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# THE PENNSYLVANIA
# ADULT BASIC AND LITERACY EDUCATION

# Staff Handbook

## 1995 EDITION

TANA REIFF, EDITOR

A guide for teachers, tutors, counselors, and others
working with adult learners in programs of:

 ▶ Literacy

 ▶ Adult Basic Education

 ▶ GED Preparation

 ▶ English as a Second Language

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The Pennsylvania Adult Basic and Literacy Education
# Staff Handbook
**1995 Edition**

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Tana Reiff, Project Director/Editor

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*Continued*

# PREFACE

*Our work in adult basic and literacy education is cut out for us.*

A combination of factors has thrust adult education into a challenging crossroads position—or should. Results of the State Adult Literacy Survey (SALS) confirmed our worst suspicions: that half of all adults in Pennsylvania lack the literacy proficiency to function effectively in society, find employment, or be trained for new jobs. Of the 2.2 million adults in Pennsylvania who have not finished high school, only 23% have ever even tried to pass the GED tests and, of those, only 39% have actually received the GED certificate. U.S. Census Bureau figures indicate that the Commonwealth's population of non-English-speaking adults is growing. Translation: more adults need to learn English as a second language. The Pennsylvania Department of Education reports that programs funded under the Federal Adult Education Act, Commonwealth of Pennsylvania Act 143 of 1986, and Federal Stewart B. McKinney Homeless Assistance Act of 1987 served some 60,000 adults in 1993-94; however, our students represented only about 2% of Pennsylvania adults without high school diplomas and only 15% of residents whose first language is not English. In the meantime, federal and state funders are looking for increased accountability and program improvement. The legislative climate in Washington is to cut spending, even as the Adult Education Act comes up for reauthorizaion in 1995. Without question, our work in adult basic and literacy education (ABLE) is cut out for us.

In the midst of these social and political conditions, doing the job right demands a great deal of ABLE practitioners. To begin, there is a lot to know about our student clientele: who they are, what motivates them to attend our programs, how they differ from school children and from one another, how to assess their needs, how they learn, how to make sure we're providing the content they need, how to measure their progress, how to accommodate a variety of special needs, how to counsel them regarding issues ranging from personal to career. There is also a lot to know about how our programs work: where the money comes from and for what purposes, how to provide accountability to our funders and the community, how to define our professional roles in local, regional, and statewide contexts, how to manage our learning environments, how to develop a commitment to continuous program improvement, how to coordinate services among providers, and how to make the most of the professional resources available to us. It all adds up to enormous staff development needs.

Yet, three out of four ABLE teachers and tutors in Pennsylvania work as volunteers, 19% are paid part-timers, and only 6% are full-time contract employees. How can these 11,000 educators acquire the information and professional support they need?

A variety of staff development opportunities exist (see pp. 46 on), and this, *The Pennsylvania Adult Basic and Literacy Education Staff Handbook*, is designed to serve as a statewide key basic resource. Using this book as a starting point and an ongoing reference, ABLE staff in Pennsylvania can read about the topics most likely to be important in their work. Further resources are listed for you to pursue on your own.

For this edition of the *Staff Handbook* we went to the field to zero in on exactly what topics should be included. We formed a Field Focus Group comprised of the nine Regional Staff Development Center coordinators, along with cognizant teachers, tutors, and counselors in literacy, ABE, GED, and ESL programs within each region. They carefully reviewed the 1992 *Handbook* and offered suggestions for improvement. Many of their ideas are reflected in this new edition. The Field Focus Group will do a post-publication review as well.

Pre-publication Field Focus Group results were analyzed, discussed, and developed by our distinguished Editorial Board, who provided additional ideas for topics and suggested appropriate writers. Later, the Editorial Board reviewed the entire *Handbook* manuscript prior to publication. Thanks to those whose names appear on page 2.

The contributing writers deserve our sincere gratitude. A select body of some 50 ABLE practitioners working in Pennsylvania and beyond donated their time to share their expertise with fellow ABLE practitioners.

Thanks also to ABLE Bureau people Abbei Brawley, Bill Murphy, and Larry Goodwin for their technical assistance, and to my sister, Annette Reiff, for proofreading the book at the layout stage.

A word on the terminology used in this *Staff Handbook*. The field is variously referred to as *adult education, adult basic education, ABE, adult basic and literacy education, ABLE, literacy education, adult literacy, continuing education, adult learning, community education,* and, in an instructional sense, *andragogy.* A *student* is referred to as *adult, adult student, learner, adult new reader, participant,* and *client. Staff* may also be called *teacher, tutor, adult educator, practitioner, instructor,* or *facilitator* or, specifically, *counselor, supervisor,* or *program coordinator.* Usage in this book is based on individual authors' perspectives or is an editorial choice based on the most appropriate term for the context.

Pennsylvania is fortunate to have thousands of dedicated adult educators. I hope this *Staff Handbook* helps to make your work more productive and more gratifying than ever.

—*Tana Reiff*
*Project Director/Editor*
*April 1995*

# 1

## A BACKGROUND FOR THE ADULT EDUCATOR

# PENNSYLVANIA'S VISION FOR ADULT BASIC AND LITERACY EDUCATION

BY CHERYL KEENAN

*Director, Bureau of Adult Basic and Literacy Education*
*Pennsylvania Department of Education*

Every adult learner who enrolls in an adult basic or literacy education program will have access to the highest-quality educational services. That is my vision for adult basic and literacy education. A high-quality system is based on several key components. Adult education programs must be accountable to their learners, teachers, community, and funders. High-quality programs need to be well coordinated with other services within the community and place a high value on their learners and their cultural backgrounds. A commitment to continuous program improvement through a rigorous program of staff development is evident in quality programs.

## ACCOUNTABILITY

One of your most important responsibilities as an adult educator is contributing to the creation of an accountable system for adult education. Accountability is necessary at several levels. Programs must first be accountable to its learners, who choose to spend their time in pursuit of educational growth. Interaction of learners and instructors must provide important feedback about how the learner is progressing. An instructor is responsible for ongoing assessment that yields important information about the learner's strengths and needs and relates to the most appropriate instructional strategies. Information collected through a variety of assessment processes is useful in making important decisions about curriculum and instructional strategies. It is critical for the learner who needs informa' )n to assist in making important decisions about future educational goals.

Assessment information, moreover, has additional value beyond you and your learners. Program funders, whether public or private, need to understand a program's value in measurable terms in order to continue their investment. Policymakers must have information that demonstrates what happens to learners in adult education programs in terms of employment, family, and community outcomes. Information collected by classroom instructors and other program staff can provide the basis f data needed to demonstrate accountability at the learner/instructor, funder, and policymaker levels.

## COORDINATION AMONG COMMUNITY SERVICES

High-quality services are well coordinated with other services in the community. Linkages must occur at several levels to support quality adult education programs. Your program must be linked to other adult education and training programs in your area. These linkages between education and training systems ensure learners a smooth transition as they complete their goals and become ready to move on to another setting. The adult educator who understands the enrollment procedures, training strategies, and program philosophies of other education and training programs can provide valuable information that will alleviate learner anxiety about the unknown. The instructor may even choose to alter classroom strategies to prepare learners for the next environment they will encounter.

Another level of coordination necessary for high-quality systems is between human-service providers and adult educators in the community. Important linkages must be formed among agencies responsible for areas such as housing, transportation, child care, counseling, and health care. Adult learners often come to adult education programs with complex needs that cannot be met by the adult education program alone. Recent studies have demonstrated that programs which provide needed support services can increase the likelihood that adult learners will persist in the educational program. Support services can be provided through well coordinated linkages of human-service providers within the community.

Coordination must also extend into the private business and industry sector of the community. Adult educators need to understand what basic skills employers need

to equip learners for the workforce. This important linkage with the private sector will bind adult education with business and industry in a way that is consistent with other educational initiatives.

## THE LEARNER'S CULTURAL BACKGROUND

As adult education programs serve increasing numbers of learners from diverse cultural backgrounds, it is essential that programs offer services that respect learners' cultural behaviors. At the very core of a "culturally competent" program is the adult education staff. Teachers, tutors, counselors, and all program staff must seek to identify diversity and the expression of diversity by working with key individuals within the cultural community. Those community contacts can help staff to understand education and literacy in the context of the given culture and to structure a program that respects ethnic background, religion, child-rearing practices, and gender customs.

By taking time to gain knowledge about diverse cultures, seeking information from key individuals, and involving learners and their communities in program planning, adult educators can offer programs that build on individual differences as a strength and create appreciation for the diversity of communities.

## DEVOTION TO CONTINUOUS IMPROVEMENT

In order to offer access to high-quality programs, adult educators must be committed to improving educational practice on a continuous basis. A well-planned schedule of staff development can keep adult educators abreast of current best practices. Participation in well-rounded staff-development activities includes attending in-service training programs, enrolling in out-service classes through colleges and universities, participating in classroom-based practitioner inquiry or action research projects, and pursuing independent opportunities, such as accessing online resources through the National Center for Adult Literacy.

The outcome of a well-rounded staff development program is that the adult educator can continually improve classroom practices and improve learner outcomes. Instructors and other program staff who aggressively pursue continuing education and lifelong learning can make valuable contributions to professionalizing the field of adult education.

An accountable system for adult education, linkages among all types of adult education providers, respect for cultural diversity among participants, and a devotion to continuous program and professional improvement—all of us working together to develop all of these factors will turn my vision into reality.◆

**66 99**

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Realize that just because a program may not be funded by PDE it is still 'adult education.'

◆

Henry P. Wardrop
Special Projects Coordinator
Lincoln Intermediate Unit #12, York/Adams/Franklin Counties

# THE FUNCTIONS OF THE BUREAU OF ADULT BASIC AND LITERACY EDUCATION
BY DONALD LUNDAY

The Governor and law charge the Commonwealth Secretary of Education with administering Adult Basic Education (ABE) programs in the Commonwealth. The Secretary accomplishes this responsibility through the Bureau of Adult Basic and Literacy Education, one of 13 bureaus in the Pennsylvania Department of Education (PDE).

The basic mission of the Bureau is the effective and efficient administration of programs to ensure the provision of quality ABE services. The specific parts of this mission are:
* management of state and federal ABE grants,
* evaluation and monitoring of ABE programs to ensure continuous program improvement and compliance with state and federal laws and regulations,
* planning and coordination of ABE services with other state and national agencies and organizations involved in the ABE effort, and
* administration of special programs related to ABE.

To accomplish this mission, the Bureau's 22 staff members are organized into three major elements which are responsible for a number of specific functions. These elements are the *Director's Office*, the *Regional Programs Division*, and the *Special Programs and Projects Division*.

The *Director's Office* consists of the Director's administrative staff and the Bureau Fiscal Unit. In addition to the direction and oversight of all Bureau functions associated with the administration of ABE programs from the state level, the Director coordinates state ABE programs and initiatives with his or her counterparts in other state agencies and with the U.S. Department of Education. The Director also serves on the various boards and committees representing ABE efforts in Pennsylvania. For ample, the Director is a member of the board of the Pennsylvania Association of Adult and Continuing Education (PAACE), the Pennsylvania Coalition for Adult Literacy, and the Adult Literacy Task Force of Pennsylvania 2000.

The Fiscal Unit in the Director's Office maintains Bureau accountability of state and federal grant funds and coordinates fiscal matters with the Comptroller's office. Additionally, this unit receives, reviews, and processes fiscal reports from agencies which are providing ABE services under contract with the PDE. Finally, the Fiscal Unit maintains the Bureau's record files of all grant contracts and prepares certain required fiscal reports.

The next major element of the Bureau is the *Regional Programs Division*. Included in this division are the five Adult Basic Education Area Advisors, the primary link
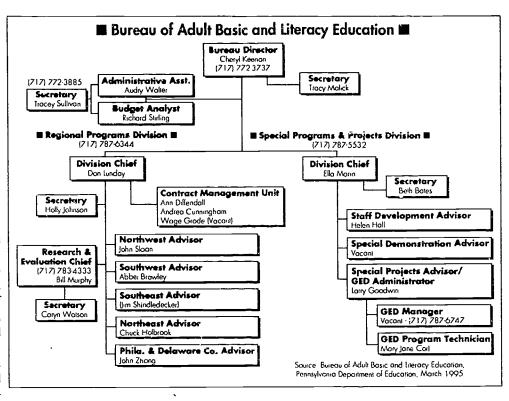
between the Bureau and ABE service providers throughout the state. This division develops guidelines and procedures for applications for ABE grants funded through Section 322 of the Federal Adult Education Act and the Pennsylvania Adult Literacy Act (Act 143). Additionally, the advisors review, evaluate, and process these applications. The Area Advisors also provide technical assistance to ABE programs and conduct on-site monitoring and evaluation visits to ABE activities to ensure a focus on quality delivery of service and compliance with federal and state laws and regulations.

The Bureau Research Unit is a part of the Regional Programs Division and is responsible for development and management of the state ABE performance data-reporting system. This unit uses the data obtained through the system to prepare required state and federal performance reports. Additionally, based on the analysis of this data, the Research Unit advises the Director and programs on research and new initiatives, policies, and procedures.

