test bank; administer and score tests via the computer.

Directors were asked to rate the project aspects that they found most difficult. "Implementing strategies to meet objectives" caused the most difficulty. This requirement was cited as 1 (most difficult) or 2 (second most difficult) by nearly 28% of the group (see Table 20).

Table 20

Directors: Most Difficult Project Aspects

Aspect of Project	Directors Responding (%)
Implementing strategies	27.8
Conducting needs assessment and planning	22.3
Developing materials	22.2
Other	22.2
Revising materials/approach	16.7
Evaluating the project	16.7
Meeting the objectives	5.6
Disseminating	5.6
Recruiting/retaining students	--

18 respondents

The following comments were given under the "other" category of this question:

- Obtaining needed information from others for publication was difficult.
- Timelines were unrealistic.
- Problems were more complex than previously thought.
- Additional money was needed to do reliability and validity studies.
- Keeping up with materials revisions was difficult; continued funding was needed for revision and dissemination.

Contributions of the 310/353 Grant Program

Administrators and teachers were asked two questions regarding the contributions of the 310/353 grant program to the field of adult education. The first one requested their agreement or disagreement with the four statements shown in Table 21.

Overall group agreement with the statements was very high, but responses showed two areas of significant difference between administrators and teachers. First, administrators were more likely than teachers to disagree with the first statement. Teachers felt that 310/353 had helped them improve their teaching skills more than administrators thought that the program had enhanced their administrative skills. The other difference had to do with the third statement: more administrators than teachers felt that 310/353 had improved their knowledge of available materials.

Table 21

Administrators and Teachers: Contributions of 310/353 to Improved Teaching and Administrative Skills

Contributions of 310/353	@ Group (%)	Administrators Responding (%)	Teachers Responding (%)
Improved my administrative skills	*80.4	66.7	87.7
Increased my knowledge of instructional methods and techniques	91.4	90.0	92.1
Increased my knowledge of available materials	*88.7	96.7	84.1
Contributed to the successful execution of adult education programs in my county or organization	94.7	96.7	93.7

@ Group = 93 respondents (30 administrators, 63 teachers)

* Chi-square value = 11.53, significance = .0031

Chi-square value = 8.893, significance = .0117

The second question asked administrators, teachers, and directors how well 310/353 had contributed to the improvement of adult education programs. Table 22 displays the results of this question.

Table 22

All Groups: Contributions of 310/353 to Adult Education Programs

Area of Adult Education	Group Responses		
	A Lot (%)	Some (%)	None (%)
Adult basic education (ABE)	74.7	23.2	2.0
Literacy	68.8	26.9	4.3
GED	45.5	46.6	8.0
Teacher training	43.9	47.6	8.5
Adult employment	31.3	41.8	26.9
Recruitment/retention	*31.9	48.6	19.4
Delivery-system expansion	*26.7	48.3	25.0
Marketing/public relations	24.2	51.6	24.2
Crime	12.5	50.0	37.5
Health	11.5	62.3	26.2
Organizational structure	10.9	56.3	32.8

@ Group = 99 respondents (25 administrators, 56 teachers, 18 directors)

* Chi-square = 10.71, significance = .0299

Chi-square = 13.61, significance = .0086

The entire group felt that 310/353 had contributed most to ABE and literacy. They also believed that GED programs and teacher-training efforts were positively affected by grant funds.

There are two areas of significant difference in group responses to the preceding question:

- More directors than members of the other two groups felt that 310/353 had contributed "some" or "a lot" to recruitment and retention.
- Directors also felt more positive about 310/353's contribution to delivery-system expansion (ranked it higher) than did either teachers or administrators.

When asked what portion of their inservice is attributable to 353 projects, nearly a third of the teachers and administrators (29.3%) said "very little." Only 13.2% said either "more than half" or "most." Table 23 shows the results of this question.

Table 23

Teachers and Administrators: In-service Attributable to 353

Frequency	Teachers & Administrators Responding (%)
Very little	29.3
Less than half	21.2
Don't know	20.2
None	16.2
More than half	8.1
Most	5.1

99 respondents (70 teachers, 29 administrators)

Background Information

Administrators, teachers, and directors were asked to rank order the target populations most served by their organizations (see Table 24). Nearly half ranked the undereducated as either first or second most frequently served by their organizations. The educationally disadvantaged and non-English speakers were the next most frequently served populations.

Responses to this question, however, revealed differences among groups. Teachers and administrators were more likely than directors to say that they primarily served the undereducated. On the other hand, directors were the only ones to indicate that immigrant adults were either the first or the second most frequently served population by their organization.

Table 24

All Groups: Populations Most Frequently Served

Populations	All Groups Responding (%)
Undereducated	* 46.8
Educationally disadvantaged	16.9
Non-English speakers	13.7
Others	9.7
At-risk youth	6.5
Elderly	3.2
Limited-English-proficient (LEP)	2.4
Immigrant adults	* 1.6
Workplace adults	.8

124 respondents (72 teachers, 30 administrators, 22 directors)

* Chi-square = 24.08, significance = .0074

Chi-square = 31.75, significance = .0004

When asked whether their target population was predominantly rural or urban, nearly 40% of responding administrators, teachers, and directors said, "Mostly urban." The largest percentage—41.3%—said, "Mostly rural." The remaining 19% claimed that their target population is about equally urban and rural. Project directors were more likely to say that their population was mostly urban (perhaps because this group includes literacy-center directors and university faculty, often situated in larger metropolitan areas of the state).

Suggestions for Improving the 353 Grant Program

Administrators, teachers, and directors were all asked whether they had any suggestions that might help improve Florida's 353 grant process (administration, design, implementation, dissemination, etc.). The question generated a large number of suggestions (many of which were also offered elsewhere on the questionnaires); they are worth repeating here.

Summarized comments are identified as being made by a(n) administrator (A), teacher (T), project director/literacy-center director/university faculty member (D), or a combination thereof. Comments are organized under the following headings:

- Grant awards and funding
- Implementation
- Products
- Dissemination
- Other suggestions to improve 353

Grant awards and funding. Respondents made the following suggestions to improve grant awards and funding for the 353 program:

- Provide timely information about the rating that each individual grant application received, or respond quickly to individual requests for such information. (D)
- Conduct grant-writing sessions *regionally*, and send out videos of them to those who cannot attend. (D)
- Explain acronyms, monitoring, and reporting clearly in grant-application information. (D)
- Send out notifications of funding and release funds earlier, on time, or by July 1, so that staff and payrolls can be established and projects started and completed on time. (D) (A) (T)
- Send grant-award letters and other information directly to the project director rather than to the district office, so that information can be quickly acted upon. (T)
- Outline in the grant RFP the statistics that are needed in a grant application, so that the districts can better meet this requirement. (D)
- Fund unique grants for two years. (A)
- Provide funds to continue support services such as child care and transportation after initial grant funding ceases. Other grant features can remain in place (curriculum, recruitment and retention strategies, trained instructors, etc.), but crucial support services determine a program's [long-term] success. (T)

-
- Fund more small grants; the production of massive numbers of [instructional] modules is better handled by profit-making [commercial] publishers. (A)
 - Have performance-based contracting. (D)
 - Require that most projects be product-oriented. (A)
 - Encourage districts that have not been awarded grants to apply. (A)
 - Approve grants (in some cases) to customize a project to a district rather than create something new and different. (A)
 - Ensure that the bulk of [grant] funds go to the classroom. (D)
 - Provide information about grant availability directly to teachers so that they can respond in a timely fashion. (T)
 - Continue to fund curriculum-writing projects so that they can regularly update all offerings. (T)
 - Fund projects for more than one year; even though objectives may have been met, much remains to be done. Provide continued funding for projects (such as family literacy) that are positively accepted but do not generate FTEs. (T)
 - Include in all projects funds for dissemination. (T)

Implementation. Administrators, teachers, and directors suggested the following to improve the implementation of 353 projects:

- Offer regional workshops for implementation of projects. (D) (A) (T)

Products. With respect to products, the following improvements were suggested:

- Establish criteria to ensure high-quality products. (A)
- Develop more materials related to the mentally handicapped in a hospital setting. (T)
- Develop a more reliable system of proofing instructional materials before distribution to eliminate the need for correcting errors in them prior to use. (T)

Dissemination. These suggestions were made by respondents to improve 353 project and product dissemination:

- Establish a clearinghouse/resource center (D); a central location for distributing a master copy of each project to a "county resource person." (T)
- Provide regional workshops for dissemination. (D)
- Make available statewide more technical assistance and training on dissemination that is sponsored by the BACE and supported by consultants. (D)
- Include the cost of printing and disseminating all products and projects in all grants (complete a standardized form) so that the project assumes responsibility for disseminating to all districts. (D)
- Have a "reasonable" supply of 353 materials available to districts at no cost. (A)
- Disseminate products to a wider audience. (A)
- Disseminate a summary of all funded projects. (A) (T)
- Require every grant recipient to present at state conferences. (A) (T)
- Provide more inservice opportunities for teachers to view demo projects. (T)
- Because the costs make it difficult for some educators to attend conferences, disseminate information about projects in other ways. (T)
- Train teachers to present inservice to others who might wish to implement a project. (T)
- Encourage county administrators to keep their staff [classroom teachers] advised of projects that may be applicable to their county and/or programs. (T)

Other suggestions to improve 353

- Remember that administrators in small counties would like to be involved in project design, workshops, and implementation, but are limited in the time available to do this. (A)

-
- Require more accountability measures. (D)
 - Provide more money for conference attendance. (T)

Summary of Findings: Written Surveys

Awareness of 310/353 projects and materials. On the whole, adult educators who responded to this questionnaire were quite familiar with the 310/353 program. The large majority of teacher respondents (83%) were aware of project activities and materials. Teachers, administrators, and project directors indicated that the Florida Literacy Conference, the ACE Network Clearinghouse, and the ACE of Florida Conference (in that order) were their primary sources of information about the program.

Administrators, more than the other groups, used BACE memos as a principal information source, and 60% stated that their staff learned of 310/353 activities in this fashion also. Administrators informed school-level personnel of 310/353 activities primarily through the circulation of BACE material, inservice sessions, memos, and staff meetings.

Participation in the 310/353 program. Closely linked to awareness of 310/353 is participation in program development and project activities. Once again, a large majority of teachers (73%) and administrators (63%) had participated in project activities during the last five years. Most had participated in only one or two such activities, although a quarter of the administrators had participated more than five times.

Approximately half of the teachers (43%) and administrators (53%) surveyed had been involved in the design and/or development of a 310/353 project. Most teachers had served as writers or developers, or had been involved with the grants' implementation in a variety of roles. Administrators had served primarily as grant writers or grant administrators, although some had assisted with inservice or dissemination. Members of both groups claimed that their participation was extremely positive because of the projects' benefits to the target population(s), the networking involved, and the professional insights gained as a result of the experience.

Over half of the directors indicated that they (or their agencies) had applied for one to five projects between 1985-90 and that nearly 75% of them had been awarded between one and five grants during that time. The primary reason for applying for 310/353 funding was, not surprisingly, to address problems or needs of specific groups. Nearly all respondents had been part of the grant-application process.

Selection and use of materials. Nearly one-third of the teachers and administrators had *read or used* materials developed through a 310/353 project (other than the ones that they had participated in) more than five times. Approximately another third of the group had read or used such materials once or twice. About half of the teachers said that they had *adopted and used* between three and five projects; however, another 40% said that they had not. Teachers who had adopted and used such materials found them to be very useful; most said that they had no problems adapting them to their counties' or agencies' target groups.

The majority of teachers and administrators claimed that 310/353 project materials were available in their learning resource center or library. Seventy-five percent of the directors said that their projects' materials were available. Most administrators and teachers believed that staff and colleagues were using such materials, but teachers were less likely to have this information. They indicated that if materials were *not* being used, it was primarily because they were too difficult to adapt, not relevant, or unavailable, or because educators had not been informed about them.

Materials that support ABE, literacy, and GED were viewed as most relevant to adult education populations. More teachers than administrators ranked teacher-training materials as relevant. Nearly half of this group rated the teacher as the most influential person in the selection of instructional materials for their programs, with about one-third naming the administrator as most influential.

Less than 10% of the educators responding to the survey question recommended or used 310/353 materials most frequently. Commercially produced materials were recommended or used most often by the majority of the group, with teacher-made materials used most by only a quarter. Teachers used teacher-made materials more often than administrators recommended them.

The factors considered most important in determining materials usage were relevance, quality, and cost.

Exemplary projects and the ACE Network Clearinghouse. Nearly two-thirds of administrators and teachers had reviewed ACE exemplary projects, but significantly more administrators than teachers had done so. Approximately one-third of the group, however, had adopted an exemplary project.

Project operations. Only directors were asked questions about the specifics of project operations: needs assessment; materials; evaluation; and the strengths, weaknesses, and difficulties of projects.

The majority of respondents said that they used interviews or surveys for determining the need for their projects. One-third of the directors claimed to use a variety of methods. Nearly all indicated that their needs assessments explored gaps between what exists and what should be and that they documented this process in a variety of ways.

Most directors said that their projects included a dissemination component. They also said that their project materials were available for use in their agencies' materials resource centers and, to their knowledge, were being used in their districts. Those few who stated that their materials were not being used explained by saying that the materials had fulfilled their purpose or were replaced by more current information.

About half of the directors reported that their materials were being used in other districts. Those few who said that their materials were not in use elsewhere believed that lack of funding and more recent information accounted for their nonuse. Half had updated materials since their initial development and half had not.

Nearly all directors said that they evaluated project outcomes, primarily through the use of surveys and the examination of records. Most directors said that they kept records of the participants/recipients of their projects' materials and services.

Directors cited a variety of strengths of their projects, ranging from meeting targeted needs to promoting professional cooperation and collaboration. Dissemination, lack of funding, discontinuation of the project after one year, and late project-award notification were the most frequently cited project difficulties (weaknesses). If they could start anew with their projects, directors indicated that they would seek more funds and additional help from the BACE, hire more staff, and extend the timelines of the project, among other things.

Respondents stated that implementing strategies to meet project objectives caused them the most difficulty. Next in terms of difficulty was conducting needs assessment and planning, followed by developing materials.

Contributions of the 310/353 grant program. Survey responses revealed a high level of agreement with statements describing the broad contributions of the 310/353 program to adult education. Nearly 95% of administrators and teachers felt that 310/353 had contributed to the successful execution of adult education programs in their county or organization. Nearly all believed that the program had increased their knowledge of instructional methods and techniques and of available materials as well. Lastly, the group felt that the program had improved their administrative skills. The group agreed that 310/353 had contributed most to the areas of adult basic education (ABE) and

literacy, followed by GED and teacher training. According to respondents, the program has had the least impact upon organizational structure, health, and crime.

Suggestions for improving the 353 grant program. The question "Do you have any suggestions that might help improve the 353 grant process?" generated a large number and variety of responses, which are presented under the heading "Suggestions for Improving the 353 Grant Program." Although the reader is urged to read all comments in that section, the most frequently mentioned suggestions are summarized as follows:

- Send out notices of grant awards and release grant funds in a timely manner.
- Conduct grant-writing sessions regionally.
- Fund grants for more than one year.
- Include funds for dissemination in all projects.
- Establish criteria to help ensure quality products.
- Establish a clearinghouse for dissemination.
- Provide more training and technical assistance on dissemination.
- Disseminate a summary of all funded projects.
- Disseminate 310/353 information and materials to a wider audience and in a variety of ways.

Project Reviews

Project-Review Findings

The results of the 29 project reviews are reported under the following headings:

- Needs assessment
- Design
- Development
- Implementation
- Dissemination
- Evaluation

NOTE: "Not applicable" and "insufficient documentation" results are not reported in the section that follow. For this reason, tallies in each review category do not total 29 for the project reviews or 17 for the materials review.

Needs Assessment

Needs assessment, one of the first steps in a systematically designed project, was first on the project-review checklist. It includes two activities: conducting the needs assessment and documenting the findings.

A needs assessment was conducted:

- 12 projects conducted some form of needs assessment
- 4 referred to needs but did not specifically report conducting a needs assessment
- 2 referred to implied needs
- 6 did not conduct needs assessments

Needs-assessment findings were documented (exemplary feature):

- 4 documented the results of the needs assessment
- 9 did not provide documentation

Design

The project-design phase includes the development of measurable project objectives based on a needs assessment and consistent with the project goal and the development of a plan of action for the project.

Objectives were measurable:

- 27 wrote measurable objectives
- 1 did not write measurable objectives

Objectives were based on needs assessment:

- 7 based objectives on needs-assessment findings
- 2 did not base objectives on needs-assessment findings

Objectives were consistent with the overall project goal:

- 26 derived project objectives from the overall project goal

A plan of action was developed (exemplary feature):

- 12 provided a step-by-step plan of action
- 17 did not provide a step-by-step plan of action

Development

Three areas of development—matching implementation strategies with objectives, developing recruitment/retention strategies, and conducting marketing/public-relations activities—are included in the project-development phase.

Implementation strategies matched objectives:

- 21 projects demonstrated such a match

Recruitment/retention strategies were developed:

- 13 planned for recruiting and/or retaining learners
- 10 did not address recruitment/retention

Marketing/public-relations activities were conducted (exemplary feature):

- 10 mentioned marketing/public-relations activities
- 14 did not address marketing/public relations

Implementation

Implementation activities include training instructors, documenting problems, recommending revisions, documenting attendance and performance, and adapting the project to other instructional environments.

Instructor training was provided:

- 15 made provisions for training instructors
- 7 made no provisions for training instructors

Problems were documented (exemplary feature):

- 7 documented problems encountered in the project
- 22 did not document problems

Recommendations for revisions were based on identified problems (exemplary feature):

- 5 made recommendations for revisions based on identified problems
- 19 did not make recommendations for revisions

Learner attendance and performance were documented (exemplary feature):

- 4 documented attendance and performance
- 2 documented attendance only
- 16 did not document attendance or performance

Provisions were made for adapting the project/materials to other instructional environments (exemplary feature):

- 5 made provisions for adapting the project
- 13 made no provisions for adaptation

Dissemination

The dissemination phase includes the development of a dissemination strategy and the documentation of dissemination activities.

A dissemination strategy was developed:

- 17 mentioned a strategy for dissemination
- 1 reported a dissemination strategy but gave no details

Dissemination activities were documented (exemplary feature):

- 2 documented dissemination activities (other than sending five copies of the project and materials to the BACE)
- 19 did not provide such documentation

Evaluation

The evaluation phase includes five evaluation features: project completed within budget; project completed on schedule; objectives achieved; final evaluation conducted; and final-evaluation findings documented.

The project was completed within budget:

- 25 finished within budget
- 1 did not finish within budget

The project was completed on schedule:

- 26 finished on schedule

Objectives were achieved:

- 19 met the objectives
- 1 did not meet the objectives

A final evaluation was conducted:

- 6 conducted final evaluations (1 currently in process)
- 20 did not conduct a final evaluation

Final-evaluation findings were documented (exemplary feature):

- 2 reported the findings of a final evaluation
- 3 did not report findings

Summary of Findings: Project Reviews

Projects were evaluated on the basis of a systematic design and development process and project outcomes. On the assumption that a systematic approach is the most effective model for the project-development process and in terms of basic design, development, and implementation features, these 310/353 projects can be considered successful projects. Project managers wrote goal statements and measurable objectives, paid close attention to matching development strategies with their objectives, and used innovative approaches to managing difficult implementation problems such as recruitment and retention.

Needs assessment. In examining the projects, the impact-assessment team frequently observed that an idea for a project was developed, objectives were written, and then the needs assessment was conducted either as a verifier of project direction or as a specifier for project activities. What is generally referred to as a needs assessment in these projects could, perhaps, more realistically be called a needs confirmation.

In 1985-86 and 1986-87, only two projects conducted a needs assessment, as opposed to five that reported using inferred needs. In 1988-89 and 1989-90, nine projects conducted needs assessments, while only one mentioned inferred or implied needs. Only four projects, however, provided documentation of the results of their needs assessment.