The third major element of the Bureau is the *Special Programs and Projects Division*. As the name implies, this division is responsible to the Director for a number of diverse functions in support of the state's ABE efforts. Key among these is the management of programs funded through Section 353, Federal Adult Education Act. These programs include "special experimental demonstration" and "staff development" projects. The division's responsibilities also include oversight and direction of the state's nine Regional Staff Development Centers and the two State Adult Literacy Resource Centers, AdvancE in Harrisburg and the Western Pennsylvania Adult Literacy Resource Center in Gibsonia (see also p. 48). Other special functions, such as management of the federally funded Adult Education for the Homeless Program (AEHP) and the development and coordination of the Pennsylvania Adult Education State Plan, are accomplished by this division. The State GED Administrator and GED Unit are a part of the Special Programs and Projects Division. This unit administers the State GED testing and diploma program and serves as the GED test records repository.

Inherent in the responsiblities of the Director's Office and the two divisions of the Bureau are many other specific tasks and functions essential for accomplishing the mission of efficient and effective administration of ABE programs at the state level. Regardless of the details, however, the key focus of all elements and individuals of the Bureau is to assist program staff in providing quality adult basic and literacy education in the Commonwealth to those most in need of these services.◆

# WHERE AND HOW ABLE SERVICES ARE DELIVERED IN PENNSYLVANIA BY LORI A. FORLIZZI

Pennsylvania organizations provide several major types of adult basic and literacy education (ABLE) services. Basic literacy services provide beginning reading and writing instruction to adults who typically score at the 0-4 grade level on standardized tests of reading and writing. Adult Basic Education, or ABE, services target adults with more advanced skills, who often score up to the eighth-grade level on standardized tests. GED (General Educational Development) services target students studying for high school equivalency diplomas and include the subject areas of reading, writing, mathematics, science, and social studies. Often, organizations provide all these services, offering students a continuous route to achieving diplomas. English as a Second Language (ESL) services assist students who wish to learn the English language. These are the most widely offered types of services. The term *ABE* applies to the whole range of services in reference to federal funding through the Bureau of Adult Basic and Literacy Education.

## ■ Bureau of Adult Basic and Literacy Education ■

**Bureau Director**
Cheryl Keenan
(717) 772-3737

**Secretary**
Tracy Malick

(717) 772-3885
**Administrative Asst.**
Audry Waller

**Secretary**
Tracey Sullivan

**Budget Analyst**
Richard Stirling

### ■ Regional Programs Division ■
(717) 787-6344

**Division Chief**
Don Lunday

**Secretary**
Holly Johnson

**Contract Management Unit**
Ann Dillendall
Andrea Cunningham
Wage Grade (Vacant)

**Research & Evaluation Chief**
(717) 783-4333
Bill Murphy

**Secretary**
Caryn Watson

**Northwest Advisor**
John Sloan

**Southwest Advisor**
Abbei Brawley

**Southeast Advisor**
(Jim Shindledecker)

**Northeast Advisor**
Chuck Holbrook

**Phila. & Delaware Co. Advisor**
John Zhang

### ■ Special Programs & Projects Division ■
(717) 787-5532

**Division Chief**
Ella Morin

**Secretary**
Beth Boles

**Staff Development Advisor**
Helen Hall

**Special Demonstration Advisor**
Vacant

**Special Projects Advisor/ GED Administrator**
Larry Goodwin

**GED Manager**
Vacant - (717) 787-6747

**GED Program Technician**
Mary Jane Corl

Source Bureau of Adult Basic and Literacy Education,
Pennsylvania Department of Education, March 1995

Some organizations teach basic skills geared toward aspects of students' lives, including the family or work. This "customized" instruction is much less common than basic literacy, ABE, GED, or ESL instruction. Such programs may teach basic skills required by a particular job or skills needed by a parent (such as writing a note to a child's teacher). Organizations often provide customized services in conjunction with ABE, GED, and ESL classes. A family literacy program, for example, may provide ABE classes for parents as well as instruction in literacy skills geared for parenting.

A variety of organizations provide services, including community agencies, school districts, intermediate units (which provide supporting educational services to school districts), correctional facilities, colleges and universities, corporations, and government agencies. The largest categories of providers in Pennsylvania are community agencies (including literacy councils) and school districts. Instruction occurs in a variety of sites, including schools, libraries, community centers, businesses, homes, churches, prisons, hospitals, homeless shelters, and public housing projects. Instruction may occur one on one between student and instructor, in a group setting, or both. Instructors may be full-time or part-time paid teachers or volunteer tutors. In Pennsylvania, instructors are much more likely to be part-time teachers or volunteers rather than full-time teachers. Funding is likely to come from government sources, including Section 322 federal adult education funds and Act 143 state adult literacy funds. In some programs, private funds from individuals, corporations, foundations, and fundraisers also contribute.

Programs offered by different types of organizations share some characteristics. However, each program is unique in the services it offers and the means by which it offers them. Teachers and tutors should become familiar with programs in their area in order to help guide adult students to programs best suited to serve them.✦

# YOUR ROLE AS AN EDUCATOR OF ADULTS

BY TANA REIFF

What are the typical roles and responsibilities of teachers, tutors, counselors, program coordinators, and secretaries working in adult basic and literacy education programs in Pennsylvania? As we've done for previous editions of this *Staff Handbook*, we went to the field to find out. The responses to our unscientific survey appear to draw a fair picture.

Many of the ABLE staff indicated that they hold multiple roles. The same person may be teaching all levels, from the beginning reader to the adult preparing to take the GED tests. The ESL teacher is likely to be handling intake and assessment as part of the job. Some told us

they were teachers but listed counseling and/or clerical responsibilities in addition to teaching. We heard from several program directors and administrators, but did not include their responses in this summary. (See the *Handbook for Program Administrators*.)

Here is a compilation of what respondents told us their work involves:

## PROGRAM COORDINATOR

- Maintain daily program operations
- Recruit students and tutors
- Match students with tutors
- Conduct student and tutor intake
- Conduct learner assessments
- Select and order instructional materials
- Supervise volunteers
- Coordinate staff development
- Attend meetings
- Seek out funding
- Conduct tutor-training workshops
- Conduct fundraising activities
- Work with social-service agencies on behalf of students
- Speak to local organizations about literacy

## ABE/GED TEACHER

- Interview new and potential students
- Assess student needs
- Assist students in setting realistic goals
- Write and implement individual educational plans
- Develop curriculum
- Select and/or develop appropriate curriculum materials
- Guide/encourage students in progressing toward goals
- Provide instruction which prepares students to pass GED tests
- Teach reading/math/grammar/social studies/literature/ESL (many listed two or more of these and various levels)
- Teach life and employability skills
- Correct student essays
- Build students' self-esteem
- Evaluate student progress
- Counsel students when necessary
- Serve as tutor lead teacher
- Liaison with labor/business clients
- Maintain attendance records
- Complete student data records

## ESL TEACHER

- Teach English to non-native speakers, at various levels
- Plan curriculum
- Write and grade tests
- Teach job preparation skills/coordinate job searches
- Maintain attendance records
- Return shared classroom to exact state

## COUNSELOR

- Register new students
- Administer standardized tests at intake and for assessment of progress
- Counsel students

- Schedule students and staff
- Assist teachers with problems
- Maintain attendance records and student data forms
- Teach/tutor students
- Attend to student retention issues

## LITERACY TUTOR/TEACHER'S AIDE

- Tutor students in reading one on one
- Assist with variety of teaching responsibilities
- Prepare curriculum materials
- Maintain files, attendance records, and other office tasks

## SECRETARY

- Phone individuals to inform them of program offerings
- Assist teachers with paperwork
- Computerize information for funding
- Send monthly registration forms to potential students
- Receive and distribute purchase orders
- Maintain attendance and grant records
- Assist in planning annual GED graduation

## EMPLOYMENT STATUS

Pennsylvania Department of Education data indicate that of the 11,478 individuals working in adult basic and literacy education—administrators, supervisors, teachers, counselors, aides/paraprofessionals, clerical workers, and tutors, only 6% are full-time, paid employees. Another 19% are part-time paid and 76% are volunteers. If you count paid teachers alone, 80.5% are part-time and 19.5% are full-time. Average teacher pay is about $15 per hour.

Responses to our survey covered a wide range of hours worked and compensation, from a low of four hours per week at $900 a year to a few full-time teachers earning around $60,000 a year with a full complement of fringe benefits. Clearly, inequities exist. This is due partly to funding levels and partly to whether or not teachers belong to local unions. For example, ABLE teachers in community-based programs are paid much less than those in some school district-based programs. Even within certain Intermediate Units and community colleges, part-time ABLE teachers receive an hourly rate that is proportionally much lower than the annual salaries of contract teachers working in the same agency's other programs—and the ABLE folks are likely to receive no fringe benefits. In some cases, lack of benefits is a negligible issue because so many ABLE staff members hold other, full-time jobs. But for a great number in this field, working part time or full time, professional responsibilities are not supported by an employment situation on par with professionals in other areas of education. The chart at right lists a representative sampling of responses to our survey. This is not necessarily representative of Pennsylvania as a whole or adult basic and literacy education in general.

## STRUGGLES OF THE JOB

For the first time, our survey asked respondents to relate the struggles they encounter as ABLE practitioners. Their comments reflect some serious and fundamental problems.

### SAMPLE ADULT BASIC AND LITERACY EDUCATORS' EMPLOYMENT STATUS

| Pay | TimeWorked | Benefits | Position |
|---|---|---|---|
| $10.30/hr. | 32 hrs/wk | none | GED teacher |
| $11.48/hr. | 8 hrs/wk | none | Teacher/Counselor |
| $16/hr. | 20 hrs/wk | none | ABE/GED teacher |
| $ 900 | 4 hrs/wk | none | GED teacher |
| $ 1,400 | 4 hrs/wk | none | GED teacher |
| $ 1,935 | 4 hrs/wk | none | ESL teacher |
| $ 4,080 | 8 hrs/wk | none | GED teacher |
| $ 4,560 | 9 hrs/wk | none | ABE teacher |
| $ 9,777 | app 20 hrs/wk | pd vacation, holidays, sick days | ABE teacher |
| $11,700 | 25 hrs/wk | holiday and sick days | ABE teacher |
| $12,000 | 21 hrs/wk | none | GED teacher |
| $12,960 | 30 hrs/wk | none | Literacy field coordinator |
| $17,000 | 25 hrs/wk | medical, dental, vision | Literacy coordinator |
| $17,500 | 36.25 hrs/wk | medical, pd vacation, personal day, sick leave | ESL teacher |
| $17,500 | 37.5 hrs/wk | medical, dental | Secretary |
| $19,000 | 24 hrs/wk | none | ABE/GED/ESL counselor |
| $22,700 | 40 hrs/wk | none | Literacy tutor coordinator |
| $24,000 | 25 hrs/wk | retirement | Program coordinator |
| $25,000 | 35 hrs/wk | medical, dental, vision, life, inc. protection | Program assistant |
| $28,000 | 35 hrs/wk | none | Reading specialist |
| $29,680 | 35 hrs/wk | medical, dental | GED instructor |
| $31,500 | 76+ hrs/wk | medical | ABE/GED/ESL counselor |
| $32,000 | 40 hrs/wk | medical, dental, life, retirement | GED teacher |
| $35,000 | 40 hrs/wk | medical, life, retirement | Coordinator/instructor |

The most frequently cited problem was funding and related issues, drawing comments such as:
- "Funding is always an issue."
- "Insufficient funds to pay teachers for their preparation work, yet a lot of preparation is needed ..."
- "Insufficient funds for books!"
- "Not enough time to do it all—I'm spread too thin ..."
- "Funding to run an effective and productive program with quality and caring staff"
- "Lack of access to new educational technology"
- "Lack of opportunity to conference nationally"
- "Lack of opportunity to attend TESOL [Teachers of English to Speakers of Other Languages] conventions, even at personal expense"

Teachers expressed frustration with student-related issues such as inconsistent and unpredictable attendance, high drop-out rates, language barriers, cultural differences, the difficulty of dealing with a wide range of ability levels, interference of students' personal problems and anxieties, a constant influx of new students, difficulty in measuring real improvement in reading level, lack of time to teach thoroughly and individually, and lack of follow-up on students.

Respondents also noted management problems, such as the burden of paperwork, the difficulty of communicating with other staff members at remote locations, and internal disagreements among staff.

Despite the negatives, respondents' subjective comments portray a highly dedicated corps of professionals, motivated by a sincere desire to help their adult students, regardless of what it may require of them. Some of these inspiring comments are scattered throughout this book. ◆

# WHO ARE OUR ADULT STUDENTS?

BY TANA REIFF

What is the state of adult literacy in Pennsylvania? Who is attending programs of adult basic and literacy education in this Commonwealth—and why? And of those adults who do enroll in an ABLE program, what goals are they achieving? Figures derived from the 1992 State Adult Literacy Survey, administered by Educational Testing Service, and data collected annually by the Pennsylvania Department of Education answer those questions, at least statistically.

The State Adult Literacy Survey (SALS) studied 1,600 randomly selected adults representing the 9.25 million adults in Pennsylvania. It was based on the National Adult Literacy Survey (NALS), which studied 26,000 adults representing 191,000,000 adults nationwide. The NALS and 12 SALS measured adults' proficiencies in three literacy scales, on five levels within each scale:

**Prose literacy**—the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction.

**Document literacy**—the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs.

**Quantitative literacy**—the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials.

A very brief profile of adult literacy in Pennsylvania, as derived from this state's SALS, is as follows:
- 18–22% of adults demonstrated skills in the lowest of five levels of prose, document, and quantitative proficiencies.
- 36% of adults who performed in the lowest quantitative proficiency level had completed high school or a GED certificate. 50% in this group were age 65 or older and 40% had physical or mental conditions that kept them from work, school, housework, etc.
- 25–28% of respondents performed in Level 2 on each literacy scale. Their skills were more varied than those

in Level 1 but still quite limited.
- Individuals in both Levels 1 and 2 had difficulty with tasks requiring them to integrate or synthesize information from complex or lengthy texts or to perform quantitative tasks involving setting up a problem and then carrying out two or more sequential operations to solve it.
- About one-third of the adults performed in Level 3 on each literacy scale, 17% in Level 4, and 2-4% in Level 5.
- Average scores were approximately the same as adults in the national study.
- Pennsylvania residents who were born in the United States had higher prose and quantitative proficiencies than foreign born.
- Men's and women's average prose and document proficiencies did not differ, but men's average quantitative proficiencies were 15 points higher than women's.