Design. Nearly all projects that were examined included measurable project objectives that were consistent with the overall project goal. Fewer than half, however, reported a step-by-step action plan, an exemplary design feature.

Development. The impact-assessment team observed some very creative approaches to the problem of recruitment and retention. Part of the creativity derived from the need to tailor projects to the populations served—probationers and their families, LEP families, and hotel workers, to name a few. When projects were developed specifically for these hard-to-reach populations, they became more relevant to these populations and their recruitment potential probably increased.

Implementation. Reporting on performance and attendance varied among projects. Some reported the names and addresses of participants, while others did not report attendance at all.

One of the federal and state requirements for all 310/353 projects is that they be developed in such a manner that they can be transferred to other districts or organizations. While most reviewed projects did not make provisions for adaptation (this was an exemplary feature), one stood out as exceptional in this regard. Its project report was written in a manner that would facilitate a step-by-step duplication of the project-implementation process.

Dissemination. During the review period, the BACE instituted a policy requiring each 310/353 project manager to facilitate dissemination by supplying five copies of the final product directly to the BACE. In addition to sending project materials to the BACE, most directors used a variety of dissemination strategies, including presentations at conferences, letters, and phone calls.

Evaluation. Evaluation was mentioned as a component in every project reviewed. The depth and the focus of the evaluations ranged from simply asking participants whether or not they enjoyed the instruction to evaluating the project's effect upon the community's literacy status. Only six projects, however, included a final evaluation of their process.

In terms of short-term outcome features, directors were overwhelmingly successful at completing projects on time and within budget and at meeting the project's objectives.

The documentation of long-term outcome measures was insufficient for reliable generalizations, however.

Documentation. The materials submitted to the BACE did not always include thorough documentation concerning the results of needs assessments and evaluations; attendance and performance data; dissemination activities; the problems encountered; and recommendations for revision.

Instructional-Materials Review

Well-produced instructional materials contain many of the features attributed to successful projects, and the project design/development process is applicable to materials as well. For the 17 sets of instructional materials reviewed, the following results were obtained. They are presented under the following headings:

- Design
- Development
- Implementation
- Evaluation

Note: "Not applicable" and "insufficient documentation" results are not included in the following review of findings. For this reason, tallies in each category do not add up to 17.

Instructional-Materials Review Findings

Design

Design features included objectives and planning.

Objectives were based on behaviors and stated in measurable terms:

- 9 wrote objectives based on measurable behaviors
- 2 wrote objectives that were not based on measurable behaviors
- 4 did not write any objectives
- 10 had objectives that were stated in measurable terms
- 2 had objectives that were not stated in measurable terms

Objectives were derived from the overall goal:

- 11 had objectives that were consistent with the overall goal of the instruction
- 11 had courseware objectives that were consistent with the project objectives

Development

Materials-development features made up the majority of items on this portion of the checklist. They related to formative evaluation and documentation, revisions based on formative evaluation, organization, reading level, documentation of learner problems and development problems, recommendations for revision, availability, reproducibility, and production quality.

A formative evaluation was conducted (exemplary feature):

- 4 conducted formative evaluations
- 2 mentioned a formative evaluation but gave no details
- 5 did not conduct a formative evaluation

Formative-evaluation findings were documented (exemplary feature):

- 1 reported that formative-evaluation findings were available but did not give evidence
- 4 did not document findings

Revisions of materials were based on evaluation findings (exemplary feature):

- 1 based revisions of materials on formative evaluation
- 1 reported that revisions of materials were based on formative evaluation but gave no evidence

Materials were well organized:

- 12 had well-organized materials
- 2 had materials that were not well organized

Materials were developed at a reading level appropriate for the target population:

- 12 were developed at an appropriate reading level
- 1 was not developed at an appropriate reading level

Learner problems were documented (exemplary feature):

- 14 did not document learner problems with the materials

Materials-development problems were documented (exemplary feature):

- 1 documented development problems
- 16 did not document development problems

Revisions were recommended (exemplary feature):

- 2 gave recommendations for materials revisions
- 15 did not give recommendations

Materials were made available for adoption:

- 2 had materials available for adoption
- 3 did not have materials available for adoption

Reproducible materials were provided:

- 11 provided materials that were reproducible

Production quality was good:

- 9 provided materials that were well produced
- 3 provided materials that were not well produced

Implementation

The adaptability of materials to learner needs and the provision of guidelines/suggestions for adapting materials to other instructional environments comprised the implementation features.

Materials were adaptable to individual learner needs (exemplary feature):

- 14 produced materials that were adaptable to individual learner needs

Guidelines for adapting materials to other instructional environments were provided (exemplary feature):

- 2 provided guidelines/suggestions for adapting materials to other environments
- 13 did not provide any guidelines or suggestions

Evaluation

The evaluation items on the checklist included two levels of evaluation. The participant level refers to whether or not participants found the materials to be interesting and/or stimulating. The overall level refers to the final evaluation and its documented findings.

Learners found materials interesting/stimulating:

- 4 reported that learners found the materials interesting/stimulating

A final evaluation was conducted:

- 5 conducted a final evaluation
- 1 reported that a final evaluation was conducted but gave no details
- 7 did not include a final evaluation

Final-evaluation findings were documented (exemplary feature):

- 4 documented the results of the final evaluation
- 1 reported that results were collected but did not provide them
- 5 did not document their results

Summary of Findings: Instructional-Materials Review

In general, project materials were well conceived and well organized, though not always of good production quality.

Design. Objectives were generally based on measurable behaviors and consistent with the overall project goals. A good match between courseware objectives and program objectives almost always existed. Interestingly, though, when teachers were the target population, objectives were not present. A possible explanation for this is that teacher materials were often meant to be used as reference rather than class materials.

Development. Formative evaluation validates the design and development process by exploring learner reactions to the materials and revising them accordingly. Only 6 of the 17 projects reviewed that produced instructional materials conducted formative evaluations. Although several projects referenced formative evaluations, documentation of the results was not provided. With one exception, learner problems with materials and problems encountered with the development of the materials were also not documented.

Materials produced in the later years of the current assessment period showed a noticeable improvement in quality over those produced in the early years. This change can probably be attributed to the growing accessibility of desktop publishing.

The most noticeable problem with the materials-development process was a lack of documentation.

Implementation. Nearly all of the reviewed materials were designed in such a way that they could be easily adapted to the needs of individual participants. Only two projects, however, provided guidelines for adapting the materials to other environments.

Evaluation. Although final evaluations of materials were absent or cursory in most of the projects with instructional materials, five of the seven projects that did conduct a final evaluation documented the results. Some projects asked whether or not learners liked the materials. Projects involving teaching materials frequently queried instructors about the effectiveness of the materials. Neither of these types of evaluation adequately measures the contribution of materials to the achievement of the overall goal of the project (such as helping low-income housing residents improve their work skills).

Database

NOTE: The tables and figures referred to in this section are located in Appendix C.

A 310/353 project database was developed (1) to provide quantifiable documentation of the program's contribution to state and federal priorities and (2) to identify trends in funding, project types, and/or populations served. The results indicate that over the six-year review period projects were well distributed with respect to those categories.

Table 1 (Appendix C). All 310/353 Projects by Fiscal Year

Table 2 (Appendix C). 310/353 Projects by Organization and Category

Five types of organizations were funded during this assessment period: community-based organizations (CBOs) (17 projects), community colleges (15 projects), municipalities (3 projects), public school districts (38 projects), and universities (28 projects).

Table 3 (Appendix C). 310/353 Projects by Organization and Population Served

Four of the five types of organizations, as shown in Table 3, serve a variety of populations. Universities, the exception, typically sponsor projects that target educators, administrators, and adult education university students.

Table 4 (Appendix C). 310/353 Project Funding by Organization

The average funding per project was \$48,905 for community-based organizations (CBOs); \$42,649 for community colleges; \$13,307 for municipalities; \$26,532 for public school districts; and \$36,151 for universities.

Based on this information, Figure 1 graphically represents the funding amount allocated to each of these five types of organizations between 1984-1990. The largest portion of funds was allocated to public school districts, a quarter went to CBOs, and a quarter to the state universities.

No CBOs or municipal projects were funded in 1984-85, and only one CBO was funded in 1985-86.

Table 5 (Appendix C). 310/353 Project Funding by Population Served

Table 5 shows the breakdown in spending for all populations served and the individual projects (by fiscal year). Figures in this table indicate that the largest portion of these dollars (\$721,691) went to ABE educators, followed by the uneducated and undereducated (\$678,560), ABE volunteer tutors (\$408,532), and adult education administrators (\$267,000).

Table 5A (Appendix C). 310/353 Funding: Adult Learners and Adult Educators

Florida 310/353 projects received approximately \$3.5 million during the years 1984-1990. Adult educators were given the largest portion, nearly \$2 million, or approximately 56% (see Figure 2), while adult learners received approximately \$1.4

million (approximately 41%). Other populations (employers, health-care workers, and noneducation agencies) received about 3%, or approximately \$110,000.

Based on this information, Figure 3 displays the percentage of funds allocated to specific adult-learner groups. Uneducated and undereducated adults received the majority of adult-learner dollars (approximately 60%).

Table 6 (Appendix C). 310/353 Project Funding by Category

Table 6 shows funding for each category and for each project funded within the category, listed by fiscal year.

Table 6 (Appendix C). Percentage of 310/353 Funding by Category

Table 6A shows that staff development (27%), delivery-system expansion (15%), and curriculum development (11%), which includes ABE and GED projects, were the top three funded categories. Research received 10%, literacy (combining family literacy, literacy, and workplace literacy) received 9%, ABE received 7%, and GED received 1%.

Table 7 (Appendix C). 310/353 Funding by Federal Classification

Between 1984 and 1990, \$2,572,355 (approximately 73%) of 310/353 funding was awarded to special-demonstration projects, \$212,751 (6%) went to teacher-training projects, and \$746,343 (21%) was allocated to projects that combined elements of teacher training and special demonstration. Twenty-seven percent of all funds went toward teacher training through a combination of teacher-training and teacher-training/special-demonstration projects. This represents an initial step toward meeting the National Literacy Act requirement that two-thirds of 353 funding be allocated to teacher training by 1993. Figure 4 presents this information graphically. Figure 5 shows how staff-development funds were allocated by category.

Summary

and

Conclusions

The 310/353 project database developed for this impact assessment indicated that, over the six-year review period, projects were well distributed with respect to the organizational types, the populations served, and the funded categories.

Five types of organizations were funded: CBOs, community colleges, municipalities, public school districts, and state universities. The largest portion of funds was allocated to public-school districts; a quarter went to CBOs and a quarter to universities.

The breakdown by population shows that the largest portion of funds went to ABE educators, followed by uneducated and undereducated adults, volunteer adults, and adult education administrators.

The top three funded categories were staff development, delivery-system expansion, and curriculum development (which included ABE and GED projects). By federal classification, approximately 73% of 310/353 funding was awarded to special-demonstration projects, 6% to teacher-training projects, and 21% to projects that combined elements of both.

Most adult educators feel that the 310/353 program has significantly contributed to adult education in the state. It has fostered the successful execution of adult education programs in most counties and in a variety of organizations. Similarly, the program has enabled adult educators to increase their knowledge of instructional methods and techniques, their administrative skills, and the availability of materials.

The 310/353 program in Florida has contributed most to adult basic education (ABE), literacy, and GED programs and to teacher training. Organizational structure, health, and crime have been least affected.

Although 310/353 projects have addressed the needs of adult education very well, as far as funding has allowed, there is general agreement that funding does not go far enough. None of the targeted populations or topic areas have been overly funded, and a tremendous need continues to exist in all areas. Unless funds are greatly increased, the 353 grant program should continue to focus on these same priority topics and populations rather than expand to encompass new ones. In fact, literacy and preservice and inservice training for teachers and administrators should receive greater funding.

Literacy instruction and staff development and training are seen as the two most pressing needs in Florida's adult education system, and they probably will continue to be for years to come. Despite the relatively large dollar amounts that have gone to these areas

during the period of 1984 through 1990, funding levels have been unable to keep up with needs.

Most of the educators surveyed are satisfied with the BACE's present application and funding process. Many, however, expressed frustration that grants are not awarded in a timely fashion, a problem that often jeopardizes staff planning and retention as well as timely project completion.

Between 1984 and 1990, project directors, literacy-center directors, and faculty members (or their agencies) have applied for a number of grants, and the vast majority (75%) were awarded grants.

A substantial number of those surveyed have participated in 310/353 project activities. Teachers and administrators have been involved in various roles; most have participated in the design, development, and/or implementation of 310/353 projects. It appears that the application of their professional expertise and efforts in these capacities has benefitted a variety of target audiences and communities and fostered their own professional growth.

The 310/353 project database developed for this impact assessment indicated that, over the six-year review period, projects were well distributed with respect to organizational types, populations served, and funded categories.

Five types of organizations were funded; CBOs, community colleges, municipalities, public school districts, and state universities. The largest portion of the funds was allocated to public-school districts; a quarter went to CBOs and a quarter to universities.

The breakdown by population shows that the largest portion of funds went to ABE educators, followed by uneducated and undereducated adults, volunteer adults, and adult education administrators.

The top three funded categories were staff development, delivery-system expansion, and curriculum development (which included ABE and GED projects). By federal classification, approximately 73% of 310/353 funding was awarded to special-demonstration projects, 6% to teacher-training projects, and 21% to projects that combined elements of both.

Although the majority of adult education teachers and administrators have read or used/adapted 310/353 materials, including exemplary projects from the ACE Network Clearinghouse, many others in the field have not used them and/or do not even know

about them. Project materials, however, are readily available in many adult education learning resource centers and libraries across the state, and certainly this availability should facilitate their use and adaptation.

Most of those who have used the 310/353 materials have had little difficulty adapting them and have found them to be very useful. Lack of funding to update and distribute materials may explain why some projects and project materials are not useful or are not being made available. Lack of relevance (because materials are outdated or difficult to adapt) and low production quality may also explain why adult educators usually recommend commercially produced materials rather than 310/353 materials. The instructional materials that support staff development and ABE, literacy, and GED programs are most relevant to Florida's adult education population and should continue to receive priority funding.

The BACE's present project-dissemination policies and procedures seem to be working moderately well, although changes to the process and a broader scope of dissemination could increase both educators' knowledge of and the availability of projects and materials. The Adult and Community Educators (ACE) of Florida Conference, the Florida Literacy Conference, and the ACE Network Clearinghouse are doing an excellent job with dissemination, but, again, other procedures and channels would extend the information-sharing process even further. New ways to support the sharing of information and distribution of quality materials produced by the individual projects must be found. Supporting and coordinating the periodic updating and production of materials and the adaptation of projects to different instructional environments (perhaps through alternative funding resources) are crucial to dissemination. Perhaps most important is the provision of assistance to educators who wish to adopt/adapt a project in their counties but need help (either technical or fiscal) in doing so.

Given its current level of staffing and the workloads of the staff, the BACE is doing a creditable job of monitoring 353 projects. More technical assistance, however, to individual projects would undoubtedly enhance the development, implementation, and dissemination of quality projects and products.

Respondents expressed a need for greater assistance with many aspects of project operations that are integral to their success: needs assessment, project planning, effective management, implementation and dissemination. Project managers would profit from assistance in devising strategies to assess their projects' direct effects (impact) on the target population. Furthermore, they need help in devising strategies for securing funds for project continuation in their own counties or organizations and for implementing projects beyond their counties.

Perhaps the greatest strengths of the projects funded between 1984 and 1990 were that they met the educational needs of many groups in the state and promoted professional cooperation and collaboration. Limited dissemination options, lack of funding, discontinuation of the project after one year, and late project-award notification were the most frequently cited difficulties encountered with project operation. Additional staff development opportunities, greater assistance from the BACE, and extended project timelines could significantly help projects function more effectively.



Recommendations



Overview

Recommendations are presented under these headings:

- 353 Applications, Awards, and Funding
- Project Operations
- Awareness and Dissemination of 310/353 Projects
- Monitoring 353 Project Activities and Evaluating Project Success
- Exemplary Projects and the ACE Network Clearinghouse
- Additional Suggestions

353 Applications, Awards, and Funding

- Continue to focus on the current priority topics and populations rather than expand to encompass new ones. Literacy and preservice and inservice training for teachers and administrators should continue to receive the greatest funding emphasis in the future.
- Request that each proposal include information about how the project's performance measures (short- and long-term outcomes) will be determined and how they relate to project goals and objectives and support state-level performance requirements. Suggest that each proposal address the cost impact of the project where appropriate.
- Fund statewide and/or regional grants for conducting needs assessments that could be used as the bases for some of the 353 projects.
- Notify project directors directly (in addition to district personnel) and by July 1 of grant awards so that staff and payrolls can be established in a timely manner.
- Give prompt feedback on all grant proposals or upon request. For proposals not funded, provide reason(s) for rejection and suggestions for improvement.
- Permit one-year project extensions based on measurable project performance.

Project Operations

- Request that each final report be written in greater detail to facilitate accountability and to enable reports to serve as "reference manuals" for potential adopters of the

project. The report contents, which could be determined by a state-level advisory council, might include such information as the following:

- source(s) and/or methodology used in determining the need for the project
- quantitative and qualitative results of the needs assessment
- the goals and objectives as derived from the needs assessment
- a project-implementation plan, including a description of services and product deliverables, project timelines, staff roles and responsibilities, and necessary resources
- documentation of project outcomes or evaluation findings, to include (where appropriate) the target population served, participant-attendance data, learner-performance achieved, methods of measurement used, and a description of how the outcomes/evaluation findings relate to the identified project need; also, procedures followed, documents used, and data collected
- plans for the future, such as a final evaluation for uncompleted projects, refunding through other sources, direction changes, marketing, etc.
- documentation of difficulties encountered and resolutions identified
- general observations and conclusions

Awareness and Dissemination of 310/353 Projects

- Establish a clearinghouse to disseminate information about *all* 353 projects and *all* project materials. This could be a separate organization to support the Florida 353 program, or it could be part of a larger adult education clearinghouse, such as the ACE Network Clearinghouse.
- Annually update the directory of 353 projects with information about target populations, project goals, contact persons, etc. Disseminate it to all adult education administrators, teachers, and literacy professionals.
- Use electronic mail, electronic bulletin boards, and teleconferencing when possible to facilitate more direct and timely communication between the BACE and instructional staff, project directors, administrators, and state literacy providers. This might include sending BACE memos via electronic mail or electronic bulletin board and presenting state literacy and ACE conferences and project managers' meetings as teleconferences.
- Request 353 project directors to present their projects and materials at the annual ACE of Florida Conference.

-
- Ensure that all projects deliver to the BACE camera-ready copy of all project materials along with the final report (unbound, white paper, original art and text).

Monitoring 353 Project Activities and Evaluating Project Success

- Provide more assistance to 353 project staff in planning, implementing, and evaluating projects through the addition of more BACE staff or through contracted consultants.
- Convene an advisory committee to develop quality-oriented criteria for BACE use in evaluating projects and products prior to dissemination. Include these criteria in the grant RFP (request for proposals).

Exemplary Projects and the ACE Network Clearinghouse

- Consider expanding the ACE Network Clearinghouse to incorporate the proposed 353 program (or adult education) clearinghouse. If the ACE Network is not expanded for this purpose, its current dissemination function should be incorporated into a new center.
- Distribute ACE information directly to teachers, electronically via FIRN, if possible.

Additional Suggestions

- Develop *regional* workshops for adult education administrators and instructors and for community-based literacy workers on how to conduct needs assessments and evaluations, and how to develop high-quality instructional materials. These workshops could be developed, presented, and coordinated by staff at the proposed 353 (or adult education) clearinghouse. Workshop sessions should be videotaped wherever possible and made available to all adult educators.
- Provide regional inservice training in the theory and application of adult education. Topics might include learning principles, instructional-materials development, and learner assessment. Such training could be coordinated through the proposed 353 (adult education) clearinghouse, cited earlier.

-
- Develop a statewide 353 electronic database at BACE (or the proposed clearinghouse) to include past and present projects funded (name, project director, objectives, contact person, organization, amount of funding, categories, and populations served). The database will facilitate the grant awards process, project monitoring and technical assistance, updating of the directory of projects, and future impact-assessment efforts.



Appendices





Appendix A



Survey



Instruments



PHONE SURVEY
Key Florida Adult Educators
BACE Impact-Assessment Project

Educator/Institution Contacted: _____

Title: _____ Phone # _____

Date: _____ Caller: _____

Introduction:

- CIDS contacted with the BACE to do an impact assessment for the six-year period 1985-1990.
- Your name was given to us as a key contact by Shahrokh Massoudi, our BACE contact person.
- The objective of the project is to develop an impact-evaluation report, a directory of projects, and an executive summary.
- The purposes of the project are [to be read to them].

Questions:

In addition to phone calls, we plan to send out a questionnaire to administrators, project directors, and participants (teachers and students); attend the project directors' mid-year meeting in Tallahassee (February 26-28); attend the Florida Literacy Conference in West Palm Beach in March; and make a few site visits. Do you care to comment on these activities and/or know of resources, documents, or opportunities that might help us?

1. In your opinion, what are the most pressing needs of Florida's adult education population?

2. How well do 353 projects address these needs?

3. What needs in adult education, if any, could be but are not being addressed by 353 projects at this time?

4. Of targeted population such as rural residents, at-risk youths/young adults, handicapped adults, and ESOL adults, have any received too much or not enough attention through 353 funding?
5. What are the most significant areas of need for teachers, instructors, and/or administrators?
6. Of the topics targeted in the state-level priorities, such as job-skills training, computer-aided instruction, English-language proficiency, have any been over- or underemphasized in 353 projects?
7. We understand that information about 353 projects is disseminated in six ways: the annual Florida Literacy Conference, the ACE Network Clearinghouse, the annual meeting of project directors, the DVACE catalog, the National Adult Education Clearinghouse, and the annual ACE of Florida Conference. Which of these sources do you personally find most useful?
8. In the current dissemination process, 353 project directors send one or more copies of their materials to the BACE at the end of the project. The BACE then duplicates the best products for dissemination. What do you think of this procedure?
9. What changes, if any, would you suggest in this process?
10. What makes a 353 project a success?

11. The BACE believes that the use of more objective criteria to evaluate funding applications has improved the process over the past five to six years. What additional improvements, if any, would you like to see in the application and awards process?
12. What is your opinion of the current monitoring process for ongoing 353 projects?
13. How do (did) you evaluate the success of your 353 projects?
14. How do (did) you disseminate information about your 353 projects?
15. Let me read the project purposes again. Would you care to comment on them?
16. Do you have any other comments or suggestions for the impact assessment?
17. Would you be willing to assist us further in the project by reviewing draft material, answering questions/commenting via phone calls, hosting a possible site visit, meeting during conferences, etc.?



FLORIDA DEPARTMENT OF EDUCATION

Betty Castor

Commissioner of Education

John E. Lawrence, Chief
Bureau of Adult and
Community Education
Division of Vocational, Adult
and Community Education

M E M O R A N D U M

DATE: February 18, 1992
TO: Local Adult Education Directors
FROM: John E. Lawrence *John E. Lawrence*
RE: 310/353 Impact Evaluation

On behalf of the Bureau of Adult and Community Education, Florida State University's Center for Instructional Development and Services (CIDS) is conducting an assessment of the impact of 310/353 projects on adult education during the years of 1985-1990. The major purposes of the study are to determine:

1. how well 310/353 projects have increased the knowledge of adult educators in methods, techniques, and materials available for adult education;
2. to what degree exemplary 310/353 projects have helped promote more effective adult educational practices;
3. how project design, implementation, and dissemination procedures, and other factors promote or inhibit the success of a project; and
4. the scope of projects funded from year to year.

Your cooperation in providing requested information by the deadline will be greatly appreciated. You will be asked to complete a questionnaire, and/or contacted by phone for further information by Dr. Susan Wager, Project Manager. Thank you.

Attachment

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M E M O R A N D U M

DATE: February 19, 1992
TO: Local Adult Education Administrators
FROM: Dr. Susan Wager^{SW}, Project Manager
RE: 310/353 Impact Evaluation

On behalf of the Bureau of Adult and Community Education, Florida State University's Center for Instructional Development and Services (CIDS) is conducting an assessment on the impact of 310/353 projects from 1985-1990. These projects were funded under Section 310 of Public Law 91-230 until fiscal year 1988-89 when funding was re-authorized under Section 353.

As an adult education administrator, you may have been involved with the planning and/or development of 310/353 projects, participated in 353 project activities, or have instructors who have used 353 project materials. We are requesting your assistance in completing the attached questionnaire and distributing the other enclosed questionnaires to instructors who have been involved in some manner with 310/353 projects.

Six (6) questionnaire copies are enclosed. The white form attached to this memo is for you to respond to as an administrator. The five (5) green forms, with attached cover memos and return envelopes, are to be distributed to adult education instructors in your district who have participated in a 353 project. Each questionnaire takes about 15 minutes to complete. We ask that all questionnaires be returned directly to us NO LATER THAN MARCH 18, 1992.

If you have questions regarding the questionnaires or the impact study, feel free to call me, Ora Kromhout, or Terri Buckner at 1-800-428-1194.

Thank you for completing the questionnaire and distributing them to your instructors. Your participation is crucial in helping us better understand the impact of 310/353 projects on adult education in Florida.

QUESTIONNAIRE FOR 310/353 ADMINISTRATORS

Directions: You have been sent this questionnaire for your input as an administrator who may or may not have worked with 310 or 353 projects from 1985-1990. Our study is looking at the impact of these grants on adult education in Florida. These projects were originally funded under Section 310 but are presently funded under Section 353, so that 310 grants are now called 353 grants.

Your input is important to us! We would appreciate your taking 15-20 minutes to complete this questionnaire and return it to us in the enclosed addressed, stamped envelope **NO LATER THAN MARCH 18, 1992.**

If you have questions regarding the questionnaire or the impact study we are conducting, feel free to call Susan Wager or Terri Buckner at 1-800-428-1194.

Thank you for your assistance.

1. Have you attended 353 (previously called 310) project activities in the past five years?

Yes No

If no, please continue with the questionnaire, answering all questions appropriate to you and your county/organization.

If yes, how many?

More than 5
 Between 1 and 2
 Between 3 and 5

2. Which of the following methods are most likely to inform you of 310/353 products/activities? Please rank them by likelihood—1 = most likely.

<input type="checkbox"/> <i>Lifeline</i>	<input type="checkbox"/> Florida Literacy Conference
<input type="checkbox"/> BACE memoranda	<input type="checkbox"/> Colleague referral
<input type="checkbox"/> Adult education publications	<input type="checkbox"/> ACE Network Clearinghouse
<input type="checkbox"/> Other publications	<input type="checkbox"/> ACE of Florida Conference
<input type="checkbox"/> Other (please specify)	

3. Please indicate your agreement/disagreement with all of the following statements.
2 = strongly agree; 1 = agree; 0 = disagree

- 310/353 projects have improved my administrative skills.
 310/353 projects have increased my knowledge of instructional methods and techniques.
 310/353 projects have increased my knowledge of available materials.
 310/353 projects have contributed to the successful execution of adult education programs in my county/organization.

4. How often have your staff members attended 310/353 project activities in the past five years?

- More than 5 times Between 1 and 2 times
 Between 3 and 5 times None

5. How did they learn of the activity?

- Lifeline* Conference presentations
 BACE memorandum Colleague referral
 Adult education publications ACE Network Clearinghouse
 Other publications Don't know
 Other (please specify)

6. What portion of your annual inservice training is attributable to 310/353 teacher training activities?

- Most Very little
 More than half None
 Less than half Don't know

7. In the past five years, how many times have you read or used materials produced through a 310/353 project other than one(s) you attended?

- More than 5 times Between 1 and 2 times
 Between 3 and 5 times None

8. In the past five years, how frequently have you been informed of the availability of materials produced through a 310/353 project other than one(s) you attended?

- More than 5 times Between 1 and 2 times
 Between 3 and 5 times None

9. Are 310/353 project materials available for use in your agency's learning resource center or library?

Yes No Don't know

10. Is any of your staff using a 310/353 product for instructional purposes?

Yes No Don't know

11. Have you reviewed/adopted an exemplary project from the ACE Network?

Yes No

12. If 310/353 products are NOT being used in your county/organization, which of the following reasons explain why they are not being used? (Check all that apply.)

- Materials are not relevant to our program.
- Materials are too difficult to obtain.
- Program/materials are too expensive to implement.
- Materials are of insufficient quality.
- Program/materials are too difficult to adapt to our program.
- Other (please explain)

13. Rank those persons who are most influential in selecting instructional materials used in your program—1 = most influential.

- Adult education administrator
- School principal
- Teacher
- Curriculum advisory committee
- Other (please specify)

14. Which of the following sources of instructional materials do you recommend to your staff? Rank them in order in order of frequency—1 = most recommended.

- Teacher-made materials
- Commercially produced materials
- 310/353 project materials
- I don't recommend materials
- Other (please specify)

15. Which factor(s) is/are of primary importance to you in determining the instructional materials to be used by your county/organization? Please rank in order of importance—1 = most important.

Cost
 Quality
 Relevance
 Other (please explain)

16. Which kinds of materials are most relevant to the adult education population you serve? Rank in order of relevance—1 = most relevant.

<input type="checkbox"/> Adult basic education (ABE)	<input type="checkbox"/> Health
<input type="checkbox"/> Literacy (ESOL, family, workplace)	<input type="checkbox"/> Organizational structure
<input type="checkbox"/> GED	<input type="checkbox"/> Recruitment/Retention
<input type="checkbox"/> Crime	<input type="checkbox"/> Teacher training/ Staff development
<input type="checkbox"/> Adult employment	<input type="checkbox"/> Delivery-system expansion
<input type="checkbox"/> Marketing/Public relations	

17. Please rank order the top five populations served most frequently by your organization—1 = most served.

<input type="checkbox"/> Elderly	<input type="checkbox"/> Homeless
<input type="checkbox"/> Non-English speakers (ESOL/ESL)	<input type="checkbox"/> Handicapped
<input type="checkbox"/> Limited-English-proficient adults (LEP)	<input type="checkbox"/> Educational disadvantaged (less than 5th grade)
<input type="checkbox"/> At-risk youth/young adults	<input type="checkbox"/> Undereducated (non-high-school graduates)
<input type="checkbox"/> Immigrant adults (including adult migrant farmworkers)	<input type="checkbox"/> Workplace adults
	<input type="checkbox"/> Other (please specify)

18. Is your county/school predominantly urban or rural?

Mostly urban
 Mostly rural
 About equally urban and rural

19. How do you inform school-level personnel about 353 activities?

a. How do you inform them of available materials?

b. How do you inform them about funding opportunities?

20. How well do you think Florida's 310/353 projects have contributed to the improvement of adult education programs in the following areas?
2 = a lot; 1 = some; 0 = none

- | | |
|---|--|
| <input type="checkbox"/> Adult basic education (ABE) | <input type="checkbox"/> Health |
| <input type="checkbox"/> Literacy (ESOL, family, workplace) | <input type="checkbox"/> Organizational structure |
| <input type="checkbox"/> GED | <input type="checkbox"/> Recruitment/Retention |
| <input type="checkbox"/> Crime | <input type="checkbox"/> Teacher training/ |
| <input type="checkbox"/> Adult employment | <input type="checkbox"/> Staff development |
| <input type="checkbox"/> Marketing/Public relations | <input type="checkbox"/> Delivery-system expansion |
| <input type="checkbox"/> Other (please specify) | |

21. Have you ever participated in the design and development of a 310/353 project?

Yes No

a. If yes, what role did you play?

b. Was it a positive experience? Please explain.

22. Do you have any suggestions that might help improve Florida's 353 grant process (administration, design, implementation, dissemination, etc.)?

23. Additional comments:

M E M O R A N D U M

DATE: February 19, 1992
TO: Adult Education Instructors and Participants
FROM: Dr. Susan Wager, ^{SW} Project Manager
RE: 310/353 Impact Evaluation

On behalf of the Bureau of Adult and Community Education, Florida State University's Center for Instructional Development and Services (CIDS) is conducting an assessment of the impact of 310/353 projects from 1985-1990. These projects were funded under Section 310, Public Law 91-230 until fiscal year 1988-89 when funding was re-authorized under Section 353.

We would like to request your assistance as a former project director in completing a questionnaire to help us determine:

1. how 353 projects have increased the knowledge of adult educators in methods, techniques, and materials available for adult education;
2. the degree to which exemplary 353 projects have helped promote more effective adult educational practices;
3. how project design, implementation, dissemination procedures, and other factors promote or inhibit the success of a project; and
4. the scope of projects funded from year to year.

Please take 10-20 minutes to complete the attached questionnaire as soon as possible. Return it using the enclosed addressed, stamped envelope. PLEASE MAIL IT BACK NO LATER THAN MARCH 18, 1992.

If you have questions regarding the questionnaire or the impact study, feel free to call me, Ora Kromhout, or Terri Buckner at 1-800-428-1194.

Thank you for contributing your time and expertise in completing this questionnaire. Your participation is crucial in helping us better understand the impact of 310/353 projects on adult education in Florida.

QUESTIONNAIRE FOR 310/353 TEACHERS

Directions: You have been sent this questionnaire as a teacher/participant who has used or considered using 310/353 project materials or participated in 310/353 project activities during 1985-1990. Our study is looking at the impact of these grants on adult education in Florida. These projects were originally funded under Section 310 but are presently funded under Section 353, so that 310 grants are now called 353 grants.

Your input is important to us! We would appreciate your taking 15-20 minutes to complete this questionnaire and return it to us in the enclosed addressed, stamped envelope **NO LATER THAN MARCH 18, 1992.**

If you have questions regarding the questionnaire or the impact study we are conducting, feel free to call Susan Wager or Terri Buckner at 1-800-428-1194.

Thank you for your assistance.

1. Are you familiar with Florida's 353 (previously called 310) grant program?

Yes No

If no, please continue with the questionnaire, answering all questions appropriate to you and your county/organization.

2. Have you participated in 310/353 project activities in the past five years (as a developer or as a participant)?

Yes No

If yes, how many?

More than 5
 Between 1 and 2
 Between 3 and 5

3. Which of the following methods are most likely to inform you of 310/353 products/activities? Please rank them by frequency—1 = most frequent.

<input type="checkbox"/> Lifeline	<input type="checkbox"/> Conference presentations
<input type="checkbox"/> BACE memoranda	<input type="checkbox"/> Colleague referral
<input type="checkbox"/> Adult education publications	<input type="checkbox"/> ACE Network Clearinghouse
<input type="checkbox"/> Other publications	<input type="checkbox"/> Administrator
<input type="checkbox"/> Other (please explain)	

4. Please indicate your agreement/disagreement with all of the following statements.
2 = strongly agree; 1 = agree; 0 = disagree

- 310/353 projects have improved my teaching skills.
 310/353 projects have increased my knowledge of instructional methods and techniques.
 310/353 projects have increased my knowledge of available materials.
 310/353 projects have contributed to the successful execution of adult education programs in my school/agency.

5. What portion of your annual inservice training is attributable to 310/353 teacher-training activities?

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Most | <input type="checkbox"/> Very little |
| <input type="checkbox"/> More than half | <input type="checkbox"/> None |
| <input type="checkbox"/> Less than half | <input type="checkbox"/> Don't know |

6. In the past five years, how many times have you read or used materials produced through 310/353 projects other than ones in which you participated?

- | | |
|--|--|
| <input type="checkbox"/> More than 5 times | <input type="checkbox"/> Between 1 and 2 times |
| <input type="checkbox"/> Between 3 and 5 times | <input type="checkbox"/> None |

7. Have you reviewed an exemplary project from the ACE Network?

- Yes No

8. Have you adopted an exemplary project from the ACE Network?

- Yes No

9. How many 310/353 projects have you adopted and used as an instructor?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> More than 5 projects | <input type="checkbox"/> 1-2 projects |
| <input type="checkbox"/> 3-5 projects | <input type="checkbox"/> None |

- a. If yes, which projects were they?

- b. How useful were they?

c. What problems, if any, did you have in adapting them to your county/agency's target group?

10. In the past five years, how often have you been informed of the availability of materials produced through a 310/353 project other than ones in which you participated?

More than 5 times Between 1 and 2 times
 Between 3 and 5 times None

11. Are 310/353 project materials available for use in your agency's learning resource center or library?

Yes No Don't know

12. Are any of your colleagues using a 310/353 product(s) for instructional purposes?

Yes No Don't know

13. If you are not using 310/353 products, which of the following reasons explain why they are not being used? (Check all that apply.)

Materials are not relevant to our program.
 Materials are too difficult to obtain.
 Program/materials are too expensive to implement.
 Materials are of insufficient quality.
 Program/materials are too difficult to adapt to our program.
 Other (please explain)

14. Rank those persons who are most influential in selecting the instructional materials used in your program—1 = most influential.

Adult education administrator
 School principal
 Teacher
 Curriculum advisory committee
 Other (please specify)

15. Which of the following sources of instructional materials do you use frequently? Rank them in order of frequency—1 = most used.

- Teacher-made materials
- Commercially produced materials
- 310/353 project materials
- Other (please specify)

16. Which factor(s) are of primary importance in determining the instructional materials to be used by your county/organization? Please rank in order of importance—1 = most important.

- Cost
- Quality
- Relevance
- Other (please explain)

17. Which kinds of materials are most relevant to the adult education population in your county? Rank in order of relevance—1 = most relevant.

- | | |
|---|--|
| <input type="checkbox"/> Adult basic education (ABE) | <input type="checkbox"/> Health |
| <input type="checkbox"/> Literacy (ESOL, family, workplace) | <input type="checkbox"/> Organizational structure |
| <input type="checkbox"/> GED | <input type="checkbox"/> Recruitment/Retention |
| <input type="checkbox"/> Crime | <input type="checkbox"/> Teacher training/ |
| <input type="checkbox"/> Adult employment | <input type="checkbox"/> Staff development |
| <input type="checkbox"/> Marketing/Public relations | <input type="checkbox"/> Delivery-system expansion |

18. Please rank order the populations served most frequently by your organization—1 = most served.

- | | |
|---|--|
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Undereducated |
| <input type="checkbox"/> Non-English speakers (ESOL/ESL) | <input type="checkbox"/> (non-high-school graduate) |
| <input type="checkbox"/> Limited-English-proficient adults (LEP) | <input type="checkbox"/> Educationally disadvantaged (less than 5th grade) |
| <input type="checkbox"/> Immigrant adults (including adult migrant farmworkers) | <input type="checkbox"/> Workplace adults |
| | <input type="checkbox"/> At-risk youths/young adults |
| | <input type="checkbox"/> Other (please specify) |

19. Is your county/school predominantly urban or rural?

- Mostly urban
- Mostly rural
- About equally urban and rural

20. How well do you think Florida's 310/353 projects have contributed to the improvement of adult education programs in the following areas?

2 = a lot; 1 = some; 0 = none

- | | |
|---|--|
| <input type="checkbox"/> Adult basic education (ABE) | <input type="checkbox"/> Health |
| <input type="checkbox"/> Literacy (ESOL, family, workplace) | <input type="checkbox"/> Organizational structure |
| <input type="checkbox"/> GED | <input type="checkbox"/> Recruitment/Retention |
| <input type="checkbox"/> Crime | <input type="checkbox"/> Teacher training/ |
| <input type="checkbox"/> Adult employment | <input type="checkbox"/> Staff development |
| <input type="checkbox"/> Marketing/Public relations | <input type="checkbox"/> Delivery-system expansion |

21. Have you ever participated in the *design and development* of a 310/353 project?

Yes No

a. If yes, what role did you play?

b. Was it a positive experience? Please explain.