The SALS showed unequivocally that a serious literacy problem exists in Pennsylvania, as the NALS showed on a nationwide basis. However, according to PDE estimates, only about 2% of adults without high school diplomas and 15% of residents whose first language is not English actually present themselves in programs funded under the Federal Adult Education Act, Commonwealth of Pennsylvania Act 143 of 1986, and Federal Stewart B. McKinney Homeless Assistance Act of 1987—the programs which comprise the recipients of services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

The Bureau's more specific demographic figures draw a statistical profile of ABLE students. For the 1993-94 program year (the most recent for which statistics are available at this writing), students described their *primary* **Reasons for participation** in ABE/GED/Literacy programs as:
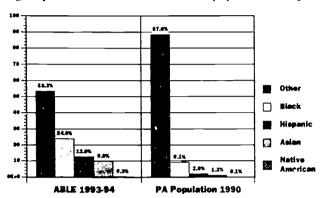
| | Number | % |
|---|---|---|
| To get a diploma or certificate | 19,750 | 33 |
| To learn the English language | 12,175 | 21 |
| To improve job prospects | 9,096 | 15 |
| To improve basic skills | 6,657 | 11 |
| To improve competency in areas other than basic skills | 5,234 | 9 |
| To qualify for college, business school, or other training | 4,279 | 7 |
| To help children with homework | 1,005 | 2 |
| Participation mandated for AFDC, parole | 613 | 1 |
| To obtain citizenship | 155 | 0.5 |
| To obtain driver's license | 266 | 0.4 |
| **Total** (excluding most SPOC) | **59,230** | **100** |

To meet their goals, our students participate in the following types of programs, in order of frequency:

| | Number | % |
|---|---|---|
| Community-based ABE | 21,275 | 35.9 |
| Act 143/Adult Literacy | 19,435 | 32.8 |
| Community-based GED | 7,356 | 12.4 |
| Institutional ABE | 5,261 | 8.9 |
| Institutional GED | 1,813 | 3.1 |
| Section 372/ESL | 1,769 | 3.0 |
| Homeless | 1,474 | 2.5 |
| Section 353/Demonstration | 814 | 1.4 |
| Section 353/Staff Development | 33 | 0.1 |
| Total | 59,230 | 100.0 |

Taken as a whole, other aspects of the data, such as race, age, and sex statistics, say little about each individual student but draw generalizations about the population we are serving.

For instance, Graph 1 compares adult students' race to that of Pennsylvania's general population, according to the 1990 Census. You will note that minorities account for a much higher portion of our clientele than the population at large.



**Graph 1: Race breakdown compared to Pennsylvania general population**



Most years, more than half of our students are female (54.4% female/45.6% male in 1993-94). The majority of our students perennially fall into the 25-44 age group.

- 60+
- 45-59
- 25-44
- 16-24
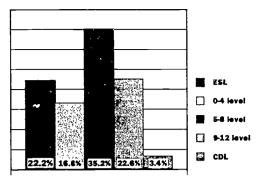
**Graph 2: Enrollment percentages by age**

Most adult students enroll to gain an educational credential. However, many are not ready for 9-12 level GED instruction at the outset. Graph 3 shows the breakdown of actual levels/services in which students participate.

## WHAT FOR, HOW MUCH?

During 1993-94, 62,798 (3,919 SPOC; 58,879 other) adults attended ABLE programs for at least 12 hours of instruction. Below is list of various participation reasons and the average amount of time students spent in each.

As you will note in the following table, persons pre-



**Graph 3: Service/level of participating students**

paring to enter vocational training or military service and ESL students spend, on average, the most time in our programs.

| Major reason for participation | Avg. # of program hours |
|---|---|
| To qualify for training or military | 59.5 |
| To learn better English (ESL) | 58.7 |
| To improve social position/self-esteem | 50.8 |
| To improve competence in reading | 50.7 |
| To get a better job | 50.4 |
| To qualify for college, business school | 49.0 |
| To get a diploma or certificate | 45.8 |
| To obtain citizenship | 44.5 |
| To help children with homework | 38.7 |
| To improve competence in math skills | 36.1 |
| To obtain a driver's license | 34.6 |
| Other reasons | 32.2 |

Finally, how successful are our students in meeting their educational goals? The numbers below show precisely how many persons achieved each of several typical outcomes during 1993-94. The total is more than the 59,230 students served because many students achieved more than one outcome.

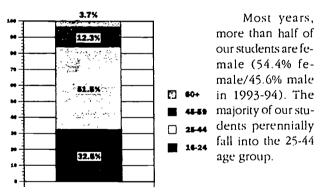| Program impacts | Number of students |
|---|---|
| Passed the GED test | 3,699 |
| GED test taken/results not received | 2,148 |
| Obtained a high school diploma | 749 |
| Improved basic skills | 41,507 |
| Was grade 0-8 or ESL and learned reading, math, writing skills | 25,576 |
| Completed an ESL level | 4,098 |
| Completed ESL Level 1 | 2,236 |
| Completed ESL Level 2 | 1,576 |
| Completed ESL Level 3 | 752 |
| Learned English language | 6,942 |
| Obtained a job | 2,976 |
| Obtained a better job or salary increase | 1,774 |
| Removed from public assistance | 422 |
| Entered another education/training program | 4,786 |
| Obtained citizenship | 109 |
| Obtained driver's license | 439 |
| Met personal objective | 25,995 |
| Voted for the first time | 183 |
| Referred to another agency for services | 10,737 |

Now that you've read the numbers, read the remainder of this section to learn about dealing with the *real people* who are your adult students.

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# APPLYING THE RESEARCH IN ADULT LEARNING

BY JUDITH A. RANCE-RONEY

The hardiest and most adventuresome pioneers moved westward across vast America, meeting physical challenges, intellectual transitions, emotional hardship. They learned to *do* through imitation of one another. They learned to *learn* by reading the Book of Psalms: men, women, children together using the same material. In 1797, Benjamin Franklin formed an adult discussion group, the Junta, and the adult education movement was thus born.

The education of adults in America has many labels: adult education, continuing education, adult learning, community education, and, as proposed by Knowles (1970), *andragogy*. Andragogy, the study of adult learning as opposed to pedagogy, the study of child learning, recognizes that "adult education is a process whereby persons who no longer attend school on a regular and fulltime basis ... undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, skills, appreciation, and attitudes" (Knowles & Klevins in Klevins, 1978).

From the earliest writings of Knowles to the view of adult basic education as a more specific area of concern, it is apparent that the education of adults, while sharing some common ground with pedagogy, demonstrates pervasive differences and challenges.

## 1. Why do adults seek education, despite significant barriers?

In general, the reasons why adult participate in learning are remarkably predictable based on their particular needs at different life stages. Houle (*The Inquiring Mind*, 1961) classifies adult learners according to three types of motivation: 1) goal-oriented learners seek education in order to learn to *do* a job or learn a specific skill; 2) activity-oriented learners engage in learning for the social interaction it provides, to escape boredom or social isolation, or to meet societal expectations of learning level; and 3) learning-oriented learners pursue learning for its own sake to expand horizons or keep mentally fit

According to various surveys, the most often cited motives for seeking adult education are:

- **To increase technical competence.** Adults are scurrying to keep up with the demands of learning at work and for everyday technical demands such as programming a VCR or maintaining the household budget. Although Paulo Friere, a famous literacy educator, viewed education as having the ability to transform society, so society has the ability to transform the individual. Paradoxically, it is those individuals who heed the call of technology that will have the ability to transform society

- **To respond to competition.** Jobs are increasingly higher skilled, and many Pennsylvania adults are choosing to further their education at community colleges and other institutions. Also, in the past two decades, the changing status of women and their increased involvement in the workplace has added one-third more workers in competition for a decreasing number of job slots.

- **To cope with job mobility and career change.** One in three adults move to a different occupation each year. A 20-year-old man will make six to seven job changes in the course of his working life.

- **To better cope with life transitions.** Developmental adult educators have identified life markers which signal significant changes for adults. Education at these critical junctures provides both the knowledge to resolve current issues and a sense of control as adults face new and difficult challenges. Aslanian and Brickell (1980) believe that the need to cope with life transitions—job loss, parenthood, divorce, retirement, etc.—account for most adults' motivation to begin learning. Havinghurst (1972) labeled these life junctures "teachable moments" because at these stages adults experience high anxiety which may create motivation to do something about the problem.

- **For personal fulfillment and self-esteem,** whether learning for learning's sake or to increase socialization opportunities in an increasingly isolationist society. Although personal satisfaction in mastering a new skill is often immeasurable, researchers have long felt that "just feeling good" about oneself during educational engagement is a critical factor in adults' choosing to enter and stay in learning opportunities.

## 2. What is so different about teaching an adult vs. teaching a child?

Many characteristics set apart the adult learner. First, adult learners are a heterogeneous bunch, much more so than a group of children at a certain grade level. Not only do ability factors set adults apart, but their psychological and social profiles have been shaped by differing life experiences and influences.

Secondly, adults come to literacy programs with emotional baggage. Psychological studies suggest that adults who seek literacy education often have low self-esteem, negative attitudes towards education, and a fear of failure; they seek to avoid social disapproval for their participation (Hayes, 1988).

Research validates common sense: that adults have significant daily responsibilities which must be considered in deciding whether or not to continue education. Family, job, and social activities leave little time for "extra" pursuits. The adult must decide where and when to spend the valuable currency of spare time—in increasing literacy skills or in leisure activities. The adults in our literacy programs have asserted, time and time again, that instructional quality and the relevance of the learning are important factors in the decision to continue in a literacy program or to drop out.

## 3. Who participates in adult learning and why?

Much of the research which asks the question "How many adults participate in continuing education and why?" has focused on the white, majority learner. Tough asserted

that 90% of adults participated in at least one educational enterprise each year, although the learning was not necessarily institution based. Further studies by Tough and Penland (1979) found that almost 80% considered themselves continuing learners. Other studies with more rigorous definitions of learning found participation rates as low as 14%.

Cross (1981) acknowledges that adults at the lower end of the socioeconomic scale are probably more limited and pragmatic in their reasons and motivation for education, for example to prepare for a better job. Hunter and Harmon (1979) estimate that only 2-3% of adults in need of literacy services enroll in formal programs and over 30% of that number drop out before making any significant gains. In fact, Diekhoff estimated that in one typical ABE program, only 12% persisted in reading instruction long enough to make significant progress as measured by grade levels.

### 4. What are the barriers to participation in adult basic education?

# Meeting the Needs of Adult Students with Disabilities

### BY ABBEI BRAWLEY

Under the Americans with Disabilities Act of 1990 (ADA), any form of discrimination toward individuals with disabilities is unlawful. As instructors, we sometimes discover that individuals with disabilities enroll in our classes. Accessibility for these students is crucial, and responsibility for a barrier-free classroom that is conducive to the learning process becomes our responsibility. Physical access to the classroom as well as within it must be considered.

Within the classroom, teachers need to remove any barriers which may present obstacles to learners with disabilities. For instance, a wheelchair-bound student must have access to the computer, chalkboard, and other available materials. A hearing-impaired learner must have access to alternative materials, such as videocassettes, an overhead projector, and transparencies, while the visually impaired learner will benefit from large-print textbooks and audiocassettes. These auxiliary aids provide learners with disabilities access to a barrier-free learning environment.

Just as teachers discuss academic needs with any learner, we should also communicate with learners with disabilities about their needs to a barrier-free learning environment. Once barriers are removed, these individuals can embark on their educational journey.

The end result lies in an individual's active participation in and enjoyment of the benefits of the educational system. A learner's self-acceptance, motivation, and dedication are rewarding when a comfortable classroom is ensured. ◆

Why do the adults who *do* enter our programs drop out in such great numbers? "One of the field's greatest mysteries is why more adults—especially those who might benefit the most—are not involved in adult education" (Merriam & Caffarella, 1991, p. 87).

As high as 40% of ABE students quit before completing one-year programs, citing psychological, sociological, and educational factors besides the barriers inherent in daily life. Cross (1981) and others categorize the reasons for nonparticipation as situational (no time to attend, no transportation, etc.), dispositional (the psychological barriers: fear of inadequacy, memories of prior failure, etc.), informational (unawareness of educational opportunities, class schedules, etc.), and institutional (lack of course relevance, unclear registration procedures, etc.).

Darkenwald and Valentine (1985) found that ABE students choose nonparticipation because of low-quality teaching and lack of relevance of the learning (institutional factors). They also cited situational deterrents such as inconvenient times and location, as well as time constraints.

The adult's perception of the value of education, beliefs about the educational system, and self-evaluation of their abilities as learners all interact either to motivate the adult to enroll or to discourage enrollment and retention. Some researchers in adult basic education now believe that there exists a group of nonparticipants, labeled as "resisters," who view themselves as "different" in school, feel rebellious in their attitude towards authority, and often see education as irrelevant. Even when all institutional and situational barriers are removed, it is unlikely that these adults will persevere in ABE (Beder & Quigley, 1990).