22. Do you have any suggestions that might help improve Florida's 353 grant process or additional comments (administration, design, implementation, dissemination, etc.)?

M E M O R A N D U M

DATE: February 19, 1992
TO: 310/353 Project Directors
FROM: Dr. Susan Wager^{SW}, Project Manager
RE: 310/353 Impact Evaluation

On behalf of the Bureau of Adult and Community Education, Florida State University's Center for Instructional Development and Services (CIDS) is conducting an assessment of the impact of 310/353 projects from 1985-1990. These projects were funded under Section 310, Public Law 91-230 until fiscal year 1988-89 when funding was re-authorized under Section 353.

We would like to request your assistance as a former project director in completing a questionnaire to help us determine:

1. how 353 projects have increased the knowledge of adult educators in methods, techniques, and materials available for adult education;
2. the degree to which exemplary 353 projects have helped promote more effective adult educational practices;
3. how project design, implementation, dissemination procedures, and other factors promote or inhibit the success of a project; and
4. the scope of projects funded from year to year.

Please take 10-20 minutes to complete the attached questionnaire as soon as possible. Return it using the enclosed addressed, stamped envelope. PLEASE MAIL IT BACK NO LATER THAN MARCH 18, 1992.

If you have questions regarding the questionnaire or the impact study, feel free to call me, Ora Kromhout, or Terri Buckner at 1-800-428-1194.

Thank you for contributing your time and expertise in completing this questionnaire. Your participation is crucial in helping us better understand the impact of 310/353 projects on adult education in Florida.

QUESTIONNAIRE FOR 310/353 PROJECT DIRECTORS

Directions: You have been sent this questionnaire for your input as a 310 or 353 project director from 1985-90. Our study is looking at the impact of these grants on adult education in Florida. These projects were originally funded under Section 310 but are presently funded under Section 353, so that 310 grants are now called 353 grants.

Your input is important to us! We would appreciate your taking 15-20 minutes to complete this questionnaire and return it to us in the enclosed addressed, stamped envelope **NO LATER THAN MARCH 18, 1992.**

If you have questions regarding the questionnaire or the impact study we are conducting, feel free to call Susan Wager or Terri Buckner at 1-800-428-1194.

Thank you for your assistance.

Project Design and Demographic Questions

1. How many 353 (previously called 310) grants have you or your agency applied for in the past five years?

More than 5 Between 1 and 2
 Between 3 and 5 None
 Don't know

2. How many were you awarded?

More than 5 Between 1 and 2
 Between 3 and 5 None
 Don't know

3. Why did you or your agency apply for 310/353 funds?

4. Were you a part of the application process?

5. Please rank order the populations served by your organization—1 = most served.

- | | |
|--|---|
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Undereducated |
| <input type="checkbox"/> Non-English speakers
(ESOL/ESL) | <input type="checkbox"/> (non-high-school graduate) |
| <input type="checkbox"/> Limited-English-proficient
adults (LEP) | <input type="checkbox"/> Educationally disadvantaged
(less than 5th grade) |
| <input type="checkbox"/> Immigrant adults (including
adult migrant farmworkers) | <input type="checkbox"/> Workplace adults |
| | <input type="checkbox"/> At-risk youths/young adults |
| | <input type="checkbox"/> Other (please specify) |

6. Is your target population predominantly urban or rural?

- Mostly urban
 Mostly rural
 About equally urban and rural

7. Which of the following methods are most likely to inform you of 353 products/activities? Rank them by frequency—1 = most frequent.

- | | |
|---|--|
| <input type="checkbox"/> <i>Lifeline</i> | <input type="checkbox"/> Conference presentations |
| <input type="checkbox"/> BACE memoranda | <input type="checkbox"/> Colleague referral |
| <input type="checkbox"/> Adult education publications | <input type="checkbox"/> ACE Network Clearinghouse |
| <input type="checkbox"/> Other publications | <input type="checkbox"/> Other (please specify) |

8. How well do you think Florida's 310/353 projects have contributed to the improvement of adult education programs in the following areas?
2 = a lot; 1 = some; 0 = none.

- | | |
|---|---|
| <input type="checkbox"/> Adult basic education (ABE) | <input type="checkbox"/> Health |
| <input type="checkbox"/> Literacy (ESOL, family, workplace) | <input type="checkbox"/> Organizational structure |
| <input type="checkbox"/> GED | <input type="checkbox"/> Recruitment/Retention |
| <input type="checkbox"/> Crime | <input type="checkbox"/> Teacher training/
Staff development |
| <input type="checkbox"/> Adult employment | <input type="checkbox"/> Delivery-system expansion |
| <input type="checkbox"/> Marketing/Public relations | |

9. Do you have any suggestions that might help improve Florida's 310/353 grant process (administration, design, implementation, dissemination, etc.)?

10. Do you or anyone in your agency use 310/353 materials developed elsewhere?

Yes No Don't know

If not, which of the following reasons explain why they are not being used? (Check all that apply.)

- Program materials are not appropriate for our program.
- Materials are too difficult to obtain.
- Program/materials are too expensive to implement.
- Materials are of insufficient quality.
- Program/materials are too costly/time-consuming to adapt to our program.
- Funding is unavailable.
- Inservice funding is unavailable for program.
- I am unaware of the range of materials available.
- Other (please explain)

11. Additional comments.

Project Operations

Directions: This section asks project-specific questions. If you had *more than one* 353 project during 1985-1990, please copy this section and complete it for *each* project.

If you cannot report on all of them, please report on your most important project. Keep in mind, however, that we would like to include all 353 projects in our study report.

Once again, your input as it relates to *each* project is important. Your taking the time to report on multiple projects is much appreciated.

12. During what fiscal year was your project funded and what was the title?

13. How was the need for your project determined?

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Phone calls | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Surveys | <input type="checkbox"/> Direct mail |
| <input type="checkbox"/> Combination | <input type="checkbox"/> Other (please specify) |

a. Did your needs assessment explore gaps between what exists and what should be?

Yes No

b. Did you document your needs-assessment process?

Yes No

If yes, how were needs documented?

Comments:

14. In your opinion, what were the strengths of your 310/353 project?

15. What were its weaknesses?

16. If you could do your project over, explain what, if anything, you would do differently (for example, hire more people, spend more time planning, etc.)?

17. Are your project materials available for use in your agency's learning resource center or library?

Yes No Don't know

18. Did you have a dissemination component within your county, region, or state?

Yes No Don't know

19. To your knowledge, is your product currently being used *in your district*?

Yes No Don't know

If no, how long was it actively used?

6 months to 1 year More than 3 years
 1-2 years Don't know
 2-3 years

Why is it no longer used?

Lack of funding Needs of adult education
 Replaced by more current population shifted
information Fulfilled its purpose
 Staffing changes Other (explain)
 Don't know

20. To your knowledge, is your product currently being used *elsewhere*?

Yes No Don't know

If no, how long was it actively used?

6 months to 1 year More than 3 years
 1-2 years Don't know
 2-3 years

Why is it no longer used?

Lack of funding Needs of adult education
 Replaced by more current population shifted
information Fulfilled its purpose
 Staffing changes Other (explain)
 Don't know

21. Did you evaluate the outcomes of your project?

Yes No

If yes, how?

<input type="checkbox"/> Phone calls	<input type="checkbox"/> Examination of records
<input type="checkbox"/> Survey(s)	<input type="checkbox"/> Contacts with local jobs and educational agencies
<input type="checkbox"/> Requests for information/materials	<input type="checkbox"/> Other (please specify)

22. Have you updated project materials/process since their original development?

Yes No

23. Did you keep a record of the participants/recipients of your project's materials or services?

Yes No

24. Did you inform other adult educators of the availability of your project's materials, classes, or other resources?

Yes No

If yes, how? (Check all that apply.)

<input type="checkbox"/> Lifeline	<input type="checkbox"/> Conference presentations
<input type="checkbox"/> Colleague referral	<input type="checkbox"/> ACE Network Clearinghouse
<input type="checkbox"/> Adult education publications	<input type="checkbox"/> Other publications
<input type="checkbox"/> Other (please specify)	

25. Which aspects of your project(s) were the most difficult to accomplish? Rank order by degree of difficulty—1 = most difficult.

<input type="checkbox"/> Conducting needs assessment and planning	<input type="checkbox"/> Developing materials
<input type="checkbox"/> Implementing strategies to meet objectives	<input type="checkbox"/> Recruiting/retaining students
<input type="checkbox"/> Training staff	<input type="checkbox"/> Evaluating the project
<input type="checkbox"/> Meeting the objectives	<input type="checkbox"/> Revising materials/approach
	<input type="checkbox"/> Disseminating
	<input type="checkbox"/> Other (please specify)

Comments:

26. Additional comments about your project.

Thank you.

M E M O R A N D U M

DATE: February 19, 1992
TO: Literacy Center Directors and University Faculty
FROM: Dr. Susan Wager^{SW}, Project Manager
RE: 310/353 Impact Evaluation

On behalf of the Bureau of Adult and Community Education, Florida State University's Center for Instructional Development and Services (CIDS) is conducting an assessment of the impact of 310/353 projects from 1985-1990. These projects were funded under Section 310, Public Law 91-230, until fiscal year 1988-89 when funding was re-authorized under Section 353.

Because of your knowledge of the field of adult education and literacy issues, we are requesting your assistance in completing the attached questionnaire to help us determine:

1. how 353 projects have increased the knowledge of adult educators in methods, techniques, and materials available for adult education;
2. the degree to which exemplary 353 projects have helped promote more effective adult educational practices;
3. how project design, implementation, dissemination procedures, and other factors promote or inhibit the success of a project; and
4. the scope of projects funded from year to year.

Please take 10-20 minutes to complete the attached questionnaire as soon as possible. Return it using the enclosed addressed, stamped envelope. PLEASE MAIL IT BACK NO LATER THAN MARCH 18, 1992.

If you have questions regarding the questionnaire or the impact study, feel free to call me, Ora Kromhout, or Terri Buckner at 1-800-428-1194.

Thank you for contributing your time and expertise to our study. Your participation is crucial in helping us better understand the impact of 310/353 projects on adult education in Florida.

**310/353 QUESTIONNAIRE FOR LITERACY CENTER DIRECTORS
AND UNIVERSITY FACULTY**

Directions: You have been sent this questionnaire for your input on the impact of 310/353 grants on adult education in Florida. These projects were originally funded under Section 310 but are presently funded under Section 353, so that 310 grants are now called 353 grants.

Your input is important to us! We would appreciate your taking 15-20 minutes to complete this questionnaire and return it to us in the enclosed addressed, stamped envelope **NO LATER THAN MARCH 18, 1992.**

If you have questions regarding the questionnaire or the impact study we are conducting, feel free to call Susan Wager or Terri Buckner at 1-800-428-1194.

Thank you for your assistance.

Project Design and Demographic Questions

1. How many 353 (previously called 310) grants have you or your agency applied for in the past five years?

<input type="checkbox"/> More than 5	<input type="checkbox"/> Between 1 and 2
<input type="checkbox"/> Between 3 and 5	<input type="checkbox"/> None
<input type="checkbox"/> Don't know	

2. How many were you awarded?

<input type="checkbox"/> More than 5	<input type="checkbox"/> Between 1 and 2
<input type="checkbox"/> Between 3 and 5	<input type="checkbox"/> None
<input type="checkbox"/> Don't know	

3. Why did you or your agency apply for 310/353 funds?

4. Were you a part of the application process?

5. Please rank order the populations served by your organization—1 = most served.

- | | |
|--|---|
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Undereducated |
| <input type="checkbox"/> Non-English speakers
(ESOL/ESL) | <input type="checkbox"/> (non-high-school graduate) |
| <input type="checkbox"/> Limited-English-proficient
adults (LEP) | <input type="checkbox"/> Educationally disadvantaged
(less than 5th grade) |
| <input type="checkbox"/> Immigrant adults (including
adult migrant farmworkers) | <input type="checkbox"/> Workplace adults |
| | <input type="checkbox"/> At-risk youths/young adults |
| | <input type="checkbox"/> Other (please specify) |

6. Is your target population predominantly urban or rural?

- Mostly urban
 Mostly rural
 About equally urban and rural

7. Which of the following methods are most likely to inform you of 353 products/activities? Rank them by frequency—1 = most frequent.

- | | |
|---|--|
| <input type="checkbox"/> <i>Lifeline</i> | <input type="checkbox"/> Conference presentations |
| <input type="checkbox"/> BACE memoranda | <input type="checkbox"/> Colleague referral |
| <input type="checkbox"/> Adult education publications | <input type="checkbox"/> ACE Network Clearinghouse |
| <input type="checkbox"/> Other publications | <input type="checkbox"/> Other (please specify) |

8. How well do you think Florida's 310/353 projects have contributed to the improvement of adult education programs in the following areas?
2 = a lot; 1 = some; 0 = none.

- | | |
|---|--|
| <input type="checkbox"/> Adult basic education (ABE) | <input type="checkbox"/> Health |
| <input type="checkbox"/> Literacy (ESOL, family, workplace) | <input type="checkbox"/> Organizational structure |
| <input type="checkbox"/> GED | <input type="checkbox"/> Recruitment/Retention |
| <input type="checkbox"/> Crime | <input type="checkbox"/> Teacher training/ |
| <input type="checkbox"/> Adult employment | <input type="checkbox"/> Staff development |
| <input type="checkbox"/> Marketing/Public relations | <input type="checkbox"/> Delivery-system expansion |

9. Do you have any suggestions that might help improve Florida's 310/353 grant process (administration, design, implementation, dissemination, etc.)?

10. Do you or anyone in your agency use 310/353 materials developed elsewhere?

Yes No Don't know

If not, which of the following reasons explain why they are not being used? (Check all that apply.)

- Program materials are not appropriate for our program.
- Materials are too difficult to obtain.
- Program/materials are too expensive to implement.
- Materials are of insufficient quality.
- Program/materials are too costly/time-consuming to adapt to our program.
- Funding is unavailable.
- Inservice funding is unavailable for program.
- I am unaware of the range of materials available.
- Other (please explain)

11. Additional comments.

Project Operations

Directions: This section asks project-specific questions. If you had *more than one* 353 project during 1985-1990, please copy this section and complete it for *each* project.

If you cannot report on all of them, please report on your most important project. Keep in mind, however, that we would like to include all 353 projects in our study report.

Once again, your input as it relates to *each* project is important. Your taking the time to report on multiple projects is much appreciated.

12. During what fiscal year was your project funded and what was the title?

13. How was the need for your project determined?

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Phone calls | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Surveys | <input type="checkbox"/> Direct mail |
| <input type="checkbox"/> Combination | <input type="checkbox"/> Other (please specify) |

a. Did your needs assessment explore gaps between what exists and what should be?

Yes No

b. Did you document your needs-assessment process?

Yes No

If yes, how were needs documented?

Comments:

14. In your opinion, what were the strengths of your 310/353 project?

15. What were its weaknesses?

16. If you could do your project over, explain what, if anything, you would do differently (for example, hire more people, spend more time planning, etc.)?

17. Are your project materials available for use in your agency's learning resource center or library?

Yes No Don't know

18. Did you have a dissemination component within your county, region, or state?

Yes No Don't know

19. To your knowledge, is your product currently being used *in your district*?

Yes No Don't know

If no, how long was it actively used?

6 months to 1 year More than 3 years
 1-2 years Don't know
 2-3 years

Why is it no longer used?

Lack of funding Needs of adult education
 Replaced by more current population shifted
information Fulfilled its purpose
 Staffing changes Other (explain)
 Don't know

20. To your knowledge, is your product currently being used *elsewhere*?

Yes No Don't know

If no, how long was it actively used?

6 months to 1 year More than 3 years
 1-2 years Don't know
 2-3 years

Why is it no longer used?

Lack of funding Needs of adult education
 Replaced by more current population shifted
information Fulfilled its purpose
 Staffing changes Other (explain)
 Don't know

21. Did you evaluate the outcomes of your project?

Yes No

If yes, how?

<input type="checkbox"/> Phone calls	<input type="checkbox"/> Examination records
<input type="checkbox"/> Survey(s)	<input type="checkbox"/> Contacts with local jobs and educational agencies
<input type="checkbox"/> Requests for information/materials	<input type="checkbox"/> Other (please specify)

22. Have you updated project materials/process since their original development?

Yes No

23. Did you keep a record of the participants/recipients of your project's materials or services?

Yes No

24. Did you inform other adult educators of the availability of your project's materials, classes, or other resources?

Yes No

If yes, how? (Check all that apply.)

<input type="checkbox"/> Lifeline	<input type="checkbox"/> Conference presentations
<input type="checkbox"/> Colleague referral	<input type="checkbox"/> ACE Network Clearinghouse
<input type="checkbox"/> Adult education publications	<input type="checkbox"/> Other publications
<input type="checkbox"/> Other (please specify)	

25. Which aspects of your project(s) were the most difficult to accomplish? Rank order by degree of difficulty (1 = most difficult).

<input type="checkbox"/> Conducting needs assessment and planning	<input type="checkbox"/> Developing materials
<input type="checkbox"/> Implementing strategies to meet objectives	<input type="checkbox"/> Recruiting/retaining students
<input type="checkbox"/> Training staff	<input type="checkbox"/> Evaluating the project
<input type="checkbox"/> Meeting the objectives	<input type="checkbox"/> Revising materials/approach
	<input type="checkbox"/> Disseminating
	<input type="checkbox"/> Other (please specify)

Comments:

26. Additional comments about your project.

Thank you.