### 5. What is self-directed learning and how can I encourage it?

Knowles in *The Self-Directed Learner* (1975) asserts that the adult must be regarded as self and goal directed. The educators' role, then, is diagnostician, clarifier of learning goals, counselor in appropriate learning strategies, and assistant in identifying materials and resources through which learning can occur. Thereafter, the educator helps the adult to evaluate learning outcomes. In a sense, the educator is in a procedural role, not a purveyor of content.

Although this model set the stage for andragogy and represented one step in the evolution of adult learning theory, it has been modified in the realization that adult learning is not a step-by-step system. Rather, adult learning is nonlinear; it is more likely to occur in clusters of related activities. The adult judges the relevance of information from all activity clusters, then formulates concepts and makes decisions based on the whole of information (Spear in Merriam & Caffarella, 1991). Adult learning often progresses in fits and starts, often in informal settings, at times without premeditation and without a conscious decision to begin learning and without a definite beginning, end, and evaluation.

Adult-learning theorists like Brookfield, Merriam, and

Tough view the adult educator's role as that of preparing the adult for self-directed learning by 1) helping the adult recognize the role of education in guiding through life's transitions, 2) helping the learner recognize strengths, weaknesses, and preferred learning strategies, 3) assisting the adult in identifying sources of information or formal learning settings, and 4) forming learning groups in recognition that self-directed learning is not an isolationist activity.

Finally, Brookfield (1988) cautions that Knowles may have overestimated some adult learners' readiness for self-directing and motivated behavior; the reaction to a self-directing approach is often resistance, confusion, anxiety, and anger. Merriam and Cunningham (1990) concur with Brookfield that the concept of self-directed learning is better described as a goal of the curriculum, not an assumption about the learner. Knowles (1980) adds that, even though each adult has a strong need for self-directedness and a self-directed learning environment, this is an advanced step in the evolutionary nature of adult learning.

In summary, it is now recognized that self-directed learning occurs in a continuum; that the role of the educator with inexperienced adult learners may include a greater instructor-directed role, with increasing movement toward more self-direction as the learning progresses. Further, self-directedness can be a learned process. It can occur both in an institutional setting, such as an ABE or GED class, or totally without assistance from an established learning institution. Finally, it can occur either by design or chance, and that we as educators need to open our adults to opportunities for learning and the realization of the power of learning as a tool to solve some of life's transitions and problems. We must also provide the knowledge of resources which will support any future self-directed learning.

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# MATCHING TEACHING STRATEGIES TO STUDENT LEARNING STYLES
### BY LARAINE A. DEMSHOCK

The concept of individual learning styles holds continued interest in the educational community. Simply defined, a learning style is a preference for receiving or processing information through one sensory modality over another. While researchers in the fields of education and psychology cannot seem to agree on the definition or the number and types of characteristics that constitute one's learning style, they do validate the importance of considering an individual's learning style when implementing instructional strategies to meet the needs of the adult learner.

Determining adult students' learning-style preferences through the administration of a learning-styles inventory can enhance the quality of the educational experience in two ways. First, by enabling students to discover their individual learning style, we as educators will be better able to provide students with information on how they process information and help them as they develop strategies to meet academic needs. This ultimately gives the student ownership in the learning process. Second, each teacher will be better able to structure lessons to meet the learning-style needs of a class, thus providing a multi-modality instructional approach which best affords our students solid opportunities for learning.

## LEARNING-STYLE PREFERENCES

To successfully design and implement instructional strategies to meet students' learning-style needs, we must first develop a basic understanding of learning styles, or preferences. For the purpose of this discussion, learning styles will be briefly presented in terms of sensory modalities.

One learning style, visualization, indicates the importance to the learner of actually seeing objects and activities in order to acquire information. This learner may need to study and learn using techniques that provide a visual representation of the information to be mastered, such as charts, graphs, videotapes, or drawings. Similar to the visualization type learner is the "written word" learning-style preference, which describes a learner who relies on the written word. What distinguishes the two categories is whether a person gets more details by seeing an event occur (visualization) or by reading a description of the event (written word). Both are types of visual learners and, combined, represent 65% of the population.

The auditory, or listening, learning-style preference indicates a need to hear spoken language or auditory stimuli. This group, representing 15% of the population, gains the most from what they hear, often loves to talk, and generally listens attentively.

The other learning-style preference is the feeling/ac-

tivity, or kinesthetic, category, describing the person for whom some manner of physical activity is extremely critical in the learning process. Representing 10% of the population, this individual will require some form of physical involvement to facilitate learning. For some, this will clearly mean "hands-on," or experiential, learning, while for others, any physical activity, such as walking, stimulates the acquisition of new information.

It is important to realize that even though one or two modalities may be preferred, successful students often use other sensory modalities effectively. It is logical to assume, however, that many students in adult literacy classes show deficits in one or more input channels or rely entirely on one learning modality. Some may not know how to use different learning modalities to acquire new information, have not developed a repertoire of strategies from which to draw, or just get "stuck" trying to learn as they did when they were children. Unfortunately, they may not realize that a particular strategy did not work for them years ago and will not work for them now. They may not naturally realize what they need to do to learn effectively.

As educators, we have an obligation not only to teach information and develop academic skills but also to teach students how to learn effectively. We also have an obligation to teach in such a way that all students have the opportunity to master information.

## LEARNING STYLES AND THE ADULT LEARNER

When we consider the principles of adult learning in conjunction with learning-style preferences, we can make a connection that provides a more holistic view of the teaching and learning process. First, let us consider that learning is a lifelong process in which adults need to feel that previous and current learning experiences have relevance to their present and future lives. By helping students discover their learning-style preferences and develop techniques to meet their own learning-style needs, we are helping them develop lifelong survival tools.

We also know that adults learn best when they are personally involved in the process of planning, assessment, and implementation in an environment that is not threatening to their self-esteem. To involve students in the learning process, we need to help them discover how they learn best and what they things need to do to facilitate this learning. Because there is no "right or wrong" way to learn but rather a way that is best for them, a student's self-esteem is enhanced rather than threatened.

Furthermore, we know that adults prefer and need to learn how to learn so that they can generalize that ability to all situations. This empowers learners because the learning techniques they develop based upon knowledge of their learning style can and will be generalized to further educational experiences, employment situations, and even social or familial interactions.

Finally, we know that adults learn best when they are motivated to change, undertake a process of self-discovery, or acquire a set of specific skills and strategies. Administering a learning-styles inventory can help our students discover how they learn best and develop strategies that utilize this

preferred modality. Ultimately, we can hold them responsible for the application of these techniques. Through this process of self-discovery, students and educators can develop a partnership in the learning process, a sense of shared responsibility and therefore of ownership.

## LEARNING STYLES AND TEACHING STRATEGIES

Clearly, the first step in the implementation of learning styles-based instruction is to administer a learning-styles inventory. Many are commercially available and should be selected on the basis of ease of administration and quality of information generated.

Based upon the information obtained, an individual profile of a student's learning-style strengths and weaknesses can be used to develop effective strategies. The teacher should also develop a class profile of learning-style preferences as a guide in developing and implementing teaching strategies to meet the group's diverse needs.

In a one-to-one teaching situation such as tutoring, the most effective instruction is achieved when lessons are designed with the student's primary learning modality in mind. In a class situation, the most effective learning takes place when lessons are designed to meet the learning-style needs of that particular group. This may mean that instructional techniques would need to utilize the visual, auditory, and kinesthetic modalities. Obviously, instruction that combines many modalities delivered to a group will benefit the most learners. It is critical for students to receive new information in a way that enables them to utilize their primary learning preference. It is also beneficial to reinforce information through secondary preferences, both to master the information and to develop alternate learning modalities.

Regardless of how one defines or characterizes learning styles, the following fact holds true: knowing a student's learning-style preference, teaching learners techniques to enhance the mastery of information via their learning preferences, and adjusting teaching strategies to meet students' learning-style needs will enhance the quality of education for adults.

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# WHAT DRAWS THEM AND KEEPS THEM?

BY ALISA BELZER

Student recruitment and retention are two frequently discussed (and researched) challenges faced by adult educators. Statistics show that only a small percentage of adults who do not complete high school actually seek adult basic education services. Those who do attend programs leave before completing their goals in disappointingly high numbers. Therefore, practices which aim at encouraging learners to attend and remain in programs are of critical importance.

## BRINGING THEM IN

Research on recruitment has primarily addressed two questions. The first has focused on understanding why adults do not seek out programs which could help them. Studies have identified both individual characteristics of participators and nonparticipators as well as structural barriers which inhibit participation. A second area of study has been to identify specific techniques and strategies which seem to be successful in recruiting learners.

Recommendations for successful recruitment which emerge from research on which adults are (or are not) most likely to seek out literacy instruction are based on the finding that the potential pool is extremely diverse—both demographically and in terms of attitudes toward education and learning, barriers to participation, and motivation. For this reason, research suggests that recruitment, as well as program offerings, should take a "market segmentation" approach. Many programs attempt to meet the needs of all learners but lack detailed knowledge about the diversity of the population they seek to serve. It is important for programs to determine who exactly they are trying to serve and then to tailor both their program and their recruitment strategies to this segment of potential learners.

Other kinds of research on recruitment suggest particular strategies for attracting learners. Although eligible adults are diverse, they often seem to share at least two common concerns—lack of time and negative attitudes toward school. Marketing efforts should address these common concerns. For example, recruitment materials could make clear that a program has scheduling flexibility built in (e.g., classes offered at different times of day, self-pacing, distance learning opportunities), and should

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# Patterns and Predictors of Instructional Attendance

BY MALCOLM B. YOUNG

The recently completed National Evaluation of Adult Education Programs (NEAEP) found that most participants in adult education programs stay only a very short time. Although some students obtain their GED after only a few hours of instruction, and others are able to meet their needs for specific employment-related skills in a short period of time, generally, adult students would benefit by staying in the program longer.

After following a nationally representative sample of more than 20,000 adults who enrolled in local programs over several years, the study concluded that about 15 percent of the adults who enroll never attend their first class, and that of those who do begin:

- students in adult secondary education (ASE, often called "GED" group) receive an average (median) of 28 hours of instruction;
- students in adult basic education (ABE) receive 35 hours; and
- students in English as a second language (ESL) receive 113 instructional hours.

The crucial time for programs to work with clients to sustain attendance is during the clients' first month of instruction. The national study identified several variables within the control of local programs that are important predictors of the number of instructional hours adults receive. Overall, the strongest predictors are:

- The presence of services such as child care, transportation, and counseling explains why some adults

can sustain their participation and others cannot.
- The type of instructional setting: ESL students were more likely to persist if their instruction included independent study or participation in a learning lab than if their instruction was only classroom based. ASE clients who participated in a learning lab were also more likely to persist. But, ABE clients whose instruction was provided only in a teacher-based classroom were more likely to persist than those whose instruction included independent study.

Having at least one full-time administrator *and* one full-time instructional staff member was also strongly associated with persistence, particularly for those enrolled in ASE or ESL. Probably this is because having at least some full-time staff increases the quality of teacher training, supervision, and support.

The national study also included contacting more than 6,000 former students, about six months after they had stopped receiving instruction. Overall, about 40 percent said they left because they felt they had completed the program or gotten what they went for (over half in ASE, about 40 percent in ABE, and 30 percent in ESL). About 15 percent said they left because they had problems with child care or transportation, which perhaps their local program could have helped them address. Another 30 percent left because of family, health, or employment-related reasons. Less than ten percent said they left because they were unhappy with the program or instruction they received.◆

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highlight program features which are distinctive from traditional schools (e.g. small learning groups, student-directed learning, real-life materials). Recruitment efforts must serve the dual purpose of helping adults see ways to overcome barriers to participation while promoting a positive image of the program

Recruitment is a combination of effectively spreading the word about the specific services your program offers and helping learners overcome negative attitudes and perceived barriers. Traditional promotional strategies include use of print and broadcast media, direct mail, personal contact, telemarketing, and publicity events. Adults ignore all of these efforts, however, until the time is right. Therefore, intense time-limited media campaigns will have only limited impact. Many researchers feel that one of the most important recruitment tools is the use of networks. Literacy professionals can encourage referrals via their professional networks (but only by creating and maintaining links with other social-service agencies). Learners can recruit others through their social networks. Personal recommendations—"word-of-mouth"—can be far more important than media campaigns. Successful students make successful recruiters.

## KEEPING THEM ATTENDING

Although no program can realistically attempt to achieve 100% attendance or completion rates, most would like to improve their performance in this area. Not only is there a strong connection between regular attendance and achievement, but many programs evaluate their success, at least in part, on student retention.

As with the work on recruitment, retention research has followed several different lines of inquiry. Some researchers have focused on identifying adults who are likely to have difficulty persisting so that they can receive additional support. Much of the work here has been to determine the characteristics of adults who persist (or do not) in programs. An alternative approach has been to identify program features that help learners remain in programs. For example, research that accurately identifies barriers to participation can provide programs with information about noneducational supports (e.g. child care, bus fare) and counseling that may help learners stay in programs. Another important focus has been to determine which program attributes seem to promote student retention. The approach here is to help programs best meet the needs of learners as a way to improve satisfaction with the learning experience.