Appendix B

Project-Review and Instructional-

Materials-Review Checklist

Project-Review and Instructional-Materials-Review Checklist

Project Title:

Fiscal Year:

Project Director:

Organization:

Type of Organization*:

Budget:

Documentation: (P)roposal; (R)eport; (M)aterials

Category #:

Type of Project: (SD)emonstration; (TT)raining; (B)oth

Target Population:

* KEY:

CC = Community college
SD = School district
CBO = Community-based organization
U = University
M = Municipality

KEY:

Adult basic education (ABE)	Health
Literacy (ESOL, family, workplace)	Organizational structure
GED	Recruitment/Retention
Crime	Teacher training/Staff development
Adult employment	Delivery-system expansion
Marketing/Public relations	Curriculum development
Communications	
Research	

Project Title:

Fiscal Year:

Project Director:

Category:

Organization:

Other Categories:

Population(s):

BASIC FEATURES--Project

	Yes	No	Not Applicable	Insufficient Documentation
1. A needs assessment was conducted.	---	---	---	---
2. *Needs-assessment findings were documented.	---	---	---	---
3. Objectives were based on a needs assessment.	---	---	---	---
4. Objectives were measurable.	---	---	---	---
5. Objectives were consistent with the overall goal.	---	---	---	---
6. *A step-by-step plan of action was documented.	---	---	---	---
7. Implementation strategies matched objectives.	---	---	---	---
8. Provisions were made for training instructors.	---	---	---	---
9. Recruitment/retention was addressed.	---	---	---	---
10. *Problems were documented.	---	---	---	---
11. *Recommendations for revisions were made and based on identified problems.	---	---	---	---
12. *Attendance and performance were documented.	---	---	---	---
13. *Marketing/public relations was addressed.	---	---	---	---
14. *Provisions were made for adapting project to other environments.	---	---	---	---
15. There was a practical dissemination strategy.	---	---	---	---
16. *Dissemination was documented.	---	---	---	---
17. The project was completed within budget.	---	---	---	---
18. The project was completed on time.	---	---	---	---
19. The project met its objectives.	---	---	---	---
20. A final evaluation was conducted.	---	---	---	---
21. *Final-evaluation findings were documented.	---	---	---	---
* An exemplary characteristic				

Project Title:

Fiscal Year:

Project Director:

Category:

Organization:

Other Categories:

Population(s):

BASIC FEATURES--Materials

	Yes	No	Not Applicable	Insufficient Documentation
1. Objectives were behaviorally based.	___	___	___	___
2. Objectives were measurable.	___	___	___	___
3. Objectives were consistent with the overall goal.	___	___	___	___
4. Courseware objectives matched program objectives.	___	___	___	___
5. *A formative evaluation was conducted.	___	___	___	___
6. *Formative evaluation findings were documented.	___	___	___	___
7. *Revisions of materials were based on formative evaluation.	___	___	___	___
8. Materials were well organized.	___	___	___	___
9. Materials were developed at a reading level appropriate for the target population.	___	___	___	___
10. *Learner problems with materials were documented.	___	___	___	___
11. *Development problems were documented.	___	___	___	___
12. *Recommendations for revisions were made.	___	___	___	___
13. *Materials were adaptable to participant needs.	___	___	___	___
14. *Guidelines/suggestions were included for adapting materials to other environments.	___	___	___	___
15. Participants found materials interesting/stimulating.	___	___	___	___
16. A final evaluation was conducted.	___	___	___	___
17. *Evaluation findings were documented.	___	___	___	___
18. Materials are available.	___	___	___	___
19. Materials are reproducible.	___	___	___	___
20. Production quality is good.	___	___	___	___
* An exemplary characteristic				

Appendix C

Tables and Figures

Figure 1. Organizational Funding for the 353 Program, 1984-1990

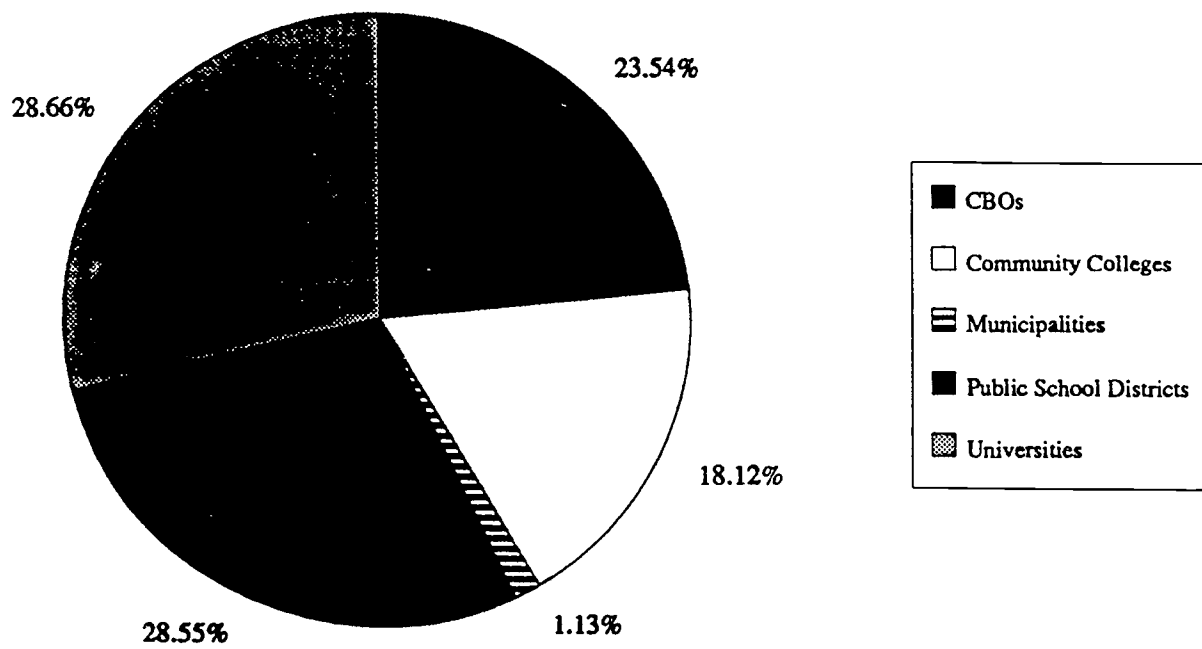


Figure 2. 310/353 Funding for Adult Educators from 1984-1990

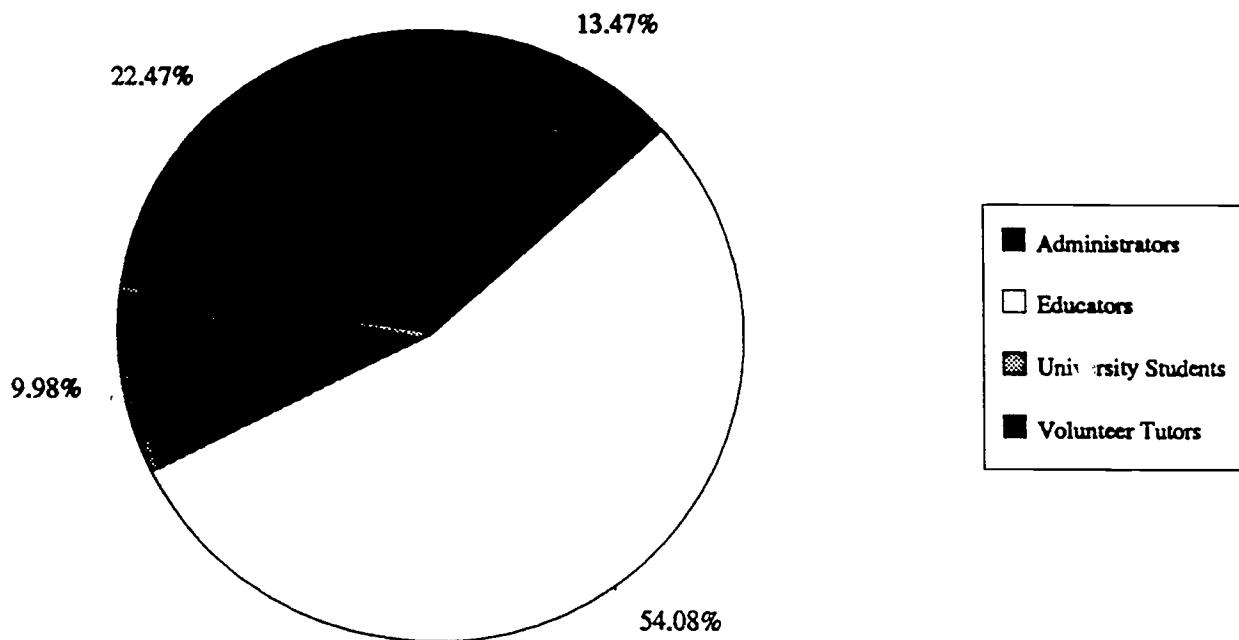
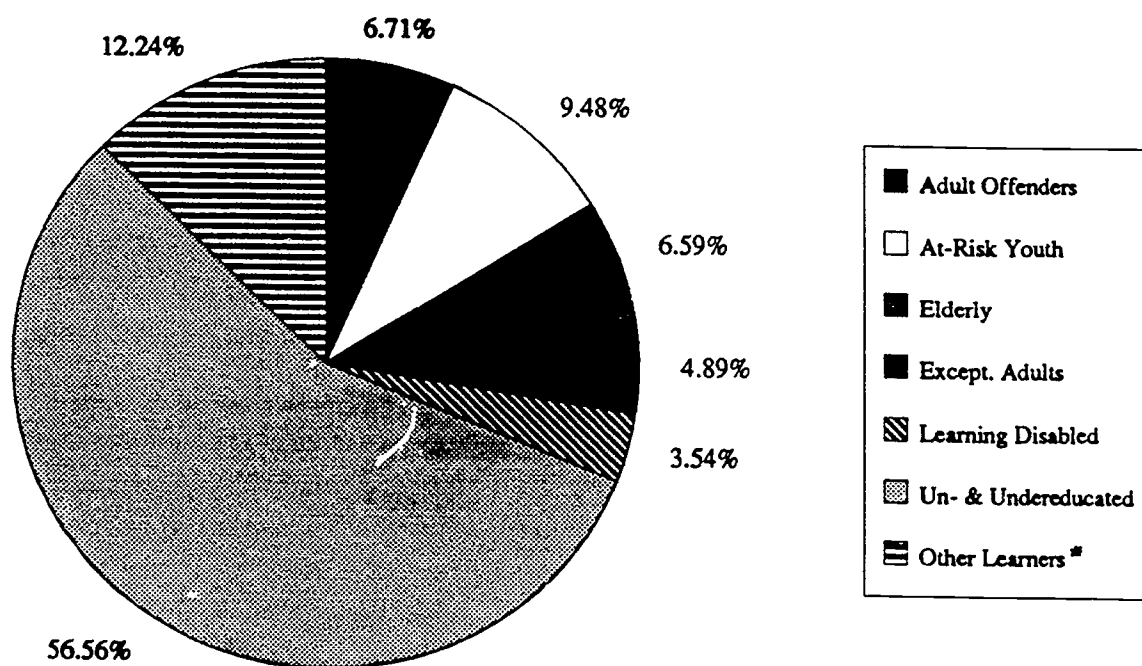


Figure 3. 310/353 Funding for Adult Learners



* Other Learners: ABE, families, homeless, non-English speakers, and workplace adults.

Figure 4. Percentage of Funding by 310/353 Federal Classification

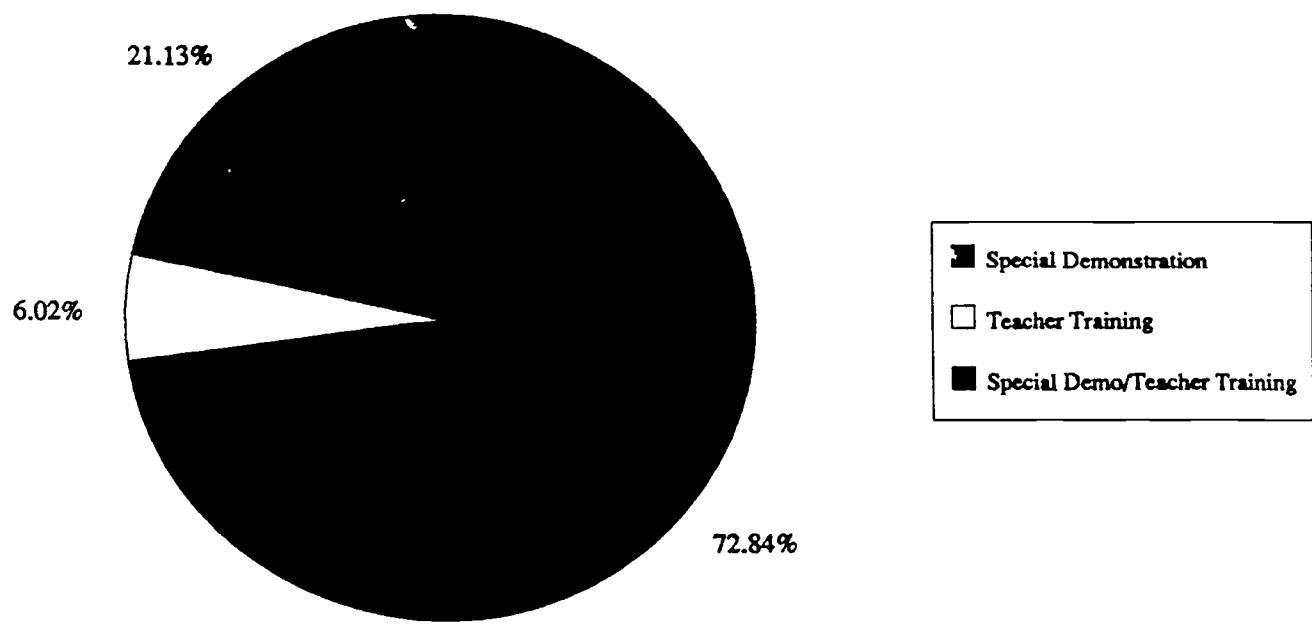


Figure 5. Percentage of 310/353 Staff-Development Funding by Category

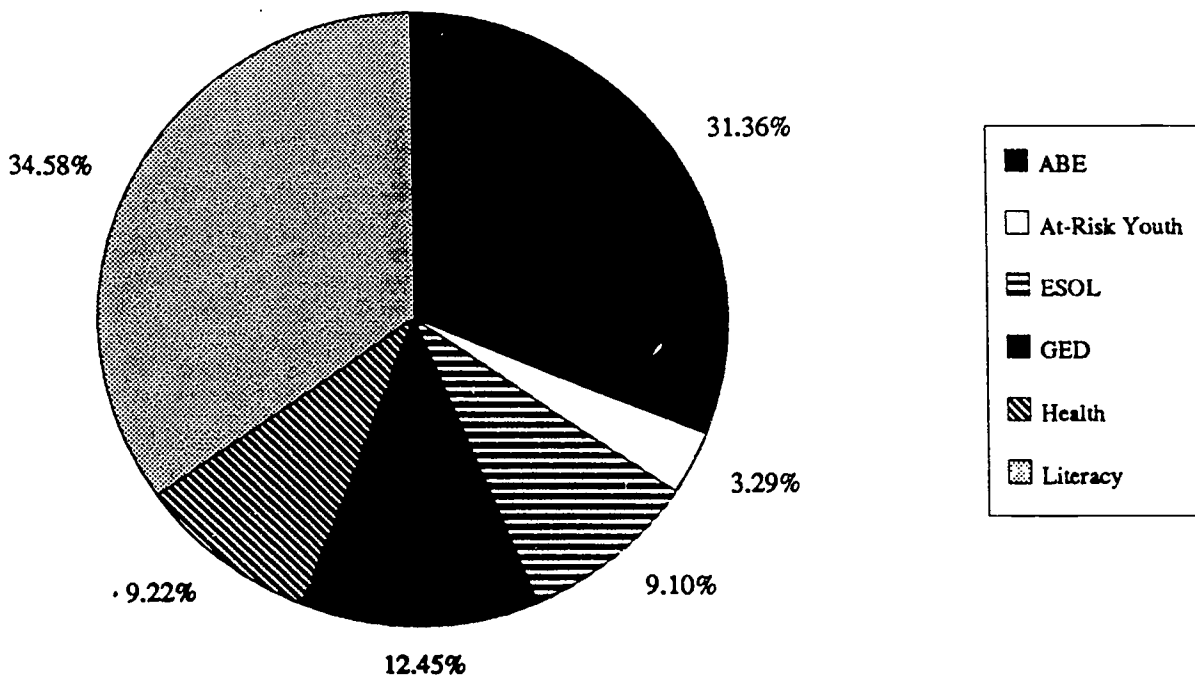


Table 1. All 310/353 Projects by Fiscal Year (1984-1990)

1984-1985												
Analysis of Impact of Section 310 from 1980-1984*	Florida A&M University	Organization										
Comprehensive Exceptional Curriculum*	Leon Co. School Board	Leon Co. School Board	Budget	Category	Population Served							
Computerized Assessment and Instruction Center*	Broward Co. School Board	Broward Co. School Board	\$30,000	Research	Administrators							
Creating a Competency-Based Ed. Program Model*	Brevard Community College	Brevard Community College	\$20,368	Curriculum development/ABE	Exceptional adults							
Developing Florida's Adult Education Leadership*	Florida State University	Florida State University	\$35,000	Recruitment & retention	Undereducated							
FL Adult Ed. ESOL Staff Development Project*	Florida Atlantic University	Florida Atlantic University	\$31,201	Curriculum development/ABE	Educators/ABE							
Literacy Is for Today (LIFT)*	Palm Beach Co. School Board	Palm Beach Co. School Board	\$49,581	Research	University students							
Partners for Progress*	Sarasota Co. School Board	Sarasota Co. School Board	\$38,000	Staff development/ESOL	Educators/Non-English speakers							
Recruiting through Community Cooperation*	Suwannee Co. School Board	Suwannee Co. School Board	\$40,000	Staff development/Literacy	Educators/ABE							
Staff Development for a Mutable Program*	Gulf Co. School Board	Gulf Co. School Board	\$40,000	Workplace literacy	Undereducated							
Strategies for Statewide Communication in ACE*	Florida State University	Florida State University	\$16,000	Recruitment & retention	Uneducated/Undereducated							
Teacher Training/Staff Dev. in Composing for ABE*	Florida State University	Florida State University	\$4,930	Staff development/ABE	Educators/ABE							
			\$7,909	Communications	Educators/ABE							
			\$40,000	Staff development/ABE	Educators/ABE							
1985-1986												
ACE Network and Statewide Communication Strategies	Florida State University	Florida State University	Budget	Category	Population Served							
CBAE Curriculum Dev., Orientation and Implementation	Brevard Community College	Brevard Community College	\$85,000	Delivery system expansion	Educators/ABE							
Competency-Based Adult Education Curriculum	Polk Co. School Board	Polk Co. School Board	\$60,000	Curriculum development/ABE	Undereducated							
Developing Florida's Adult Education Leadership	Florida Atlantic University	Florida Atlantic University	\$30,000	Curriculum development/ABE	Uneducated/Undereducated							
Dyslexial The Reading, Writing and Oral Language Part.*	Hillsborough Co. School Board	Hillsborough Co. School Board	\$48,000	Research	University students							
Educators in Excellence	Florida International University	Florida International University	\$4,500	Staff development/ABE	Educators/Exceptional adults							
ESL: Beyond the Books*	Leon Co. School Board	Leon Co. School Board	\$5,000	Staff development/ABE	Educators/Undereducated							
Individualized Teacher-Training Model*	Palm Beach Co. School Board	Palm Beach Co. School Board	\$13,000	ESOL/ABE	Non-English speakers/LEP							
Inservice Training for Teachers of Special Students	Dade Co. School Board	Dade Co. School Board	\$2,500	Staff development/ABE	Educators/ABE							
Job-Site English Project	Orange Co. School Board	Orange Co. School Board	\$16,000	Staff development/ABE	Educators/Exceptional adults							
Leadership Training Program for Administrators	University of South Florida	University of South Florida	\$19,000	Literacy	Workplace adults/LEP							
Learning Activities and Materials for Exceptional Adults*	Leon Co. School Board	Leon Co. School Board	\$50,000	Staff development/Literacy	Administrators							
Panhandle Area Literacy Volunteer Project	FL Administrators of Adult Education	FL Administrators of Adult Education	\$15,000	Curriculum development/ABE	Educators/Exceptional adults							
Targeted Population Tutoring	Broward Co. School Board	Broward Co. School Board	\$27,000	Delivery system expansion	Educators/ABE							
Teacher Training in Language Communication Processes*	Florida State University	Florida State University	\$37,000	Staff development/ABE	Volunteer tutors/Uneducated							
Training Kit for Teaching Competency-Based ESL*	Palm Beach Co. School Board	Palm Beach Co. School Board	\$45,000	Staff development/ABE	Educators/ABE							
			\$9,500	Staff development/ESL	Educators/Non-English speakers							

* Information taken from BACE matrices; materials not available.