Unfortunately, almost no research has accounted for the complex interaction among individual characteristics of learners, program offerings, and the ongoing challenges of adult life. Many studies simplify retention by studying just one of these dimensions. In fact, adults come to literacy programs with many layers of needs and expectations, and many competing demands on their time. Similarly, educational opportunities can be extremely diverse even within one program. Given this complexity, programs should operate on the assumption that retaining students is problematic and that no single set of solutions will suffice.

While programs should strive to provide educational opportunities and support that address the diverse needs and expectations of learners, they should also take actions which account for the reality that many students will not stay in programs for long periods of time. For example, to encourage learners to return, programs should develop and implement uniform procedures for use when students stop attending (how many times to call an absent student, how many absences constitute a drop-out). Programs should also ensure that learners know their options when they have difficulty attending. Perhaps most importantly, programs should help adults learn to learn on their own, stressing that the best way to get better at reading is to read lots of high-interest material, listen to books on tape, and actively question the text. Learners tend to come, go, and come again, possibly not only to one program. Helping adults develop strategies for lifelong learning can make these transitions smoother and more productive. ◆

# MULTICULTURALISM AND THE ROLE OF DIFFERENCE BY STANLEY NOWACK

An intense and seemingly unending stream of voices is addressing multiculturalism, intercultural issues, and diversity in a multitude of arenas, including age, gender, race, ethnicity, religion, sexual orientation, class, literacy, level of education, country of origin, etc., etc. The list is endless, as are the suggestions as to what to do to address these issues. This in part is due to the symptomatic compartmentalization of the issues and the recommendations. It somehow seems more manageable to address a particular symptom in endless detail because it is definable, can be compartmentalized, and is often something with which we are familiar. Like the victim of stress who takes massive amounts of "pain killers," in one form or another, to combat a headache without addressing the cause of the stress, much of the diversity-intercultural-multicultural struggle is characterized by addressing symptoms and not causes.

Causes are harder to define specifically or to compartmentalize; we may not have the training or background to negotiate them confidently, and they trigger all of the complex issues which characterize the myriad of symptoms. To avoid the struggle, however, is to perpetuate the problem. For example, how much diversity training is merely the presentation of a list of the differences between the client-student and the target group? "If you memorize these characteristics you will be more effective in dealing with the target person." Sadly, much like the preoccupation with secondary sources, critics, and reading prefaces to original works of literature in schools, we often sacrifice the rich potential of our own immediate

# Addiction, Recovery, and ABE

## BY JOYCE P. KERRICK AND CAROL MOLEK

Every adult educator must face the reality that many of our learners are addicts. The addiction may be environmental/social, mental, physical, emotional, or compulsive. The types of addiction we see in adult education programs include welfare; relationship; and substance, including caffeine, food, cigarettes, drugs, and alcohol.

Adult educators need to know about the "12-step recovery process." The first step is admitting and recognizing the addiction. Part of the recovery process is to confront those whom the addict has hurt and to make amends. Addicts have a commitment to attend daily meetings. They need the support of a group of people who are also living through recovery. If the person is in an abusive relationship and chooses to stay, then they need a strong support system within the extended family or community.

Many adult educators are "caretakers." They feel they can change the "weak and downtrodden"; they can show them how to change their lives. We often have an attitude of "See how I live—you should do this, too." This is enabling behavior for the addict. Instead, addicts need to recognize their own strengths and abilities if they are to succeed in recovery.

What is enabling, or codependency? It is making excuses for someone's behavior or providing ways or means for the person to continue the inappropriate behavior, covering up the abuse or addiction. Relationships often break down during recovery because the enabling or codependent party has lost control over the addict. Such couples need to go through recovery together.

Signs and symptoms to identify substance abusers include: twitchiness (calmer after breaks), disruptiveness, silly or giddy behavior, absenteeism, tardiness, lack of concentration or too-narrow focus, many explanations or excuses, sudden negative change in performance, and inability to get along well with managers or supervisors.

The adult education program needs to have a policy on handling this situation. Think through the safety issues of all the class members. Enlist student help. Enforce the policy—do not become an enabler. Let students know about the options and choices available in the community. Build self-esteem.

Learn to see these people as people and not as damaged goods. They need to believe they can change, and to see that someone else believes they can change.

How do addicts beat their addiction? They must have a strong personal vision and an everyday commitment. They need to recognize that "once an addict, always an addict" is true. They need to replace negative self-talk with positive ideas. They need a strong support system of others in recovery and family or friends who are supportive but not enabling. ◆

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experience in the face of another human being and end up reducing people to a checklist of characteristics—like sacrificing our own interpretation of literature in order to verify or challenge the preface writer's or the teacher's interpretation.

The problem appears to stem from the tradition of cognitive imperialism, which characterizes so much of what we call education. Our preoccupation with developing cognitive intelligence to the exclusion of developing emotional maturity in our learners is a primary issue. This is especially evident as we continually ask our learners to change their behavior before addressing the feelings that cause the behavior. When confronting someone who is different, someone with whom we cannot predict the appropriateness of our actions or the effect we might have on the other, we often feel uncomfortable. The emotionally mature person can identify the feeling with the stimulus and appreciate the opportunity to expand awareness and understanding of another, to grow and develop. The less emotionally mature person will experience the same discomfort and avoid the opportunity, often blaming the other for their feeling of discomfort. The consequence of this process on a collective level is alarming. It means that when groups of similar individuals share this perception of others who are different, they can create an unwelcoming, inhospitable climate—or worse.

Addressing this struggle starts for each of us on an individual level; we have to decide what we stand for and struggle with the dialogue that addresses the underlying values we want to represent individually and collectively. Helping our learners negotiate difference, which lies at the heart of most of the issues cited above, and own the responsibility for their personal development is a primary task we cannot avoid without contributing to the problems we hope to address. At the value level, this process needs to be integrated into every learning context, regardless of subject or skill being addressed. Recognizing how we respond to difference, both cognitively and emotionally, is critical to all learning but may have particular application to literacy contexts. These learners often suffer treatment from "less emotionally mature" individuals and may need help in understanding that it is not their fault but rather the shortcoming of the "other."

As we struggle to clarify where we stand in this process, it is important to acknowledge that there is no such thing as "value-free" learning, which in itself is a value term defined by avoidance. To avoid the struggle to decide what values—such as a "tolerance for difference"—we want to stand for and promote in our learning environments is to become part of the problem. To advance the dialogue at this causal level is to improve our ability to more effectively address all symptoms and to experientially model what we value. We ultimately need to become the message, not just talk about it. ◆

# 3

## INTAKE AND ASSESSMENT

# ASSESSMENT OF ADULT STUDENT PERFORMANCE

### BY JUDITH A. ALAMPRESE

Learner assessment increasingly is becoming an essential component of adult education programs. There are many reasons for this attention to assessment. In response to the national call for accountability in education, the adult education federal legislation requires that states assess a sample of the adults participating in federally supported adult basic education instruction. State legislatures also are asking for information about the impact of the adult education programs that are funded with state monies. Similarly, state policymakers are interested in collecting assessment information that can be used to improve the quality of a state's adult education services, as is the case with Pennsylvania's Project Educational Quality for Adult Literacy (EQuAL). At the local level, adult education programs providing adult basic education (ABE), English as a second language (ESL), and adult secondary education services need assessment data to serve learners better and to meet state and federal reporting requirements. Most importantly, however, learners receiving services from adult education want to know what they need to learn to meet their goals and how they are making progress toward achieving these goals.

## USES OF ADULT LEARNER ASSESSMENT

While there are many audiences for learner assessment information, the way in which these data are used depends on the reasons for the assessment. There are four points at which assessment usually is carried out in an adult education program. When a learner first enters a program, a diagnostic or placement assessment is conducted to determine learners' strengths and areas of need. In addition to providing information about learners' skills and knowledge, the initial assessment usually involves collecting information about learners' goals for participating in an adult education program; their demographic characteristics; the learning strategies that adults have found to be most helpful in the past; and their attitudes about learning. Instructors and learners can use this information to determine the appropriate instructional set-

ting that matches learners' goals, skills, and learning styles. From a programmatic perspective, staff can use the data to determine the extent to which the program is recruiting its target population

The second point for conducting assessment is shortly after learners are placed in instruction. At this time a standardized pre-test usually is administered to collect baseline information about learners' skills and knowledge. This assessment then will be compared to a post-test that is administered to learners at the completion of instruction. Periodically during the instructional process, information can be collected about learners' progress toward achieving their goals. Instructors and learners can work together to determine the types of information that would be helpful for monitoring learners' progress and the ways in which this information can be gathered. Assessments such as those included in instructional materials and those developed by instructors and learners are appropriate for determining whether learners are improving their skills and knowledge and meeting their goals. Instructors can use this interim assessment information to adjust the content and methods of their instruction and learners can refocus their goals based on the progress that they are making. At the program level, adult education managers can review these assessment results along with attendance data to determine the extent to which the program is meeting learners' needs.

The final point at which assessment is conducted is at the completion of an instructional component. This may occur at a specific period of time, such as a semester, or at the end of an instructional unit or module. The post-test version of the pre-test instrument previously administered is given to learners at this time. The difference between learners' scores on the pre- and post-tests can be compared to determine the overall effectiveness of the instructional program as well as the success of individual classes. In addition to assessment data, information usually is collected from learners concerning their achievement of their goals and their satisfaction with instruction. This information along with the assessment results can be used to determine changes that might need to be made in the types of classes that are being offered or in the staff development that is being provided to instructors.

State policymakers also have an interest in the results achieved by local adult education programs in assisting learners in meeting their goals and enhancing their skills and knowledge. This information can be used to evaluate the overall success of a state's adult education program and the types of staff development and technical assis-

tance that might need to be provided to program staff to increase the quality of instruction and services offered to learners. At the federal level, assessment results can be analyzed across states to determine the progress that is made in serving adults who have been participating in ABE and ESL programs.

## TYPES OF ASSESSMENT INSTRUMENTS AND PROCESSES

Adult educators' views about learner assessment are in a state of flux, as they express increasing concern about having assessment instruments that measure the broad range of skills, knowledge, and abilities that learners bring to the instructional setting. While the state of the art of adult learner assessment may be less than is optimal for accurate assessment of learners, there are a variety of assessment instruments and processes that can be used together to provide useful information to learners and instructors.

In determining the types of assessment to use, there are two factors to consider. The first is whether the assessment is standardized, and the second is the purpose and method of the assessment. Standardized tests or assessments are administered and scored under conditions uniform to all learners. Standardization is needed to make test scores comparable and to assure as much as possible that test takers have the same chance to demonstrate what they know. While most educators associate standardized tests with the multiple-choice format, standardization is a generic concept that can apply to any testing format, including applied performance assessment. Commonly used standardized assessments for measuring literacy and basic skills include the Test of Adult Basic Skills (TABE), the Adult Basic Learning Examination (ABLE), the Comprehensive Adult Student Assessment Instrument (CASAS), the Test of Applied Literacy Skills (TALS), and the GED and GED Official Practice Test. Standardized tests for measuring ESL skills include the CASAS Listening test, the Basic English Skills Test (BEST), and the Structure Tests of English Language. In adult secondary education, the External Diploma Program is an example of a standardized applied performance assessment that measu es learners' application of life skills, interpretation of materials, and higher-order thinking skills.

Tests may be designed for different purposes. A survey achievement test, such as the CASAS Pre and Post Test, is intended to estimate what a group of learners know and can do as a result of specific instruction. This type of test is used to estimate the performance of learners as a population group, rather than individually. The CASAS Level Exit Test, in contrast, provides information about an individual learner's readiness to move to the next level of instruction.

The methods used in assessment also may vary. Multiple-choice tests, for example, require learners to select from an array of possible answers. In performance assessments, learners are required to create an answer or product that demonstrates their knowledge or skills. Performance assessments can take many forms, including writing letters, short answers, or essays; providing information in an oral interview; completing a simulated life-skills task; or performing a skill.

Adult educators also are using a variety of other methods to measure learners' progress. These include teacher-developed assessments that measure subsets of information taught in the learning setting. Other forms of measurement are self-assessment instruments and instructor or tutor ratings. The formats used for these assessments consist of checklists, interviews, and observation. These instruments often assess learners' perceptions of the achievement of their goals, the learning strategies that they use, and their enhancement of their skills and knowledge. Increasingly, learner portfolios are being used as a method for assessing learners' progress. In conjunction with their instructors, learners assemble portfolios that contain representative pieces of their work.

In selecting an assessment instrument or process for measuring learners' performance, it is important to consider the type of assessment and its purpose. It is likely, however, that no one instrument will meet the multiple needs of learners, instructors, and program managers. Rather, a range of assessment instruments will be needed to gather information about learners' skills upon entering a program, their progress during instruction, and their skills at the end of the instructional component.

## THE ROLE OF ASSESSMENT IN PROJECT EQUAL

As the federal and state governments continue to emphasize the use of adult learner assessment in adult education programs, Pennsylvania's Bureau of Adult Basic and Literacy Education has undertaken a three-year project during 1994-97 to develop the capacity of local adult education providers to implement systems for collecting and using data about learner and program performance. Through Project EQuAL, literacy and basic skills providers are strengthening their skills in selecting and administering appropriate learner assessment instruments and in interpreting assessment results for guiding learners and managing programs. The assessment data collected thought Project EQuAL also will be used to establish statewide standards of program quality in the area of adult learner assessment. By having a statewide initiative that includes a focus on learner assessment, it is intended that assessment will become an integral part of the provision of quality adult education services.