Table 1, continued

	Organization	Budget	Category	Population Served
1986-1987				
A Policy Study for the BACE	Florida State University	\$50,000	Research	Administrators
Adult Basic Literacy Education (ABLE) Project	Orange Co. School Board	\$34,605	Workplace literacy	Homeless/GED
Center for Adult Education at Miami-Dade Comm. Coll.	Miami-Dade Community College	\$94,337	Delivery system expansion	Educators/ABE
Competency-Based Adult Basic Education (Level II)	Brevard Community College	\$45,000	Curriculum development/ABE	Educators/ABE
Competency-Based Adult Education	Polk Co. School Board	\$19,483	Curriculum development/ABE	Uneducated/Undereducated
Developing Florida's Adult Education Leadership	University of South Florida	\$50,000	Research	University students
Development, Field-Testing and Implement. of Modules...	Florida Atlantic University	\$25,000	Curriculum development/ABE	ABE
Florida Adult Career Exploration (FACE) Project	Florida State University	\$21,000	Staff development/GED	Educators/GED
Florida Literacy Coalition	Florida Literacy Coalition	\$34,348	Delivery system expansion	Volunteer tutors/ABE
Haitian Retention Program	Palm Beach Co. School Board	\$21,000	Recruitment & retention	Non-English speakers
ID of Housing Project Residents as Potential Candidates*	ACTION, Inc.	\$20,000	Recruitment & retention	Uneducated/Undereducated
Individualized Teacher Training for Adult Education	Palm Beach Co. School Board	\$4,980	Staff development/ABE	Educators
Panhandle Area Literacy Volunteer Project, II*	FL Administrators of Adult Education	\$35,000	Delivery system expansion	Volunteer tutors/ABE
Project Pride and Hope: Learning for Survival	Florida A&M University	\$49,997	ABE	Uneducated/Undereducated
Statewide Communication Strategies	Florida State University	\$65,000	Communications	Educators/ABE
1987-1988				
Adult Education Preservice Teacher Training	Pinellas Co. School Board	\$14,000	Staff development/ABE	Educators/Elderly
Adult Illiteracy Initiatives*	City of Tallahassee	\$10,500	ABE	Uneducated/Undereducated
Applied Basic and Functional Literacy Skills Project	Broward Co. School Board	\$50,000	ABE	Exceptional adults
Competency-Based Adult Basic Education (Level I)	Brevard Community College	\$37,600	Curriculum development/ABE	Educators & administrators/ABE
Developing Adult Education Leadership at USF	University of South Florida	\$14,190	Research	University students
Developing Florida's Adult Education Leadership II	Florida Atlantic University	\$10,000	Research	University students
FL Literacy Coalition ABE and Volunteer Reading Tutors	Florida Literacy Coalition	\$50,000	Staff development/ABE	Volunteer tutors/ABE
Graduate Internship*	Florida International University	\$10,000	Research	University students
Housing and Urban Development Literacy Project	Dade Co. School Board	\$46,000	Delivery system expansion	Volunteer tutors/ABE
Leadership Development for FL Adult and Comm. Ed.*	Florida State University	\$16,087	Research	University students
Panhandle Area Literacy Volunteer Project*	FL Administrators of Adult Education	\$67,834	Staff development/Literacy	Volunteer tutors/ABE
Schools in the Projects-Taking Action against Illiteracy*	ACTION, Inc.	\$66,000	ABE	Uneducated/Undereducated
Sentenced to Education	Palm Beach Co. School Board	\$37,133	GED	Adult offenders
Statewide Communication Strategies*	Florida State University	\$5,415	Communications	Educators/ABE
Successful Marketing and Promotion in Adult Education	Florida State University	\$37,677	Marketing/Recruitment & retention	Educators & administrators/ABE
Training for Teaching GED Essay Writing in Florida	Florida State University	\$38,220	Staff development/GED	Educators/GED

* Information taken from BACE matrices; materials not available.

Table 2. 310/353 Projects by Organization and Category (1984-1990)

Community-Based Organizations Schools in the Projects--Taking Action against Illiteracy* Neighborhood Literacy and Job Placement Program Panhandle Area Literacy Volunteer Project Florida Literacy Coalition Panhandle Area Literacy Volunteer Project, II* Local Literacy Planning Module* Panhandle Area Literacy Development Project* Partnerships in Literacy Gadsden Seniors Survival Project Literacy Is a Family Affair ID of Housing Project Residents as Potential Candidates* Sigma Enhancing Educational Development* FL Literacy Coalition ABE and Volunteer Reading Tutors Outreach Childbirth Education Outreach Childbirth Education Panhandle Area Literacy Volunteer Project* Family Reading Partners	Fiscal Year	Project Director	Organization	Category
	87-88	Marcellas Durham	ACTION, Inc.	ABE
	88-89	Marcellas Durham	ACTION, Inc.	Adult employment
	85-86	J. Harold Thurmond	FL Administrators of Adult Education	Delivery system expansion
	86-87	Susie Haralson	Florida Literacy Coalition	Delivery system expansion
	86-87	J. Harold Thurman	FL Administrators of Adult Education	Delivery system expansion
	88-89	Susie Haralson	Florida Literacy Coalition	Delivery system expansion
	88-89	John Guidy	FL Administrators of Adult Education	Delivery system expansion
	89-90	Anita Rodgers	Florida Literacy Coalition	Delivery system expansion
	88-89	Carolyn Ford	North FL Ed. Development Corp.	Literacy
	89-90	Anita Rodgers	Florida Literacy Coalition	Marketing/Public relations
	86-87	Marcellas Durham	ACTION, Inc.	Recruitment & retention
	89-90	Robert Wofford	Phi Beta Sigma Fraternity	Recruitment & retention
	87-88	Anita Rodgers	Florida Literacy Coalition	Staff development/ABE
	88-89	Dee Jeffers	March of Dimes Birth Defects Fdn.	Staff development/Health
	89-90	Dee Jeffers	March of Dimes Birth Defects Fdn.	Staff development/Health
	87-88	John J. Guidy	FL Administrators of Adult Education	Staff development/Literacy
	89-90	Jack Newell	FL Administrators of Adult Education	Staff development/Literacy
Community Colleges PLATO Literacy Program Reading, Riting, Rithmetic and Recipes Creating a Competency-Based Ed. Program Model* CBAE Curriculum Dev., Orientation and Implementation Competency-Based Adult Basic Education (Level I) CBAE High School Curriculum Revision Competency-Based Adult Basic Education (Level II) Center for Adult Education at Miami-Dade Comm. Coll. Model Family Education Center* Educate before You Medicate Connections	Fiscal Year	Project Director	Organization	Category
	88-89	Robert Wofford	FL Community College at Jacksonville	ABE
	88-89	Robert Wofford	FL Community College at Jacksonville	ABE
	84-85	Elizabeth Singer	Brevard Community College	Curriculum development/ABE
	85-86	Elizabeth Singer	Brevard Community College	Curriculum development/ABE
	87-88	Elizabeth Singer	Brevard Community College	Curriculum development/ABE
	89-90	Elizabeth Singer	Brevard Community College	Curriculum development/ABE
	86-87	Elizabeth Singer	Brevard Community College	Curriculum development/ABE
	86-87	Stephen Nunes	Miami-Dade Community College	Delivery system expansion
	88-89	Bernadette Bell	Daytona Beach Community College	Family literacy
	89-90	Edythe Abdullah	FL Community College at Jacksonville	Health
	89-90	Bernadette Bell	Daytona Beach Community College	Literacy

* Information taken from BACE matrices; materials not available.

Table 2, continued

I Can Read Well (An Occupational Advantage)	89-90	Sandra H. Wilson	Hillsborough Community College	Literacy
"You Can!" Literacy Plan*	88-89	Samuel Lauff	Central Florida Community College	Recruitment & retention
Adult Basic Literacy: Teacher Resource Packet	88-89	Dorothy Vandegrift	Indian River Community College	Staff development/Literacy
Operation COLLEGE	88-89	Sandra H. Wilson	Hillsborough Community College	Staff development/Literacy
Municipalities	Fiscal Year	Project Director	Organization	Category
Adult Illiteracy Initiatives*	87-88	Glonia Anderson	City of Tallahassee	ABE
Literacy Volunteers of Washington County	88-89	Cecilia Anderson	Washington Co. Council on Aging	Delivery system expansion
Leadership Training and Development	88-89	Gloria Anderson	City of Tallahassee	Recruitment & retention
Public School Districts	Fiscal Year	Project Director	Organization	Category
Applied Basic and Functional Literacy Skills Project	87-88	Joe Kemp	Broward Co. School Board	ABE
Comprehensive Curriculum--ABE Elderly	88-89	Patricia McDonald	Leon Co. School Board	ABE
Comprehensive Exceptional Curriculum*	84-85	Betsy Aronsson	Leon Co. School Board	Curriculum development/ABE
Competency-Based Adult Education Curriculum	85-86	Earl Stokes	Polk Co. School Board	Curriculum development/ABE
Learning Activities and Materials for Exceptional Adults*	85-86	Betsy Aronsson	Leon Co. School Board	Curriculum development/ABE
Competency-Based Adult Education	86-87	Earl Stokes	Polk Co. School Board	Curriculum development/ABE
ABE/ESOL Curriculum Development Project	89-90	Nell Lucas	Palm Beach Co. School Board	Curriculum development/ESOL
Housing and Urban Development Literacy Project	87-88	John Pittman	Dade Co. School Board	Delivery system expansion
ESL: Beyond the Books*	85-86	Bill Armstrong	Leon Co. School Board	ESOL
Adult News Project	89-90	Ron Froman	Orange Co. School Board	ESOL
ESOL Adult Assessment System	89-90	John C. Pittman	Dade Co. School Board	ESOL
Sentenced to Education	87-88	Neil Lucas	Palm Beach Co. School Board	GED
Job-Site English Project	85-86	Ron Froman	Orange Co. School Board	Literacy
Reading Guidebook for Parents*	88-89	Betty Wornack	Hillsborough Co. School Board	Literacy
Family Literacy: An Interagency Demonstration Project	89-90	Edward A. Brown	Pinellas Co. School Board	Literacy
Computerized Assessment and Instruction Center*	84-85	Joe Kemp	Broward Co. School Board	Recruitment & retention
Recruiting through Community Cooperation*	84-85	Vincent Jones	Suwannee Co. School Board	Recruitment & retention
Haitian Retention Program	86-87	Neil Lucas	Palm Beach Co. School Board	Recruitment & retention
Operation Storefront/Adult Literacy Outreach	88-89	Anne Johnson	Pasco. Co. School Board	Recruitment & retention
Reach Out for Literacy	88-89	Roberta Durbin	Broward Co. School Board	Recruitment & retention
Gulf County Literacy Volunteers Project: 1989-1990*	89-90	Melissa Marlowe	Gulf Co. School Board	Recruitment & retention

* Information taken from BACE matrices; materials not available.



Table 2, continued

Surviving and Succeeding as an LEP Family	89-90	Edward A. Brown	Pinellas Co. School Board	Recruitment & retention
Staff Development for a Mutable Program*	84-85	James J. McInnis	Gulf Co. School Board	Staff development/ABE
Dyslexia! The Reading, Writing and Oral Language Part. *	85-86	Eloise Trent	Hillsborough Co. School Board	Staff development/ABE
Individualized Teacher-Training Model*	85-86	Phyllis Ruszat	Palm Beach Co. School Board	Staff development/ABE
Inservice Training for Teachers of Special Students	85-86	Diana Ross	Dade Co. School Board	Staff development/ABE
Targeted Population Tutoring	85-86	William J. Kemp	Broward Co. School Board	Staff development/ABE
Individualized Teacher Training for Adult Education	86-87	Nell Lucas	Palm Beach Co. School Board	Staff development/ABE
Adult Education Preservice Teacher Training	87-88	Edward Brown	Pinellas Co. School Board	Staff development/ABE
Activities and Materials--ABE Elderly	89-90	Patricia McDonald	Leon Co. School Board	Staff development/ABE
Training Kit for Teaching Competency-Based ESL*	85-86	Anne Mock	Palm Beach Co. School Board	Staff development/ESL
Telling Educators About Literacy Learning (TELL)	88-89	Ron Froman	Orange Co. School Board	Staff development/ESOL
Probationers' Educational Growth (PEG)	89-90	Anne Johnson	Pasco Co. School Board	Staff development/GED
Literacy Is for Today (LIFT)*	84-85	Neil Lucas	Palm Beach Co. School Board	Staff development/Literacy
Immigration Stress: Families in Crisis	89-90	Patricia McDonald	Leon Co. School Board	Staff development/Literacy
Project LIFE: Literacy Is for Everyone	89-90	Rochelle Kenyon	Broward Co. School Board	Staff development/Literacy
Partners for Progress*	84-85	Claude Neyman	Sarasota Co. School Board	Workplace literacy
Adult Basic Literacy Education (ABLE) Project	86-87	Ron Froman	Orange Co. School Board	Workplace literacy
Universities	Fiscal Year	Project Director	Organization	Category
Developing Florida's Adult Education Leadership*	84-85	Roy Ingham	Florida State University	Research
FL Adult Ed. ESOL Staff Development Project*	84-85	Arthur Burrichter	Florida Atlantic University	Staff development/ESOL
Strategies for Statewide Communication in ACE*	84-85	Robert Lathrop	Florida State University	Communications
Teacher Training/Staff Dev. in Composing for ABE*	84-85	Barbara Palmer	Florida State University	Staff development/ABE
ACE Network and Statewide Communication Strategies	85-86	David Redfield	Florida State University	Delivery system expansion
Developing Florida's Adult Education Leadership	85-86	Arthur Burrichter	Florida Atlantic University	Research
Educators in Excellence	85-86	Charles Divita	Florida International University	Staff development/ABE
Leadership Training Program for Administrators	85-86	Diane Briscoe	University of South Florida	Staff development/Literacy
Teacher Training in Language Communication Processes*	85-86	Barbara Palmer	Florida State University	Staff development/ABE
A Policy Study for the BACE	86-87	Roger Kaufman	Florida State University	Research
Project Pride and Hope: Learning for Survival	86-87	Daviss Starr	Florida A&M University	ABE
Statewide Communication Strategies	86-87	David Redfield	Florida State University	Communications
Statewide Communication Strategies*	87-88	David Redfield	Florida State University	Communications
Statewide Communication Strategies	88-89	Gary Peterson	Florida State University	Communications

* Information taken from BACE matrices; materials not available.

Table 3. 310/353 Projects by Organization and Population Served (1984-1990)

Community-Based Organizations	Fiscal Year	Organization	Population Served
Partnerships in Literacy	89-90	Florida Literacy Coalition	Administrators
Literacy Is a Family Affair	89-90	Florida Literacy Coalition	At-risk youth
Sigma Enhancing Educational Development*	89-90	Phi Beta Sigma Fraternity	At-risk youth
Panhandle Area Literacy Volunteer Project	85-86	FL Administrators of Adult Education	Educators/ABE
Gadsden Seniors Survival Project	88-89	North FL Ed. Development Corp.	Elderly
Local Literacy Planning Module*	88-89	Florida Literacy Coalition	Noneducation agencies
ID of Housing Project Residents as Potential Candidates*	86-87	ACTION, Inc.	Uneducated/Undereducated
Schools in the Projects--Taking Action against Illiteracy*	87-88	ACTION, Inc.	Uneducated/Undereducated
Neighborhood Literacy and Job Placement Program	88-89	ACTION, Inc.	Uneducated/Undereducated
Outreach Childbirth Education	88-89	March of Dimes Birth Defects Fdn.	Uneducated/Undereducated
Panhandle Area Literacy Development Project*	88-89	FL Administrators of Adult Education	Uneducated/Undereducated
Outreach Childbirth Education	89-90	March of Dimes Birth Defects Fdn.	Uneducated/Undereducated
Florida Literacy Coalition	86-87	Florida Literacy Coalition	Volunteer tutors/ABE
Panhandle Area Literacy Volunteer Project, II*	86-87	FL Administrators of Adult Education	Volunteer tutors/ABE
FL Literacy Coalition ABE and Volunteer Reading Tutors	87-88	Florida Literacy Coalition	Volunteer tutors/ABE
Panhandle Area Literacy Volunteer Project*	87-88	FL Administrators of Adult Education	Volunteer tutors/ABE
Family Reading Partners	89-90	FL Administrators of Adult Education	Volunteer tutors/ABE
Community Colleges	Fiscal Year	Organization	Population Served
Creating a Competency-Based Ed. Program Model*	84-85	Brevard Community College	Educators/ABE
Center for Adult Education at Miami-Dade Comm. Coll.	86-87	Miami-Dade Community College	Educators/ABE
Competency-Based Adult Basic Education (Level II)	86-87	Brevard Community College	Educators/ABE
Competency-Based Adult Basic Education (Level I)	87-88	Brevard Community College	Educators/ABE

* Information taken from BACE matrices; materials not available.



Table 3, continued						
CBAE High School Curriculum Revision	89-90	Brevard Community College	Educators/At-risk youth			
Reading, 'Rithmetic and Recipes	88-89	FL Community College at Jacksonville	Elderly			
Educate before You Medicate	89-90	FL Community College at Jacksonville	Health care workers/ABE			
CBAE Curriculum Dev., Orientation and Implementation	85-86	Brevard Community College	Undereducated			
Model Family Education Center*	88-89	Daytona Beach Community College	Uneducated/Undereducated			
PLATO Literacy Program	88-89	FL Community College at Jacksonville	Uneducated/Undereducated			
Connections	89-90	Daytona Beach Community College	Uneducated/Undereducated			
Adult Basic Literacy: Teacher Resource Packet	88-89	Indian River Community College	Volunteer tutors/ABE			
Operation COLLEGE	88-89	Hillsborough Community College	Volunteer tutors/ABE			
"You Can!" Literacy Plan*	88-89	Central Florida Community College	Volunteer tutors/ABE			
I Can Read Well (An Occupational Advantage)	89-90	Hillsborough Community College	Workplace adults			
Municipalities	Fiscal Year	Organization	Population Served			
Adult Illiteracy Initiatives*	87-88	City of Tallahassee	Uneducated/Undereducated			
Leadership Training and Development	88-89	City of Tallahassee	Uneducated/Undereducated			
Literacy Volunteers of Washington County	88-89	Washington Co. Council on Aging	Volunteer tutors/ABE			
Public School Districts	Fiscal Year	Organization	Population Served			
Sentenced to Education	87-88	Palm Beach Co. School Board	Adult offenders			
Probationers' Educational Growth (PEG)	89-90	Pasco Co. School Board	Adult offenders			
Individualized Teacher Training for Adult Education	86-87	Palm Beach Co. School Board	Educators			
Literacy Is for Today (LIFT)*	84-85	Palm Beach Co. School Board	Educators/ABE			
Staff Development for a Mutable Program*	84-85	Gulf Co. School Board	Educators/ABE			
Individualized Teacher-Training Model*	85-86	Palm Beach Co. School Board	Educators/ABE			
* Information taken from BACE matrices; materials not available.						

Table 3, continued						
ABE/ESOL Curriculum Development Project	89-90	Palm Beach Co. School Board				Educators/ABE
Adult News Project	89-90	Orange Co. School Board				Educators/ABE
Adult Education Preservice Teacher Training	87-88	Pinellas Co. School Board				Educators/Elderly
Dyslexia! The Reading, Writing and Oral Language Part.*	85-86	Hillsborough Co. School Board				Educators/Exceptional adults
Inservice Training for Teachers of Special Students	85-86	Dade Co. School Board				Educators/Exceptional adults
Learning Activities and Materials for Exceptional Adults*	85-86	Leon Co. School Board				Educators/Exceptional adults
Training Kit for Teaching Competency-Based ESL*	85-86	Palm Beach Co. School Board				Educators/Non-English speakers
Telling Educators About Literacy Learning (TELL)	88-89	Orange Co. School Board				Educators/Non-English speakers
ESOL Adult Assessment System	89-90	Dade Co. School Board				Educators/Non-English speakers
Immigration Stress: Families in Crisis	89-90	Leon Co. School Board				Educators/Non-English speakers
Comprehensive Curriculum--ABE Elderly	88-89	Leon Co. School Board				Elderly
Comprehensive Exceptional Curriculum*	84-85	Leon Co. School Board				Exceptional adults
Applied Basic and Functional Literacy Skills Project	87-88	Broward Co. School Board				Exceptional adults
Reading Guidebook for Parents*	88-89	Hillsborough Co. School Board				Families
Family Literacy: An Interagency Demonstration Project	89-90	Pinellas Co. School Board				Families
Surviving and Succeeding as an LEP Family	89-90	Pinellas Co. School Board				Families/LEP
Activities and Materials--ABE Elderly	89-90	Leon Co. School Board				Health care workers/Elderly
Adult Basic Literacy Education (ABLE) Project	86-87	Orange Co. School Board				Homeless
Project LIFE: Literacy Is for Everyone	89-90	Broward Co. School Board				Learning disabled
ESL: Beyond the Books*	85-86	Leon Co. School Board				Non-English speakers
Haitian Retention Program	86-87	Palm Beach Co. School Board				Non-English speakers
Computerized Assessment and Instruction Center*	84-85	Broward Co. School Board				Undereducated
Partners for Progress*	84-85	Sarasota Co. School Board				Undereducated
Recruiting through Community Cooperation*	84-85	Suwannee Co. School Board				Uneducated/Undereducated
Competency-Based Adult Education Curriculum	85-86	Polk Co. School Board				Uneducated/Undereducated
Competency-Based Adult Education	86-87	Polk Co. School Board				Uneducated/Undereducated

* Information taken from BACE matrices; materials not available.