## FOR MORE INFORMATION:

Herman, Joan et al. (1992). *A Practical Guide to Alternative Assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

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Lytle, Susan L. and Marcie Wolfe. (1988). *Adult Literacy Education: Program Evaluation and Learner Assessment,* Columbus, OH: Center on Education and Training.

Office of Educational Research and Improvement (OERI). (1994). "Performance-Based Assessment." *The ERIC Review,* Vol. 3, Iss. 1. Washington, DC: U.S. Dept. of Education.

Office of Technology Assessment. (1992). *Testing in American Schools: Asking the Right Questions.* Washington, DC: U.S. Dept. of Education.

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*sic Education and English as a Second Language Programs.* San Diego, CA: Applied Behavioral & Cognitive Sciences, Inc.◆

# INTAKE: SETTING THE TONE

### BY GEORGINA RETTINGER

One of the most frightening moments in adult students' lives occurs when they walk through the door and into your program. That moment can be pretty frightening for you, too, particularly if you are new to adult education. What if you aren't friendly enough? What if you're too friendly? What if you say something wrong?

Relax! You've already done the hard part: you've gotten the client to walk through the door. For that to happen you have done many things right. Somehow—through advertising, a speech at the Rotary Club, the word of another student—you have sent out the signal that new students are welcome. Now, all you need to do is provide the kind of welcome your new students are expecting.

Why don't you start by greeting the client the way you would greet a guest in your home. One instructor I know always says, "I'm honored that you've chosen to come to my class." That statement alone sets a lovely tone for your first class or meeting. Another program director always has the class (or an individual student) help themselves to soft drinks or coffee. Then, the instructors continue with the kinds of questions they would ask any guest in their home: Are you new in the area? Do you and your family enjoy living here? How many children do you have? If you maintain a conversational tone, the clients won't feel you are interrogating them.

They will also respond warmly if you share information about yourself as you talk together.

By this time, you already know many answers to the questions on the intake sheet through your conversation with the client(s). Show that you were listening carefully as you go through the questions on the sheet. Offer what you know about a client as answers to relevant questions. But each time you do, invite the clients to expand upon the information by telling more about themselves.

Now, it's time to find out why the clients have come to your program. Ask them what led them to begin the class or the one-on-one program at this point in their lives. Then use those responses as starting points to help them identify their long-term goals: entering a particular trade, training for a particular career, helping their children achieve success in school. These long-term goals determine a few short-term goals—goals clients can realize within the next month or two. List those goals on sheets of paper that the clients can take home. Give out the sheets and tell each person individually that you will gladly help them meet those goals.

At this point, talk about the program. How will your program help the clients achieve the long-term goals? What should they expect to happen as they achieve each short-term goal? What other kinds of information do you need in order to plan an appropriate program? Do you need to know the client's achievement level in math? Do you need to know more about the person's reading skills? Do you need to know the client's preferred learning style? This is the place in your introduction to talk about any standardized or informal testing you need to do. But avoid using the word "test." Your students are in your program because they were seldom successful in school. Most often, tests mean school to your clients and school means another failure. Most of us have much greater success dur-

# COMMONLY USED STANDARDIZED TESTS FOR ADULTS

*Adapted from* Selected Academic Skills Tests for Adults *(ETS, 1992)*

**Adult Basic Learning Examination–Second Edition** (ABLE-2)
The Psychological Corporation, 555 Academic Court, San Antonio, TX 78203-2498, (800) 228-0752
Suitable for: Adults with at least 1-8 years of formal education
Instrument content: Vocabulary, reading comprehension, spelling, language, number operations, problem solving, applied grammer, capitalization/punctuation

**Beder Reading and Language Inventory** (Beder), Passage Sets for Children/Adults & Adults
Macmillan Publishing Company, 866 Third Ave., New York, NY 10022, (800) 257-5755
Suitable for: Individual adult reading on preprimer–12th-grade level
Instrument content: Word recognition, reading comprehension

**CASAS Life Skills Survey Achievement Series-Reading, Math, Listening** (CASAS Life Skills-R,M,L)
Comprehensive Adult Student Assessment System, 2725 Congress St., Ste. 1-M, San Diego, CA 92110, (619) 298-4681
Suitable for: Adults with basic skills at or below high school level
Instrument content: Reading comprehension, mathematics, listening comprehension

**General Educational Development Official Practice Tests** (GED OPT)
Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755, (800) 531-5015
Suitable for: Students preparing for GED with at least a grade 8 reading level
Instrument content: Writing, social studies, science, interpreting listerature/arts, mathematics

**Tests of Adult Basic Education** (TABE)
CTB Macmillan/McGraw-Hill, P.O. Box 150, Monterey, CA 93940, (800) 538-9547
Suitable for: Adults with skills commonly taught in grades 2-12
Instrument content: Vocabulary, reading comprehension, language mechanics/expression, math computation, mathematical concepts/application

**Tests of Applied Literacy Skills** (TALS)
Simon & Schuster Workplace Resources, P.O. Box 1230, Westwood, NJ 07675-9855, (800) 223-2348
Suitable for: Adults who can use printed materials
Instrument content: Prose literacy, document literacy, quantitative literacy◆

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ing the intake interview if we refer to tests as "screening tools," "assessments," or "brief exercises to help us get the information we need to help you achieve your goals."

Display some of the materials you will be using with your clients. Then, if possible, have a practice lesson available so that your clients receive concrete proof that they *can* be successful in an academic program.

Finally, tell your new clients about any provisions you or the community may offer: child care, transportation, inexpensive food or clothing outlets. Then set a date for your next meeting or class, pass out cards with the date written on them, and give the clients a brochure with information about your program. Walk your clients to the door, shake hands, and give yourself a pat on the back for having conducted the intake interview in a very masterful manner.✦

# USING STANDARDIZED TESTS TO ENHANCE INSTRUCTIONAL TIME

BY GEORGINA RETTINGER

Currently, many educators balk at the idea of using standardized tests to measure adult performance. They fault standardized tests for not measuring all the facets of such a complex skill as reading. They also fault the tests for being unable to use irrelevancies like "grade level" to discuss adult performance in read-

# Implementing Portfolio Assessment

BY SUSAN L. LYTLE AND ALISA BELZER

The use of portfolios as an approach to authentic assessment and to learner-centered literacy education is based on several assumptions about teaching and learning: that learners actively shape their own learning, that teachers and learners together assess the processes and products of learning, and that meaningful assessment is embedded in instruction and in the uses of literacy in everyday life. In adult literacy education, portfolio assessment is congruent with the view that literacy has multiple definitions and purposes in various social contexts. The systematic assessment of reading and writing enables participants in literacy programs to engage, individually and collectively, in purposeful and critical reflection on their work over time.

Based on the concept of an artist's portfolio, portfolios in adult literacy and basic education are both a product—a collection of student work and reflections on that work—and a process—a system for gathering and analyzing assessment data. Assessment portfolios involve a cyclical process of both collection and reflection. They provide learners, teachers/tutors and programs with evidence of literacy growth and development while simultaneously suggesting next steps in instruction.

Many programs and practitioners have begun to use portfolio assessment with learners. However, because portfolios are unique reflections of program and learner goals and assumptions, they vary along several important dimensions. In planning and implementing portfolio processes in particular contexts, the following aspects would need to be taken into consideration:

**Who will select/collect and use portfolio materials?**
• Learner
• Teacher/tutor
• Other program staff
• Other learners
• Family, friends

**What should go into a portfolio?**

• Student writing ("best" work, work in progress, work that reflects learning challenges), letters, essa, poems, summaries of readings, learning log, journa. entries, notes, other writing
• Curricular materials
• Formal inventories and tests
• Audiotapes and photos
• Observations and discussions recorded in field notes
• Interview and group discussion audio tapes, transcripts, or field notes

**When and where will materials be collected/analyzed?**
• Beginning of program
• Ongoing
• End of cycle

The process of designing and implementing portfolio assessment is a type of inquiry activity—it raises questions (How can a student's ongoing work be used to assess progress? What does literacy growth and development look like for this student?), generates data relevant to those questions (collection of portfolio materials), and suggests the need for periodic reflection as a way to address those questions (What stands out about this body of work? What are its outstanding features? What evidences of growth and development are visible? What next steps are suggested?). These inquiry processes are richest and most informative when they are constructed as collaborative activities (teacher/tutor-learner, learner-learner, practitioner-practitioner).

There is a great deal of excitement and interest developing around the use of portfolio assessment. Practitioners and programs need to experiment with portfolio assessment processes and then build in ongoing opportunities for reflection and revision such that the process of developing and refining portfolio procedures mirrors the process of creating a portfolio—collecting, analyzing, and assessing development—in a cyclical rather than a linear way.✦

ing, and conclude that using standardized tests is a waste of instructional time.

The staff of Project EQuAL is presently studying these concerns. But, until they have completed development of an assessment and evaluation system that will address them, throwing standardized tests out of your program is like throwing the baby out with the bath water. Judicious use of standardized tests is not a waste of time; rather, it can save time because the tests can help you develop more efficient instructional programs and enable learners to be part of the process of identifying strengths on which to build.

Naturally, the key to judicious use is selecting tests carefully. To do so, you need to apply five criteria to each test you examine:

1. *Consider your purpose for testing.* What kind of information do you need?

- If you need information about a student's general level of functioning in a skill or content area, you can use a *standardized survey test.*
- If you need information about a student's mastery of specific areas within a skill or content area, you may want to select a *standardized diagnostic test.*

No test can serve all purposes. Therefore, it is important for you to know the kind of information that is essential for you to run your program.

2. *Consider the test's validity.* Does the test actually measure what the publisher says it measures? You can decide whether a test is valid by looking at the theory behind the test. Do you agree with it? For example, some tests measure reading ability by asking a student to read a list of words, under the assumption that word calling is a valid gauge of the student's general reading ability. If you don't agree with that philosophy, find another test.

3. *Consider the test's reliability.* Will the test give you consistent results? Without consistency, a test can give you wildly wavering score: the same person can score 8.2 in reading one day and 3.2 the next. Tests with low reliability ratings cannot measure the actual progress of your students. Therefore, any test you select should have a minimum reliability correlation of .85.

4. *Consider the way the test was standardized.* To attach meaning to the raw scores, test publishers invite groups of people to take a newly developed test. Their scores on these trials are then used as benchmarks to convert raw scores into more meaningful comparisons (which are often grade levels). The more these groups of people resemble all levels of society, the more certainty you have that the score will reflect actual performance on a task. Therefore, you should look for a test that is standardized on a normally distributed population

5. *Consider the amount of time it takes to administer*

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**Allow the student as much leeway as possible in planning his own educational goals and strategies.**

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Patricia Flora
GED Instructor
Penn State Adult Literacy Action, Beaver

*the test.* All else being equal, you should choose a test that makes the best use of instructional time. In other words, the shorter the test, the better.

You can get all this information by reading the test's technical manual (available from the publisher, usually at no extra cost). Unfortunately, many educators become discouraged when they first begin to examine the technical manuals. The writing is dry, the terms are confusing, and few tests meet all five criteria. Nevertheless, the more you know about a test's strengths and weaknesses, the better you can interpret the results. The better you interpret the results, the better decisions you can make about your clients need for instruction—and you can provide that instruction more efficiently.◆

# ASSESSMENT IN ADULT ESL  BY JUDITH A. RANCE-RONEY

At the first meeting of a community ESL class several years ago, I was approached by an articulate, well-dressed woman from Eastern Europe who spoke with a mere trace of an accent. Convinced that she was a volunteer aide, I handed her a set of teacher's books. She looked at me quizzically. Soon I realized she was here to join the class, not teach it. During the group testing, I quickly noted that, indeed, Anna's writing proficiency was low, even though her speaking was grammatically correct and fluent.

Even experienced ESL educators can underestimate the complexity of assessing an ESL student. Even more complex is the task of assessing adult ESL learners whose English skills have been developed over time and through multiple learning experiences, thereby resulting in a multiplicity of proficiency levels in each of the language skills.

Alderson, Krahnke, and Stansfield (1987) found that "Many ESL/EFL teachers seem to believe that one or more tests exist that will solve all their administrative and instructional problems ..." (iii) But this is not so. Tests, at best, provide a small window into the individual's language competence. Further, tests for adult ESL learners tend to focus only on one or two skill areas. Therefore, the best course of action is to create an Assessment Plan and design your program's own customized ESL test battery. The following steps will guide you.

## REASONS FOR ASSESSMENT

Your Assessment Plan must begin with a concrete understanding of the reasons for assessment, the practical considerations surrounding the time and location of assessment, and a method for assessing the broad range of language skills—the levels which may vary considerably within one adult learner.

The reasons for assessment frequently determine your Assessment Plan. The reasons are diverse and may include: 1) to assess proficiency for preliminary classroom placement and choice of instructional materials; 2) to measure

differences in proficiency levels of listening, speaking, reading, writing, grammar knowledge, and vocabulary comprehension, as discrete proficiency areas; 3) to assess readiness for mainstreaming into ABE, GED, or an academic ESL program; and 4) to assess learner gains both for checking on instructional effectiveness and to prove proficiency gains for assessment of program quality.

Attention to these reasons will help you choose the correct combination of assessments in your customized battery.

## THE PRE-ASSESSMENT INTERVIEW

During the critical pre-assessment interview (translator-assisted if necessary) the ESL educator should discover literacy achievement in the first language, including exposure to print materials and level of education completed. Second, the type of exposure to English language instruction is important in the choice of tests in your Assessment Plan and subsequent teaching methods and materials. If the student has learned English in a formal language program, a structured knowledge-based test might be appropriate; however, if the student has learned informally through community exposure to English, then choose a task-based assessment. Finally, the aspirations of the learner are critical since an academically focused student must be assessed on grammatical accuracy, for example, while a student who chooses a less formal education may require an assessment that focuses on the ability to function on real-life tasks.

## MULTIPLE PROFICIENCIES

Each ESL adult begins class with a multiplicity of proficiency levels in the various language skills, not just one. This reality makes the assessor's job much more challenging as you attempt to set benchmarks in all areas:
* *receptive language:* aural (listening) skill and reading comprehension (vocabulary and sentence meaning)
* *productive language:* speaking skill and writing skill

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# Classifying ESL Proficiency

### BY JUDITH A. RANCE-RONEY

(Adapted from *A Resource Listing for ESL Practitioners*, Sherry Royce, Ed.)

What is a beginner? Intermediate? How do ESL adult educators label their students' levels, and what do those labels mean? In the 1970s, language educators turned the focus to language learners' *proficiency:* levels were established based on what students can *do* with the language, not what they know about the language. The following brief descriptors can serve as a guide to understanding classification, placement, and materials selection based on proficiency.

## BEGINNER

A learner at this level may have little or no ability to speak, read, or write English and would be unable to function independently using the language. In listening, only short utterances, simple courtesy expressions, and main themes are comprehended. In writing, this student can copy, list, and label concrete terms and may be able to fill in simple autobiographical information on forms.

## ADVANCED BEGINNER

This learner will have some ability to satisfy immediate and common needs using English. In listening, this learner will be able to decipher the main idea of a dialogue. This level writer will be able to produce simple paragraphs using familiar material and may read short passages with general comprehension.

## BEGINNING INTERMEDIATE

A learner at this level will be able to satisfy survival needs and "minimum courtesy requirements." The learner can understand simple questions and answers and hold simple face-to-face conversations. In reading, the learner will be able to identify supporting details and read for information. The writer can write letters and short compositions, albeit replete with grammatical errors and using only simple grammatical structures.

## INTERMEDIATE

The full intermediate will be able to converse with native speakers and be understood when discussing familiar topics. Listening may be selective, and the listener can identify mood and the attitude of the speaker. Polite expressions are mastered at this level. In reading, the use of context clues and the skills of skimming and scanning are possible. Writers are able to take notes in class and to write using common terms and vocabulary which are comprehensible to the native speaker, but would be labeled simplistic.

## ADVANCED

This learner can communicate well at work and can adequately satisfy the social demands of conversation with some sensitivity to both informal and formal language. Listening comprehension now can include abstract discussion and the details of everyday nontechnical conversation. Abstract material can be comprehended in reading as well. Academic reading in history, cultural and moral issues, and politics is within this ability range. This writer can use both informal and formal prose, paraphrase and summarize, and produce complex sentence structures with adequate accuracy.

It is important to note that movement from one proficiency level to the next is not linear; in other words, the time necessary to achieve the Advanced Beginner level may take one to several months. In contrast, the jump from Intermediate to Advanced may take several years—or may never occur at all. ♦

(grammar, sentence structure, and composing patterns)
- *linguistic knowledge:* abstract knowledge of grammar and vocabulary and the sociolinguistic competence involving culture and personal communication.

## THE ESL BATTERY

Unfortunately, no one test adequately measures all the major skills areas; therefore, a good ESL assessment must consist of a battery of tests which will be interpreted holistically. Minimally, it must include measures of 1) grammatical knowledge, 2) oral proficiency, (3) listening proficiency, 4) literacy/reading comprehension, and fi-

nally, 5) writing competence. Otherwise, you will have an incomplete picture of the student's language development.

This combination of the pre-assessment interview and the mix of ESL tests (see chart, below) into a customized ESL battery will show a pattern of language knowledge and language needs which are most likely to address the reasons for your assessment.

## FOR MORE INFORMATION:

Alderson, J. C., Krahnke, K. J. & Stansfield, C. W. (1987). *Reviews of English Language Proficiency Tests.* Washington, DC: TESOL.♦

# DESIGNING THE ESL ASSESSMENT BATTERY: SOME CHOICES

## by Judith A. Rance-Roney

### MULTIPLE SKILLS ASSESSMENTS.

**The BEST Test** (Basic English Skills Test)
The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204, (512) 299-1061 *or* Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (202) 429-9292
Suitable for: Adult ESL students: beginning, intermediate
Instrument content: Listening comprehension, speaking, reading, writing

**ELSA** (English Language Skills Assessment)
Harper & Row Publishers, Keystone Industrial Park, Scranton, PA 18512, (800) 242-7737
Suitable for: Adult ESL students: beginning, intermediate, adult
Instrument content: Reading ability in a cloze format

**HELP** (Henderson-Moriarty ESL Placement Test)
Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545, (415) 887-7070
Suitable for: Adult low-literate/nonliterate Asian ESL students
Skills assessed: Native language reading, spoken social English, vocabulary

**The CELT** (Comprehensive English Language Test)
McGraw-Hill Book Company, 1221 Ave. of the Americas, New York, NY 10020, (212) 512-4327
Suitable for: Intermediate and advanced secondary and adult ESL learners who are academically focused
Instrument content: Listening comprehension, language grammar and structure, and vocabulary

**The G-TELP** (General Tests of English Language Proficiency)
TENEC International, 4665 Lampson Ave., Los Alamitos, CA 90720-5199, (714) 891-6308
Suitable for: All levels of adult ESL learners
Instrument content: Proficiency in task performance in listening, reading, speaking, grammar, and vocabulary

**The SLEP** (Secondary Level English Proficiency)
Educational Testing Service, CN 6158, Princeton, NJ 08541-6158, (609) 734-5245
Suitable for: Designed for high school ESL students, may be used with young adults
Instrument content: Reading and listening comprehension

**The MTELP** (Michigan Test of English Language Proficiency)
English Language Institute, Testing and Certification Division, The University of Michigan, Ann Arbor, MI 48109, (313) 747-0456
Suitable for: Academically oriented, pre-collegiate advanced ESL adults
Instrument content: Grammar and structure, vocabulary, reading comprehension

### TO ASSESS SPOKEN PROFICIENCY:

**The John/Fred Test**
Language Innovations, Inc. (LINC), 2112 Broadway, Rm 515, New York, NY 10023, (212) 873-9476
Suitable for: ESL adults in a nonacademic setting
Instrument content: Oral proficiency assessment of both questions and connected discourse

**The Ilyin Oral Interview** (IOI/The Bill/Tom Tests)
Harper & Row Publishers (see above)
Suitable for: Secondary and adult ESL learners
Instrument content: Direct assessment of oral proficiency

**ILR** (The Interagency Language Roundtable)
Educational Testing Service, CN 6158, Princeton, NJ 08541-6158, (609) 734-5264
Suitable for: Adolescents and educated adults
Instrument content: Assessment of oral language based on ACTFL standards

### TO ASSESS LISTENING:

**The Listening Comprehension Written Test**
Heinle & Heinle, 20 Park Plaza, Boston, MA 02116, (800) 237-0053
Suitable for: Intermediate and advanced ESL adolescents and academically oriented ESL adults
Instrument content: Listening comprehension with responses in writing

**The Listening Comprehension Picture Test**
Heinle & Heinle (see above)
Suitable for: Beginning and intermediate adults in a nonacademic setting
Instrument content: Listening comprehension with picture prompts

### TO ASSESS WRITING AND COMPOSITION:

**Timed writing sample/essay: native language and English**
Suitable for: All ESL adolescents and adults
Instrument content: Ask students to write about a common topic, such as their family, first in the native language and then in the English language. Allow 20-30 minutes for each language essay, depending on language level. Level may be assessed by word count or, for advanced students, use the TWE (Test of Written English) guidelines (ETS: TOEFL program) Design your own program benchmarks based on these two criteria ♦

# IN THIS SECTION: SOMETHING FOR EVERYONE

BY TANA REIFF

Providing and improving educational services to adult learners is why we're here. Presumably, getting more information on how to do that is the reason you're reading this *Handbook*. In Section 2, "Understanding the Adult Learner," you read about the characteristics and needs of our students in general. Section 3, "Intake and Assessment," examined accepted methods of registering, orienting, and assessing the needs and progress of adult learners. In this, the largest section, "Teaching Adults," experienced teachers, counselors, and other educators offer insights into improving the educational services we provide.

The section begins by discussing curriculum and instruction in four broad categories: adult literacy, the 0-4 level encompassing both verbal and math areas; adult basic education, or ABE, roughly at the 5-8 level; GED, the 9-12 level; and ESL, English as a second language. We also zero in on more specific areas: math, family literacy, and workplace education, as well as unique curricular considerations for special populations, including incarcerated, migrant, homeless, institutionalized, public-housing, and rural adult students.

Still, the structure of adult education takes many forms within those main categories. At the literacy level, a typical situation is one-on-one tutoring, while at more advanced levels and in ESL programs, group instruction may be more common. But as Peggy McGuire explains on page 30, "collaborative learning groups" can be a productive approach at any level.

This section also looks at selecting and creating curriculum materials, how computers can be used effectively to enhance learning, and how distance education is altering the way our delivery systems consider time and space.

The practice of teaching adult basic and literacy education is moving in promising new directions. This section briefly tells how these changes may affect *your* practice.◆

# WORKING WITH BEGINNING ADULT STUDENTS

BY ROSE BRANDT

Beginning adult students often have histories of negative school experiences which may have led them to believe that they are not able to learn. As a result, students might be reluctant to participate in or quick to drop out of educational programs. There are several things that instructors can do to create a learning environment that begins to change students' perceptions of learning and of themselves as learners.

• **Discuss things students have learned in their lives and that they do well.** Encourage students to think about how they learned these things. Suggest that they use some of the same strategies in the learning activities ahead of them.

This will help students begin to change their perceptions of themselves as learners. It will validate the idea that different people learn in different ways. It will start students thinking about how they learn.

• **Discuss things students have taught to others.** At first, some students might be surprised at the notion of themselves as teachers. However, most will find they have some experience, for example teaching a child to tie shoes, a friend to make a favorite recipe, a new employee to perform a job task, or a stranger to find an address. Encourage students to look at what works and doesn't work for them when they are teaching something. Compare learning and teaching styles and how the two sides work together.

This will begin to break down the mystique of teaching for students. It will prepare them to participate in planning their instructional programs. It will open the door for them to provide feedback to their instructors.

• **Talk about early learning experiences.** Past experiences are more of an issue for some students than for others. Also, not all students want to discuss these experiences with others. However, some sharing of experiences can provide information on what got in the way of students' learning.

This can provide students with information on what

needs to be different if they are to be successful this time around.

- **Break away from traditional educational models.** Establish an adult atmosphere in the instructional setting. Discuss mutual expectations. Agree on procedures such as use of first names or last names with titles, ways to express agreement or disagreement with ideas, and ways to support each others' efforts in learning. Share instructional planning and evaluation. Encourage cooperative work among students. Help students to develop skills in self-assessment.

This will help students to see themselves as successful learners. It will help them to make sense of what they are learning. It will provide them with a strategy that will support their ongoing learning activities.

- **Bring in students' background knowledge.** Students often have a wealth of information based on their life experiences. This information can be the basis of *before, during,* and *after* reading, writing, or math activities. Build on this information whenever possible.

Sharing information can establish students as knowledgeable adults. It also establishes a pattern of considering what we know in order to lay the groundwork for learning something new. It helps students to make connections. This is all part of an active learning process.

- **Encourage students to see learning as an ongoing process.** Have honest discussions about the time and energy that learning requires. Discuss obstacles to learning and how these can be overcome. Set goals, both short-term and long-term. Look back at these goals frequently, reevaluate, and set new goals.

This will help students to set realistic expectations for their learning. It will keep them from becoming discouraged or from underestimating the work they need to do. It will encourage them to plan ways to address obstacles that inevitably occur. It will help them identify what counts as success for them and to recognize success when they see it.

- **Make activities ongoing through discussion, journal writing, and use of portfolios.** Establish routines that incorporate these activities into the program rather than making them an afterthought.

This will help students to develop patterns that will lead to success as learners. It will also validate these activities as integral parts of learning.

## MAKING LEARNING REAL

Reading, writing, and math activities should be integrated as much as possible. This is important because most real-life activities require a combination of reading, writing, and math. Also, research indicates that reading and writing activities reinforce each other. Math can also be enhanced when it is taught in ways that connect it with other learning activities.

Class time should be used to do actual reading, writing, and math. As obvious as this might sound, it is not uncommon for a great deal of time to be spent on developing skills to support reading, writing, and math, leaving little time for the real thing. When the emphasis of instruction is on skills, students do not experience what reading, writing, and math are really about. They may not realize that the purpose of reading, writing, and math activities is to make meaning and to communicate ideas. They might develop learning habits that do not include analysis and application.

Instruction should include *before, during,* and *after* reading, writing, or math activities. Activities *before* learning should identify what students already know, what they would like to learn, and what they expect to get out of the material about to be used. Discussions, brainstorming, and identifying questions on a topic work well for *before* learning activities. These prepare students for participating in an active learning process. *During* learning activities should be brief. They should help determine if the process is making sense to the learner and whether it is taking them in the direction in which they want to go. This quick check-in during an activity models the self-monitoring process that effective learners use. *After* learning activities vary greatly depending on the material used and the purpose for the activity. These should determine how the activity went, whether it was difficult or easy, strategies that were helpful in performing the task, whether the purpose of the activity was met, and what the next steps might be. The more that *after* learning activities engage students, the more likely they are to lead to further learning activities.