Table 3, continued			
Operation Storefront/Adult Literacy Outreach	88-89	District School Board of Pasco Co.	Uneducated/Undereducated
Reach Out for Literacy	88-89	Broward Co. School Board	Uneducated/Undereducated
Housing and Urban Development Literacy Project	87-88	Dade Co. School Board	Volunteer tutors/ABE
Gulf County Literacy Volunteers Project: 1989-1990*	89-90	Gulf Co. School Board	Volunteer tutors/ABE
Targeted Population Tutoring	85-86	Broward Co. School Board	Volunteer tutors/Uneducated
Job-Site English Project	85-86	Orange Co. School Board	Workplace adults
Universities	Fiscal Year	Organization	Population Served
Development, Field-Testing and Implement. of Modules...	86-87	Florida Atlantic University	ABE
Analysis of Impact of Section 310 from 1980-1984*	84-85	Florida A&M University	Administrators
Leadership Training Program for Administrators	85-86	University of South Florida	Administrators
A Policy Study for the BACE	86-87	Florida State University	Administrators
The Social and Economic Impact of Adult & Comm. Ed.	89-90	Florida State University	Administrators
Adult Education--Dropout Recovery Project	88-89	Florida Atlantic University	At-risk youth
Strategies for Statewide Communication in ACE*	84-85	Florida State University	Educators/ABE
Teacher Training/Staff Dev. in Composing for ABE*	84-85	Florida State University	Educators/ABE
ACE Network and Statewide Communication Strategies	85-86	Florida State University	Educators/ABE
Teacher Training in Language Communication Processes*	85-86	Florida State University	Educators/ABE
Statewide Communication Strategies	86-87	Florida State University	Educators/ABE
Statewide Communication Strategies*	87-88	Florida State University	Educators/ABE
Successful Marketing and Promotion In Adult Education	87-88	Florida State University	Educators/ABE
Statewide Communication Strategies	88-89	Florida State University	Educators/ABE
Statewide Communication Strategies*	89-90	Florida State University	Educators/ABE
Florida Adult Career Exploration (FACE) Project	86-87	Florida State University	Educators/GED
Training for Teaching GED Essay Writing in Florida	87-88	Florida State University	Educators/GED
* Information taken from BACE matrices; materials not available.			

Table 4. 310/353 Project Funding by Organization

Community-Based Organization Projects	Fiscal Year	Organization	Budget
Panhandle Area Literacy Volunteer Project	85-86	FL Administrators of Adult Education	\$27,000
Florida Literacy Coalition	86-87	Florida Literacy Coalition	\$34,348
ID of Housing Project Residents as Potential Candidates*	86-87	ACTION, Inc.	\$20,000
Panhandle Area Literacy Volunteer Project, II*	86-87	FL Administrators of Adult Education	\$35,000
FL Literacy Coalition ABE and Volunteer Reading Tutors	87-88	Florida Literacy Coalition	\$50,000
Panhandle Area Literacy Volunteer Project*	87-88	FL Administrators of Adult Education	\$67,834
Schools in the Projects--Taking Action against Illiteracy*	87-88	ACTION, Inc.	\$66,000
Gadsden Seniors Survival Project	88-89	North FL Ed. Development Corp.	\$38,560
Local Literacy Planning Module*	88-89	Florida Literacy Coalition	\$40,000
Neighborhood Literacy and Job Placement Program	88-89	ACTION, Inc.	\$70,000
Outreach Childbirth Education	88-89	March of Dimes Birth Defects Fdn.	\$50,000
Panhandle Area Literacy Development Project*	88-89	FL Administrators of Adult Education	\$70,000
Family Reading Partners	89-90	FL Administrators of Adult Education	\$42,744
Literacy Is a Family Affair	89-90	Florida Literacy Coalition	\$77,000
Outreach Childbirth Education	89-90	March of Dimes Birth Defects Fdn.	\$37,900
Partnerships in Literacy	89-90	Florida Literacy Coalition	\$77,000
Sigma Enhancing Educational Development*	89-90	Phi Beta Sigma Fraternity	\$28,000
Total			\$831,386

* Information taken from BACE matrices; materials not available.

Table 4, continued

Community College Projects	Fiscal Year	Organization	Budget
Creating a Competency-Based Ed. Program Model*	84-85	Brevard Community College	\$31,201
CBAE Curriculum Dev., Orientation and Implementation Center for Adult Education at Miami-Dade Comm. Coll.	85-86	Brevard Community College	\$60,000
Competency-Based Adult Basic Education (Level I)	86-87	Miami-Dade Community College	\$94,337
Competency-Based Adult Basic Education (Level II)	86-87	Brevard Community College	\$45,000
Adult Basic Literacy: Teacher Resource Packet	87-88	Brevard Community College	\$37,600
Model Family Education Center*	88-89	Indian River Community College	\$18,430
Operation COLLEGE	88-89	Daytona Beach Community College	\$43,400
PLATO Literacy Program	88-89	Hillsborough Community College	\$40,700
Reading, 'Riting, 'Rithmetic and Recipes	88-89	FL Community College at Jacksonville	\$25,260
"You Can!" Literacy Plan*	88-89	FL Community College at Jacksonville	\$35,000
CBAE High School Curriculum Revision	88-89	Central Florida Community College	\$20,000
Connections	89-90	Brevard Community College	\$70,000
Educate before You Medicate	89-90	Daytona Beach Community College	\$74,000
I Can Read Well (An Occupational Advantage)	89-90	FL Community College at Jacksonville	\$14,800
		Hillsborough Community College	\$30,000
		Total	\$639,728
Municipal Projects			
Adult Illiteracy Initiatives*	87-88	City of Tallahassee	\$10,500
Leadership Training and Development	88-89	City of Tallahassee	\$11,420
Literacy Volunteers of Washington County	88-89	Washington Co. Council on Aging	\$18,000
		Total	\$39,920

* Information taken from BACE matrices; materials not available.

Table 4, continued

Public School District Projects	Fiscal Year	Organization	Budget
Comprehensive Exceptional Curriculum*	84-85	Leon Co. School Board	\$20,368
Computerized Assessment and Instruction Center*	84-85	Broward Co. School Board	\$35,000
Literacy Is for Today (LIFT)*	84-85	Palm Beach Co. School Board	\$40,000
Partners for Progress*	84-85	Sarasota Co. School Board	\$40,000
Recruiting through Community Cooperation*	84-85	Suwannee Co. School Board	\$16,000
Staff Development for a Mutable Program*	84-85	Gulf Co. School Board	\$4,930
Dyslexia! The Reading, Writing and Oral Language Part.*	85-86	Hillsborough Co. School Board	\$4,500
Competency-Based Adult Education Curriculum	85-86	Polk Co. School Board	\$30,000
ESL: Beyond the Books*	85-86	Leon Co. School Board	\$13,000
Individualized Teacher-Training Model*	85-86	Palm Beach Cp. School Board	\$2,500
Inservice Training for Teachers of Special Students	85-86	Dade Co. School Board	\$16,000
Job-Site English Project	85-86	Orange Co. School Board	\$19,000
Learning Activities and Materials for Exceptional Adults*	85-86	Leon Co. School Board	\$15,000
Targeted Population Tutoring	85-86	Broward Co. School Board	\$37,000
Training Kit for Teaching Competency-Based ESL*	85-86	Palm Beach Co. School Board	\$9,500
Adult Basic Literacy Education (ABLE) Project	86-87	Orange Co. School Board	\$34,605
Competency-Based Adult Education	86-87	Polk Co. School Board	\$19,483
Haitian Retention Program	86-87	Palm Beach Co. School Board	\$21,000
Individualized Teacher Training for Adult Education	86-87	Palm Beach Co. School Board	\$4,980
Adult Education Preservice Teacher Training	87-88	Pinellas Co. School Board	\$14,000
Applied Basic and Functional Literacy Skills Project	87-88	Broward Co. School Board	\$50,000
Housing and Urban Development Literacy Project	87-88	Dade Co. School Board	\$46,000
Sentenced to Education	87-88	Palm Beach Co. School Board	\$37,133
Comprehensive Curriculum--ABE Elderly	88-89	Leon Co. School Board	\$21,185
Operation Storefront/Adult Literacy Outreach	88-89	District School Board of Pasco Co.	\$34,600

* Information taken from BACE matrices; materials not available.

Table 4, continued

Reach Out for Literacy	88-89	Broward Co. School Board	\$50,000
Reading Guidebook for Parents*	88-89	Hillsborough Co. School Board	\$4,080
Telling Educators About Literacy Learning (TELL)	88-89	Orange Co. School Board	\$39,201
ABE/ESOL Curriculum Development Project	89-90	Palm Beach Co. School Board	\$40,000
Activities and Materials--ABE Elderly	89-90	Leon Co. School Board	\$35,000
Adult News Project	89-90	Orange Co. School Board	\$30,000
ESOL Adult Assessment System	89-90	Dade Co. School Board	\$30,000
Family Literacy: An Interagency Demonstration Project	89-90	Pinellas Co. School Board	\$19,825
Gulf County Literacy Volunteers Project: 1989-1990*	89-90	Gulf Co. School Board	\$35,476
Immigration Stress: Families in Crisis	89-90	Leon Co. School Board	\$19,012
Probationers' Educational Growth (PEG)	89-90	Pasco Co. School Board	\$59,400
Project LIFE: Literacy Is for Everyone	89-90	Broward Co. School Board	\$50,899
Surviving and Succeeding as an LEP Family	89-90	Pinellas Co. School Board	\$9,523
		Total	\$1,008,200

University Projects	Fiscal Year	Organization	Budget
Analysis of Impact of Section 310 from 1980-1984*	84-85	Florida A&M University	\$30,000
Developing Florida's Adult Education Leadership*	84-85	Florida State University	\$49,581
FL Adult Ed. ESOL Staff Development Project*	84-85	Florida Atlantic University	\$38,000
Strategies for Statewide Communication in ACE*	84-85	Florida State University	\$7,909
Teacher Training/Staff Dev. in Composing for ABE*	84-85	Florida State University	\$40,000
ACE Network and Statewide Communication Strategies	85-86	Florida State University	\$85,000
Developing Florida's Adult Education Leadership	85-86	Florida Atlantic University	\$48,000
Educators in Excellence	85-86	Florida International University	\$45,000

Table 4, continued

Leadership Training Program for Administrators	85-86	University of South Florida	\$50,000
Teacher Training in Language Communication Processes*	85-86	Florida State University	\$45,000
A Policy Study for the BACE	86-87	Florida State University	\$50,000
Developing Florida's Adult Education Leadership	86-87	University of South Florida	\$50,000
Development, Field-Testing and Implement. of Modules...	86-87	Florida Atlantic University	\$25,000
Florida Adult Career Exploration (FACE) Project	86-87	Florida State University	\$21,000
Project Pride and Hope: Learning for Survival	86-87	Florida A&M University	\$49,997
Statewide Communication Strategies	86-87	Florida State University	\$65,000
Developing Adult Education Leadership at USF	87-88	University of South Florida	\$14,190
Developing Florida's Adult Education Leadership II	87-88	Florida Atlantic University	\$10,000
Graduate Internship*	87-88	Florida International University	\$10,000
Leadership Development for FL Adult & Comm. Ed.*	87-88	Florida State University	\$16,087
Statewide Communication Strategies*	87-88	Florida State University	\$5,415
Successful Marketing and Promotion In Adult Education	87-88	Florida State University	\$37,677
Training for Teaching GED Essay Writing in Florida	87-88	Florida State University	\$38,220
Adult Education--Dropout Recovery Project	88-89	Florida Atlantic University	\$31,380
Statewide Communication Strategies	88-89	Florida State University	\$37,423
Focus on Workplace Literacy	89-90	Florida Atlantic University	\$20,617
Statewide Communication Strategies*	89-90	Florida State University	\$31,719
The Social and Economic Impact of Adult & Comm. Ed.	89-90	Florida State University	\$60,000
Total			\$1,012,215
Total for all organizations			\$3,531,449

* Information taken from BACE matrices; materials not available.

Table 5. 310/353 Project Funding by Population Served (1984-1990)

ABE Students	Fiscal Year	Budget
Development, Field-Testing and Implement. of Modules...	86-87	\$25,000
Administrators		
Analysis of Impact of Section 310 from 1980-1984*	84-85	\$30,000
Leadership Training Program for Administrators	85-86	\$50,000
A Policy Study for the BACE	86-87	\$50,000
Partnerships in Literacy	89-90	\$77,000
The Social and Economic Impact of Adult & Comm. Ed.	89-90	\$60,000
TOTAL		\$267,000
Adult Offenders		
Sentenced to Education	87-88	\$37,133
Probationers' Educational Growth (PEG)	89-90	\$59,400
TOTAL		\$96,533
At-Risk Youth		
Adult Education--Dropout Recovery Project	88-89	\$31,380
Literacy Is a Family Affair	89-90	\$77,000
Sigma Enhancing Educational Development*	89-90	\$28,000
TOTAL		\$136,380
ABE Educators		
Individualized Teacher Training for Adult Education	86-87	\$4,980
Creating a Competency-Based Ed. Program Model*	84-85	\$31,201
Literacy Is for Today (LIFT)*	84-85	\$40,000
Staff Development for a Mutable Program*	84-85	\$4,930
Strategies for Statewide Communication in ACE*	84-85	\$7,909
Teacher Training/Staff Dev. in Composing for ABE*	84-85	\$40,000
ACE Network and Statewide Communication Strategies	85-86	\$85,000

* Information taken from BACE matrices; materials not available.

Table 5, continued

Individualized Teacher-Training Model*	85-86	\$2,500
Panhandle Area Literacy Volunteer Project	85-86	\$27,000
Teacher Training in Language Communication Processes*	85-86	\$45,000
Center for Adult Education at Miami-Dade Comm. Coll.	86-87	\$94,337
Competency-Based Adult Basic Education (Level II)	86-87	\$45,000
Statewide Communication Strategies	86-87	\$65,000
Competency-Based Adult Basic Education (Level I)	87-88	\$37,600
Statewide Communication Strategies*	87-88	\$5,415
Successful Marketing and Promotion In Adult Education	87-88	\$37,677
Statewide Communication Strategies	88-89	\$37,423
ABE/ESOL Curriculum Development Project	89-90	\$40,000
Adult News Project	89-90	\$30,000
Statewide Communication Strategies*	89-90	\$31,719

TOTAL **\$712,691**

Educators of At-Risk Youth	Fiscal Year	Budget
CBAE High School Curriculum Revision	89-90	\$70,000

Educators of the Elderly	Fiscal Year	Budget
Adult Education Preservice Teacher Training	87-88	\$14,000

Educators of Exceptional Adults	Fiscal Year	Budget
Dyslexia! The Reading, Writing and Oral Language Part.*	85-86	\$4,500
Inservice Training for Teachers of Special Students	85-86	\$16,000
Learning Activities and Materials for Exceptional Adults*	85-86	\$15,000

TOTAL **\$35,500**

Educators for GED Students	Fiscal Year	Budget
Florida Adult Career Exploration (FACE) Project	86-87	\$21,000
Training for Teaching GED Essay Writing in Florida	87-88	\$38,220

TOTAL **\$59,220**

* Information taken from BACE matrices; materials not available.

Table 5, continued

Educators of Non-English Speakers	Fiscal Year	Budget
FL Adult Ed. ESOL Staff Development Project*	84-85	\$38,000
Training Kit for Teaching Competency-Based ESL*	85-86	\$9,500
Telling Educators About Literacy Learning (TELL)	88-89	\$39,201
ESOL Adult Assessment System	89-90	\$30,000
Immigration Stress: Families in Crisis	89-90	\$19,012
TOTAL		\$135,713
Educators of Undereducated Adults	Fiscal Year	Budget
Educators in Excellence	85-86	\$45,000
Elderly	Fiscal Year	Budget
Comprehensive Curriculum--ABE Elderly	88-89	\$21,185
Gadsden Seniors Survival Project	88-89	\$38,560
Reading, 'Riting, 'Rithmetic and Recipes	88-89	\$35,000
TOTAL		\$94,745
Employers	Fiscal Year	Budget
Focus on Workplace Literacy	89-90	\$20,617
Exceptional Adults	Fiscal Year	Budget
Comprehensive Exceptional Curriculum*	84-85	\$20,368
Applied Basic and Functional Literacy Skills Project	87-88	\$50,000
TOTAL		\$70,368
Families	Fiscal Year	Budget
Reading Guidebook for Parents*	88-89	\$4,080
Family Literacy: An Interagency Demonstration Project	89-90	\$19,825
Surviving and Succeeding as an LEP Family	89-90	\$9,523
TOTAL		\$33,428

* Information taken from BACE matrices; materials not available.

Table 5, continued

Health Care Workers	Fiscal Year	Budget
Educate before You Medicate	89-90	\$14,800
Activities and Materials--ABE Elderly	89-90	\$35,000
TOTAL		\$49,800
Homeless	Fiscal Year	Budget
Adult Basic Literacy Education (ABLE) Project	86-87	\$34,605
Learning Disabled	Fiscal Year	Budget
Project LIFE: Literacy Is for Everyone	89-90	\$50,899
Non-English Speakers	Fiscal Year	Budget
ESL: Beyond the Books*	85-86	\$13,000
Haitian Retention Program	86-87	\$21,000
TOTAL		\$34,000
Noneducation Agencies	Fiscal Year	Budget
Local Literacy Planning Module*	88-89	\$40,000
Undereducated	Fiscal Year	Budget
Computerized Assessment and Instruction Center*	84-85	\$35,000
Partners for Progress*	84-85	\$40,000
CBAE Curriculum Dev., Orientation and Implementation	85-86	\$60,000
TOTAL		\$135,000
Uneducated and Undereducated	Fiscal Year	Budget
Recruiting through Community Cooperation*	84-85	\$16,000
Competency-Based Adult Education Curriculum	85-86	\$30,000
Competency-Based Adult Education	86-87	\$19,483

* Information taken from BACE matrices; materials not available.

Table 5, continued

ID of Housing Project Residents as Potential Candidates*	86-87	\$20,000
Project Pride and Hope: Learning for Survival	86-87	\$49,997
Adult Illiteracy Initiatives*	87-88	\$10,500
Schools in the Projects--Taking Action against Illiteracy*	87-88	\$66,000
Leadership Training and Development	88-89	\$11,420
Model Family Education Center*	88-89	\$43,400
Neighborhood Literacy and Job Placement Program	88-89	\$70,000
Operation Storefront/Adult Literacy Outreach	88-89	\$34,600
Outreach Childbirth Education	88-89	\$50,000
Panhandle Area Literacy Development Project*	88-89	\$70,000
PLATO Literacy Program	88-89	\$25,260
Reach Out for Literacy	88-89	\$50,000
Connections	89-90	\$74,000
Outreach Childbirth Education	89-90	\$37,900
TOTAL		\$678,560

University Students	Fiscal Year	Budget
Developing Florida's Adult Education Leadership*	84-85	\$49,581
Developing Florida's Adult Education Leadership	85-86	\$48,000
Developing Florida's Adult Education Leadership	86-87	\$50,000
Developing Adult Education Leadership at USF	87-88	\$14,190
Developing Florida's Adult Education Leadership II	87-88	\$10,000
Graduate Internship*	87-88	\$10,000
Leadership Development for FL Adult & Comm. Ed.*	87-88	\$16,087
TOTAL		\$197,858

Volunteer Tutors for ABE	Fiscal Year	Budget
Florida Literacy Coalition	86-87	\$34,348
Panhandle Area Literacy Volunteer Project, II*	86-87	\$35,000
FL Literacy Coalition ABE and Volunteer Reading Tutors	87-88	\$50,000
Housing and Urban Development Literacy Project	87-88	\$46,000
Panhandle Area Literacy Volunteer Project*	87-88	\$67,834
Adult Basic Literacy: Teacher Resource Packet	88-89	\$18,430
Literacy Volunteers of Washington County	88-89	\$18,000

* Information taken from BACE matrices; materials not available.

Table 5, continued

Operation COLLEGE	88-89	\$40,700
"You Can!" Literacy Plan*	88-89	\$20,000
Family Reading Partners	89-90	\$42,744
Gulf County Literacy Volunteers Project: 1989-1990*	89-90	\$35,476
TOTAL		\$408,532

Volunteer Tutors for the Uneducated	Fiscal Year	Budget
Targeted Population Tutoring	85-86	\$37,000

Workplace Adults	Fiscal Year	Budget
Job-Site English Project	85-86	\$19,000
I Can Read Well (An Occupational Advantage)	89-90	\$30,000

TOTAL **\$49,000**

TOTAL FUNDING **\$3,531,449**

* Information taken from BACE matrices; materials not available.

Table 5A. 310/353 Funding: Adult Learners & Adult Educators

Adult Learners	Funding	% of Total
Adult Offenders	\$96,533	2.7%
At-Risk Youth	\$136,380	3.9%
Elderly	\$94,745	2.7%
Exceptional Adults	\$70,368	2.0%
Learning Disabled	\$50,899	1.4%
Un- & Undereducated	\$813,560	23.0%
Other	\$176,033	5.0%
ABE	\$25,000	0.7%
Families	\$33,428	0.9%
Homeless	\$34,605	1.0%
Non-English Speakers	\$34,000	1.0%
Workplace Adults	\$49,000	1.4%
Total	\$1,438,518	40.7%
Adult Educators	Funding	% of Total
Administrators	\$267,000	7.6%
Educators	\$1,072,124	30.4%
University Students	\$197,858	5.6%
Volunteer Tutors	\$445,532	12.6%
Total	\$1,982,514	56.1%
Other Populations	Funding	% of Total
Employers	\$20,617	0.6%
Health Care Workers	\$49,800	1.4%
Noneducation Agencies	\$40,000	1.1%
Total	\$110,417	3.1%
Total of all populations	\$3,531,449	100.0%

Table 6. 310/353 Project Funding by Category (1984-1990)

Adult Basic Education Projects	Fiscal Year	Budget
Project Pride and Hope: Learning for Survival	86-87	\$49,997
Adult Illiteracy Initiatives*	87-88	\$10,500
Applied Basic and Functional Literacy Skills Project	87-88	\$50,000
Schools in the Projects--Taking Action against Illiteracy*	87-88	\$66,000
Comprehensive Curriculum--ABE Elderly	88-89	\$21,185
PLATO Literacy Program	88-89	\$25,260
Reading, 'Riting, 'Rithmetic and Recipes	88-89	\$35,000
TOTAL		\$257,942

Adult Employment Projects	Fiscal Year	Budget
Neighborhood Literacy and Job Placement Program	88-89	\$70,000

Communications Projects	Fiscal Year	Budget
Strategies for Statewide Communication in ACE*	84-85	\$7,909
Statewide Communication Strategies	86-87	\$65,000
Statewide Communication Strategies*	87-88	\$5,415
Statewide Communication Strategies	88-89	\$37,423
Statewide Communication Strategies*	89-90	\$31,719
TOTAL		\$147,466

Curriculum Development Projects

ABE	Fiscal Year	Budget
Comprehensive Exceptional Curriculum*	84-85	\$20,368
Creating a Competency-Based Ed. Program Model*	84-85	\$31,201
CBAE Curriculum Dev., Orientation and Implementation	85-86	\$60,000
Competency-Based Adult Education Curriculum	85-86	\$30,000
Learning Activities and Materials for Exceptional Adults*	85-86	\$15,000
Competency-Based Adult Basic Education (Level II)	86-87	\$45,000
Competency-Based Adult Education	86-87	\$19,483

* Information taken from BACE matrices; materials not available.

Table 6, continued

Development, Field-Testing and Implement. of Modules...	86-87	\$25,000
Competency-Based Adult Basic Education (Level I)	87-88	\$37,600
CBAE High School Curriculum Revision	89-90	\$70,000

TOTAL **\$353,652**

ESOL	Fiscal Year	Budget
ABE/ESOL Curriculum Development Project	89-90	\$40,000

Delivery System Expansion Projects	Fiscal Year	Budget
ACE Network and Statewide Communication Strategies	85-86	\$85,000
Panhandle Area Literacy Volunteer Project	85-86	\$27,000
Center for Adult Education at Miami-Dade Comm. Coll.	86-87	\$94,337
Florida Literacy Coalition	86-87	\$34,348
Panhandle Area Literacy Volunteer Project, II*	86-87	\$35,000
Housing and Urban Development Literacy Project	87-88	\$46,000
Literacy Volunteers of Washington County	88-89	\$18,000
Local Literacy Planning Module*	88-89	\$40,000
Panhandle Area Literacy Development Project*	88-89	\$70,000
Partnerships in Literacy	89-90	\$77,000

TOTAL **\$526,685**

ESOL Projects	Fiscal Year	Budget
ESL: Beyond the Books*	85-86	\$13,000
Adult News Project	89-90	\$30,000
ESOL Adult Assessment System	89-90	\$30,000

TOTAL **\$73,000**

* Information taken from BACE matrices; materials not available.

Table 6, continued

General Literacy Projects

Literacy	Fiscal Year	Budget
Job-Site English Project	85-86	\$19,000
Gadsden Seniors Survival Project	88-89	\$38,560
Reading Guidebook for Parents*	88-89	\$4,080
Connections	89-90	\$74,000
Family Literacy: An Interagency Demonstration Project	89-90	\$19,825
Focus on Workplace Literacy	89-90	\$20,617
I Can Read Well (An Occupational Advantage)	89-90	\$30,000
TOTAL		\$206,082

Family Literacy	Fiscal Year	Budget
Model Family Education Center*	88-89	\$43,400

Workplace Literacy	Fiscal Year	Budget
Partners for Progress*	84-85	\$40,000
Adult Basic Literacy Education (ABLE) Project	86-87	\$34,605
TOTAL		\$74,605

GED Projects	Fiscal Year	Budget
Sentenced to Education	87-88	\$37,133

Health Projects	Fiscal Year	Budget
Educate before You Medicate	89-90	\$14,800

Marketing/Public Relations Projects	Fiscal Year	Budget
Successful Marketing and Promotion In Adult Education	87-88	\$37,677
Literacy Is a Family Affair	89-90	\$77,000
TOTAL		\$114,677

* Information taken from BACE matrices; materials not available.

Table 6, continued

Recruitment and Retention Projects	Fiscal Year	Budget
Computerized Assessment and Instruction Center*	84-85	\$35,000
Recruiting through Community Cooperation*	84-85	\$16,000
Haitian Retention Program	86-87	\$21,000
ID of Housing Project Residents as Potential Candidates*	86-87	\$20,000
Leadership Training and Development	88-89	\$11,420
Operation Storefront/Adult Literacy Outreach	88-89	\$34,600
Reach Out for Literacy	88-89	\$50,000
"You Can!" Literacy Plan*	88-89	\$20,000
Gulf County Literacy Volunteers Project: 1989-1990*	89-90	\$35,476
Sigma Enhancing Educational Development*	89-90	\$28,000
Surviving and Succeeding as an LEP Family	89-90	\$9,523
TOTAL		\$281,019

Research Projects	Fiscal Year	Budget
Analysis of Impact of Section 310 from 1980-1984*	84-85	\$30,000
Developing Florida's Adult Education Leadership*	84-85	\$49,581
Developing Florida's Adult Education Leadership	85-86	\$48,000
A Policy Study for the BACE	86-87	\$50,000
Developing Florida's Adult Education Leadership	86-87	\$50,000
Developing Adult Education Leadership at USF	87-88	\$14,190
Developing Florida's Adult Education Leadership II	87-88	\$10,000
Graduate Internship*	87-88	\$10,000
Leadership Development for FL Adult & Comm. Ed.*	87-88	\$16,087
The Social and Economic Impact of Adult & Comm. Ed.	89-90	\$60,000
TOTAL		\$337,858

Staff Development Projects

ABE	Fiscal Year	Budget
Staff Development for a Mutable Program*	84-85	\$4,930
Teacher Training/Staff Dev. in Composing for ABE*	84-85	\$40,000
Dyslexia! The Reading, Writing and Oral Language Part.*	85-86	\$4,500
Educators in Excellence	85-86	\$45,000

* Information taken from BACE matrices; materials not available.

Table 6, continued

Individualized Teacher-Training Model*	85-86	\$2,500
Inservice Training for Teachers of Special Students	85-86	\$16,000
Targeted Population Tutoring	85-86	\$37,000
Teacher Training in Language Communication Processes*	85-86	\$45,000
Individualized Teacher Training for Adult Education	86-87	\$4,980
Adult Education Preservice Teacher Training	87-88	\$14,000
FL Literacy Coalition ABE and Volunteer Reading Tutors	87-88	\$50,000
Activities and Materials--ABE Elderly	89-90	\$35,000

TOTAL **\$298,910**

At-Risk Youth	Fiscal Year	Budget
Adult Education--Dropout Recovery Project	88-89	\$31,380

ESOL	Fiscal Year	Budget
Training Kit for Teaching Competency-Based ESL*	85-86	\$9,500
FL Adult Ed. ESOL Staff Development Project*	84-85	\$38,000
Telling Educators About Literacy Learning (TELL)	88-89	\$39,201

TOTAL **\$86,701**

GED	Fiscal Year	Budget
Florida Adult Career Exploration (FACE) Project	86-87	\$21,000
Training for Teaching GED Essay Writing in Florida	87-88	\$38,220
Probationers' Educational Growth (PEG)	89-90	\$59,400

TOTAL **\$118,620**

Health	Fiscal Year	Budget
Outreach Childbirth Education	88-89	\$50,000
Outreach Childbirth Education	89-90	\$37,900

TOTAL **\$87,900**

* Information taken from BACE matrices; materials not available.

Table 6, continued

Literacy	Fiscal Year	Budget
Literacy Is for Today (LIFT)*	84-85	\$40,000
Leadership Training Program for Administrators	85-86	\$50,000
Panhandle Area Literacy Volunteer Project*	87-88	\$67,834
Adult Basic Literacy: Teacher Resource Packet	88-89	\$18,430
Operation COLLEGE	88-89	\$40,700
Family Reading Partners	89-90	\$42,744
Immigration Stress: Families in Crisis	89-90	\$19,012
Project LIFE: Literacy Is for Everyone	89-90	\$50,899
	TOTAL	\$329,619
	TOTAL FUNDING	\$3,531,449

Table 6A. Percentage of 310/353 Funding by Category

Category	Funding	% of Total
ABE	\$257,942	7.3%
Employment	\$70,000	2.0%
Communications	\$147,466	4.2%
Curriculum Development	\$393,652	11.1%
ABE	\$353,652	10.0%
ESOL	\$40,000	1.1%
Delivery System Expansion	\$526,685	14.9%
ESOL	\$73,000	2.1%
General Literacy	\$324,087	9.2%
Literacy	\$206,082	5.8%
Family	\$43,400	1.2%
Workplace	\$74,605	2.1%
GED	\$37,133	1.1%
Health	\$14,800	0.4%
Marketing/Public Relations	\$114,677	3.2%
Recruitment and Retention	\$281,019	8.0%
Research	\$337,858	9.6%
Staff Development	\$953,130	27.0%
ABE	\$298,910	8.5%
At-Risk Youth	\$31,380	0.9%
ESOL	\$86,701	2.5%
GED	\$118,620	3.4%
Health	\$87,900	2.5%
Literacy	\$329,619	9.3%
TOTAL	\$3,531,449	100.0%

Note: Totals may not add up to 100% due to rounding.

Table 7. 310/353 Funding by Federal Classification by Year (1984-1990)

Special Demonstration Projects	Fiscal Year	Budget
Analysis of Impact of Section 310 from 1980-1984*	84-85	\$30,000
Comprehensive Exceptional Curriculum*	84-85	\$20,368
Computerized Assessment and Instruction Center*	84-85	\$35,000
Developing Florida's Adult Education Leadership*	84-85	\$49,581
Literacy Is for Today (LIFT)*	84-85	\$40,000
Partners for Progress*	84-85	\$40,000
Strategies for Statewide Communication in ACE*	84-85	\$7,909
Total		\$222,858
ACE Network and Statewide Communication Strategies	85-86	\$85,000
CBAE Curriculum Dev., Orientation and Implementation	85-86	\$60,000
Competency-Based Adult Education Curriculum	85-86	\$30,000
ESL: Beyond the Books*	85-86	\$13,000
Job-Site English Project	85-86	\$19,000
Leadership Training Program for Administrators	85-86	\$50,000
Targeted Population Tutoring	85-86	\$37,000
Total		\$294,000
A Policy Study for the BACE	86-87	\$50,000
Adult Basic Literacy Education (ABLE) Project	86-87	\$34,605
Center for Adult Education at Miami-Dade Comm. Coll.	86-87	\$94,337
Competency-Based Adult Education	86-87	\$19,483
Developing Florida's Adult Education Leadership	86-87	\$50,000
Florida Literacy Coalition	86-87	\$34,348
ID of Housing Project Residents as Potential Candidates*	86-87	\$20,000
Panhandle Area Literacy Volunteer Project, II*	86-87	\$35,000
Project Pride and Hope: Learning for Survival	86-87	\$49,997
Statewide Communication Strategies	86-87	\$65,000
Total		\$452,770

* Information taken from BACE matrices; materials not available.

Table 7, continued

Adult Illiteracy Initiatives*	87-88	\$10,500
Applied Basic and Functional Literacy Skills Project	87-88	\$50,000
Competency-Based Adult Basic Education (Level I)	87-88	\$37,600
Developing Adult Education Leadership at USF	87-88	\$14,190
FL Literacy Coalition ABE and Volunteer Reading Tutors	87-88	\$50,000
Graduate Internship*	87-88	\$10,000
Housing and Urban Development Literacy Project	87-88	\$46,000
Leadership Development for FL Adult & Comm. Ed.*	87-88	\$16,087
Panhandle Area Literacy Volunteer Project*	87-88	\$67,834
Schools in the Projects--Taking Action against Illiteracy*	87-88	\$66,000
Statewide Communication Strategies*	87-88	\$5,415
Successful Marketing and Promotion In Adult Education	87-88	\$37,677

Total **\$411,303**

Adult Education--Dropout Recovery Project	88-89	\$31,380
Comprehensive Curriculum--ABE Elderly	88-89	\$21,185
Gadsden Seniors Survival Project	88-89	\$38,560
Leadership Training and Development	88-89	\$11,420
Local Literacy Planning Module*	88-89	\$40,000
Model Family Education Center*	88-89	\$43,400
Neighborhood Literacy and Job Placement Program	88-89	\$70,000
Operation Storefront/Adult Literacy Outreach	88-89	\$34,600
Outreach Childbirth Education	88-89	\$50,000
Panhandle Area Literacy Development Project*	88-89	\$70,000
PLATO Literacy Program	88-89	\$25,260
Reach Out for Literacy	88-89	\$50,000
Reading Guidebook for Parents*	88-89	\$4,080
Reading, 'Riting, 'Rithmetic and Recipes	88-89	\$35,000
Statewide Communication Strategies	88-89	\$37,423
"You Can!" Literacy Plan*	88-89	\$20,000

Total **\$582,308**

* Information taken from BACE matrices; materials not available.

Table 7, continued

ABE/ESOL Curriculum Development Project	89-90	\$40,000
Connections	89-90	\$74,000
Educate before You Medicate	89-90	\$14,800
Family Literacy: An Interagency Demonstration Project	89-90	\$19,825
Family Reading Partners	89-90	\$42,744
Focus on Workplace Literacy	89-90	\$20,617
Gulf County Literacy Volunteers Project: 1989-1990*	89-90	\$35,476
Immigration Stress: Families in Crisis	89-90	\$19,012
Literacy Is a Family Affair	89-90	\$77,000
Partnerships in Literacy	89-90	\$77,000
Probationers' Educational Growth (PEG)	89-90	\$59,400
Sigma Enhancing Educational Development*	89-90	\$28,000
Statewide Communication Strategies*	89-90	\$31,719
Surviving and Succeeding as an LEP Family	89-90	\$9,523
The Social and Economic Impact of Adult & Comm. Ed.	89-90	\$60,000
Total		\$609,116
Special Demonstration Total		\$2,572,355

Teacher Training Projects	Fiscal Year	Budget
Creating a Competency-Based Ed. Program Model*	84-85	\$31,201
FL Adult Ed. ESOL Staff Development Project*	84-85	\$38,000
Staff Development for a Mutable Program*	84-85	\$4,930
Total		\$74,131

Dyslexia! The Reading, Writing and Oral Language Part.*	85-86	\$4,500
Individualized Teacher-Training Model*	85-86	\$2,500
Inservice Training for Teachers of Special Students	85-86	\$16,000
Training Kit for Teaching Competency-Based ESL*	85-86	\$9,500
Total		\$32,500

Training for Teaching GED Essay Writing in Florida	87-88	\$38,220
Total		\$38,220

* Information taken from BACE matrices; materials not available.

Table 7, continued

ESOL Adult Assessment System	89-90	\$30,000
Outreach Childbirth Education	89-90	\$37,900
Total		\$67,900
Teacher Training Total		\$212,751

Special Demonstration and Teacher Training Projects	Fiscal Year	Budget
Recruiting through Community Cooperation*	84-85	\$16,000
Teacher Training/Staff Dev. in Composing for ABE*	84-85	\$40,000
Total		\$56,000

Educators in Excellence	85-86	\$45,000
Developing Florida's Adult Education Leadership	85-86	\$48,000
Learning Activities and Materials for Exceptional Adults*	85-86	\$15,000
Panhandle Area Literacy Volunteer Project	85-86	\$27,000
Teacher Training in Language Communication Processes*	85-86	\$45,000
Total		\$180,000

Competency-Based Adult Basic Education (Level II)	86-87	\$45,000
Development, Field-Testing and Implement. of Modules...	86-87	\$25,000
Florida Adult Career Exploration (FACE) Project	86-87	\$21,000
Haitian Retention Program	86-87	\$21,000
Individualized Teacher Training for Adult Education	86-87	\$4,980
Total		\$116,980

Adult Education Preservice Teacher Training	87-88	\$14,000
Developing Florida's Adult Education Leadership II	87-88	\$10,000
Sentenced to Education	87-88	\$37,133
Total		\$61,133

* Information taken from BACE matrices; materials not available.

Table 7, continued

Adult Basic Literacy: Teacher Resource Packet	88-89	\$18,430
Literacy Volunteers of Washington County	88-89	\$18,000
Operation COLLEGE	88-89	\$40,700
Telling Educators About Literacy Learning (TELL)	88-89	\$39,201
Total		\$116,331
Activities and Materials--ABE Elderly	89-90	\$35,000
Adult News Project	89-90	\$30,000
CBAE High School Curriculum Revision	89-90	\$70,000
I Can Read Well (An Occupational Advantage)	89-90	\$30,000
Project LIFE: Literacy Is for Everyone	89-90	\$50,899
Total		\$215,899
Special Demonstration and Teacher Training Total		\$746,343
Total of All Projects Funded		\$3,531,449

* Information taken from BACE matrices; materials not available.

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