A range of activities can be used with beginning adult students. Materials

| Basic Techniques to Promote Reading for Meaning | | | |
|---|---|---|---|
| **Instructional Technique** | **Prereading** | **Reading** | **Postreading** |
| **Directed Reading** | gather prior knowledge<br>preview<br>set purpose<br>predict | read all or section | discuss<br><br>check prediction |
| **Modeling Reading** | think aloud | read and think aloud | discuss and review |
| **Assisted Reading** | | teacher and student briefly read aloud difficult section | |
| **Word Recognition** | | use context and word-part clues | |
| **Sustained Silent Reading** | select material | read silently | comment informally |

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should be selected based on the goals and interests of the students. Whenever possible, use real-world materials, for example a bus schedule or electric bill, rather than models. Using real-world materials that address students' needs and interests increases students' motivation and assures that what is learned will be relevant to them and will be used. It also teaches some important aspects of learning, such as that learning is done for a purpose, that prior knowledge is important, and that active learning involves bringing interests and questions to the process.

To use high-interest and relevant materials with beginning adult students, the instructor should use techniques that are appropriate to the students' skills. For example, in reading with beginning students, the instructor can read the material to the student. In writing, the language experience approach provides the necessary support for students to get their ideas on paper. Beginning math instruction might involve talking the problem through together and using a calculator for performing operations. In using all of these techniques, the instructor gets involved in the process as much as is necessary to support understanding of the activity.

This is not to say that skills are not important, only that teaching them in the middle of a reading, writing, or math activity interferes with learning. When learning is continually interrupted to focus on skills, students get the idea that learning is about developing skills rather than about making and communicating meaning.

## STRATEGIES FOR INDEPENDENT LEARNING

The strategies and skills that support effective reading, writing, and math should be taught as the need arises. As much as possible, they should be taught in context. For example, beginning students need to develop sight vocabulary. Much of this development happens through reading text, especially when rereading is built into instruction. Students need to develop strategies for figuring out unknown words. Using context while reading helps students to develop use of context as a strategy and it supports the idea that reading is a meaning-making process.

For skills that need to be addressed in isolation, such as distinguishing between similar words or developing some understanding of word patterns or letter sounds, short lessons after the actual reading, writing, or math activity work best. This opportunistic teaching provides students with information when they need it. Also, the information is in the context of an activity on which the student is working so its relevance is immediately apparent.

It is important that, regardless of the technique used, the learning activity be experienced in a way that helps students to understand and use what they are learning. In reading, for example, discussion of material should occur whether the material was read to the students or read independently by them. In writing, planning should occur through brainstorming or mind mapping, whether the words will be recorded on the page, language experience style, or independently. In math, students should understand the process, whether or not they can perform all of the operations independently.

Skills that are sometimes considered higher level, for example critical thinking skills, should be taught at all levels. Adults may have well-developed analytical skills that can support their growth in reading, writing, and math. Incorporating these skills in instruction with beginning students reinforces the point that reading, writing, and math are about making and communicating meaning.

When instruction emphasizes making and communicating meaning, then reading, writing, and math make sense. Students see the big picture. They begin to use reading, writing, and math in their lives. As a result, their perceptions of learning and about themselves as learners begin to change.◆

# INSTRUCTION AT THE ABE 5-8 LEVEL
BY MARY LOUISE GALL

Instruction at the 5–8 level, like at all levels of adult education, needs to be relevant and meaningful to the student. As a teacher or tutor in an adult education program, it is important to relate to students' various learning styles. Each learner presents a unique mixture of skills, experiences, and cultural backgrounds. This diversity challenges the adult educator to identify skills that need improvement, appropriate methods of instruction, and specific services needed by each individual student. What an adult student learns depends in large measure on what he or she already knows and can bring to a new situation. Relying on information and skills students already possess helps them gain confidence and establishes a positive learning environment.

Traditional methods of teaching in the classroom may not be the best methods to use with the returning adult student. Most adult students are accustomed to failure and need positive reinforcement if they are to achieve. They do not profit from a negative review of basic skills but usually react well to positive criticism. Use testing to diagnose strengths on which students can build and move forward. Encourage active student participation in both planning the learning activities and carrying them out. Provide remedial instruction for those who need it and formal or informal evaluation when needed to measure performance.

One of the most important considerations in teaching ABE is to allow students to experience firsthand as many events as possible so that they can develop their own creativity. Teachers must find interesting and motivating ways to present material. When curriculum materials are relevant to the students' needs, students have little trouble remembering what they want and need to know.

The returning adult student may have been away from the traditional classroom for several years. The student will need to adjust to the rigors of trying to study along with the necessary time for family and job commitments.

# Collaborative Learning Groups

### BY PEGGY McGUIRE

Collaborative learning groups in adult basic and literacy education are formed when one instructor engages a small group of learners (ideally, four to six) in educational activities that all members of the group help to plan, implement, and evaluate.

Collaborative learning assumes that knowledge is constructed and shared by communities of individuals and that anyone can participate in the development and testing of ideas. Learning is social and interactive, and through cooperative inquiry learners begin to experience knowledge as something that they create rather than something that is transmitted from all-knowing external sources. Learning is enhanced when participants believe that their activities and perspectives constitute significant knowledge that ought to be shared—that their own lives and experiences are sources of knowledge.

Characteristics of collaborative learning include a new and more equal relationship between instructor and learners, as well as democratic planning, decision making, risk taking, and responsibility among all participants. It allows people to gain insight into the power and potential of group activity while developing individual independence as learners. On the most pragmatic level, it allows one instructor to work with more than one learner at a time and increases learners' expectations of their own responsibility to prepare for and participate in instructional activities. Furthermore, a growing concern within private industry that workers should be able to work in small groups, to think critically, and to solve problems together through clear communication adds another strong rationalization to the argument for collaborative learning in adult education.

To successfully implement collaborative learning groups in an ABLE program, staff must engage in training which helps them to: understand the complex issues of group dynamics; practice group facilitation; and reflect on the evolving roles of learners, teachers/tutors/facilitators, support staff, and others. Then, participants must practice the most important components of any adult education program as they would appear in the context of collaborative learning: initial and ongoing assessment; developing curriculum based on group-identified "themes"; stimulating critical reflection and discussion; evaluation; recordkeeping; group management; and conflict resolution.

## FOR MORE INFORMATION:

The Mayor's Commission on Literacy in Philadelphia— (215) 875-6602—has developed a 12-hour professional development training program, with accompanying handbook, on facilitating collaborative learning groups.◆

Lessons should be short and concise—and again, always relevant to the student's needs.

## LEARNING IN CONTEXT

Reading, writing, listening, and mathematical skills are accomplished not independently of each other but rather in conjunction with each other. Achieving competency in one area contributes to competency in other areas. To learn and improve basic skills, students must engage in activities that use all of these skills. The teacher must help the student develop and apply critical-thinking skills to their everyday lives.

Give frequent and varied writing assignments using topics that will help students grow familiar with putting ideas into written form. Take time to relieve a student's anxieties about writing. Exercises could involve writing an excuse for a child's absence from school, invitations to a party, thank-you notes, personal letters, or addressing envelopes. Start with easy writing assignments and encourage the student to write in a more complex form each time. Encourage the student to read the writings aloud. Hearing the written word helps the student to self-edit. Later on, use writing exercises to teach specific skills such as punctuation, spelling, and grammar. Each succeeding lesson should show improvement in each of these areas. Let the students do the correcting.

Presenting the student with materials at a predetermined comfortable reading and interest level will encourage more reading. Help the student avoid reaching the frustration level as much as is possible; remember that the adult student may be used to quitting at the first sign of distress. When progress is evident, use it to motivate the student to tackle more challenging materials.

Encourage the student to find more materials independently. A trip to the library will help alleviate the fear of something new or different. The public-library staff can explain the various workings of the library, such as the card catalog and Dewey Decimal system, computer system, reference materials, periodicals, and library layout.

## LEARNING TO LEARN

Many adults do not know how to learn. Adult educators must do everything they can to help people become competent students. Encourage self-esteem by recognizing signs of progress. Assign practical exercises that require the use of basic skills and that lean heavily on repetition and review. Do not rely on fill-in-the-blank questions, but use questions that require some thinking skills and writing longer answers. Teach good study habits.

Try to remove doubt and uncertainty from the learning situation. Promote interaction between you and the student and among other students, if you have a whole classroom. Seeing other students with the same difficulties or circumstances can be encouraging. Peer interaction helps support and strengthen students' attitudes and helps them progress toward their individual goals.

As an adult educator you can help the learning process by identifying what is to be learned, motivating the student with appropriate materials, and monitoring

# Math Instruction for the Adult Literacy Student

BY ELLEN F. McDEVITT

The typical math classroom focuses on computation, memorization of rules and facts, pencil-and-paper exercises, drills, and work in isolation. But the National Adult Literacy Survey found that nearly half of American adults are able to perform only at the two lowest levels of quantitative literacy. Students do not seem able to transfer what they learn in the typical math classroom to real-life situations. Math educators have had to conclude that traditional math instruction just wasn't doing what it was supposed to do.

While reform efforts have focused on K-12 math instruction, participants at the 1994 Conference on Adult Mathematical Literacy agreed that change is needed in the adult classroom as well. Adult math instruction needs to be more *useful* to students by focusing on skills that have relevance to adult lives. Instruction should emphasize:

- **Mathematical rather than arithmetical skills.** We want students to apply reasoning and problem-solving skills in a math context. We want them to be able to figure it out if they don't actually know it.Then we want them to be able to apply what they figured out to other situations.
- **Mental math and estimating.** Students must learn to think their way to a solution before they pick up a pencil. Reasoning and estimating are life skills that have daily applications and we need to use them more in classroom problem-solving activities.
- **Communication/collaboration/cooperation.** We want students to talk about math problems and experience many ways to solve them. In learning to work with others to solve problems, students develop the ability

to cooperate and collaborate—skills that employers value highly.

- **Real-life applications.** Students need to learn to apply reasoning, problem-solving, and mathematical skills when they fill out forms, apply tax rates, double recipes, plan trips, compare mortgage rates, and do hundreds of other practical things.
- **Activity-based, hands-on materials.** We want students to *do* it, not just *read* about doing it. Get them out of their chairs and actually manipulating materials—measuring cups, tape measures, building blocks, paper clips, candy bars, and anything else that will help students *see* the abstract in a concrete way.
- **Integrating content areas within math.** We need to teach students to apply concepts of algebra, geometry, and the equation at the most basic levels.The idea of solving for the unknown, for example, can be taught at the same time as single-digit whole-number calculations.
- **Involving learners in their own instruction.** We want students to articulate their own goals for learning math and to develop problems and instruction for their own learning. The instructor then becomes "Guide on the Side" rather than the traditional "Sage on the Stage."
- **Improving training for teachers and tutors.** We need to be *trained* to teach math to adults. As it stands now, most instructors are literacy tutors who also have to teach math, frequently with little understanding of what they are to accomplish or how to accomplish it.

Adult math instruction should evolve into a laboratory where adults can shed their fear of math and learn the applicability of math concepts to their daily lives. ◆

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progress with encouragement and positive comments. The teacher's enthusiasm, preparation, and understanding of the goals and methods makes or breaks the success of the adult education program. ◆

# TESTS OF GENERAL EDUCATIONAL DEVELOPMENT (GED)

BY LARRY GOODWIN

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

The GED testing program began in 1942 to test military personnel who had interrupted their education to serve during World War II. At present the GED tests are administered in 50 states, most Canadian provinces, many U.S. territories, and military bases throughout the world.

The GED battery consists of five tests given over a 7.58-hour time period. In Pennsylvania the test fees range from $15 to $45 for the battery, with a single test charge of $5 to $7. The GED has been updated periodically. The latest revision, in 1988, introduced the requirement for a short essay.

Upon successful completion of the GED test, a Commonwealth Secondary School Diploma is awarded. This diploma may also be awarded to an applicant who completes 30 hours of instruction or one full year at an accredited institution of postsecondary education.

FOR MORE INFORMATION:

- Direct questions concerning testing, scoring, retesting, age requirements, and other aspects of the program to the Commonwealth Diploma Program, (717) 787-6747.
- Direct questions concerning test dates, fees, and registration requirements to the GED test center in your area. The complete list of centers is on page 62. ◆

# HELPING STUDENTS TO PREPARE FOR THE GED

BY JOYCE P. KERRICK

Think of it! Your students are going to sit down and take an eight-hour exam to demonstrate that they have acquired the knowledge and skills that high school graduates have. Passing this test allows adults to pursue a college education, to seek a new or better job, to take a more active role as a parent and a citizen, and to feel really good about themselves—maybe for the first time.

How do you, the instructor, help students achieve this critical goal? The most important help you can give is to facilitate the learner's own growth and confidence in his or her ability to learn and take risks.

Many adults enter GED programs with the idea that "If I memorize this list of dates and people, I will pass the test." The GED exam is much more than a fill-in-the-blank exam. It measures the ability to read and think critically about many topics in three broad categories: social studies, science, and literature. It measures the ability to write coherently and precisely on a topic of general interest. And it measures the ability to solve mathematical problems, using a basic knowledge of computation, algebra, and geometry. The instructor's challenge is to provide opportunities for growth and learning in these main areas.

One instructional model for GED preparation is to use a 100-hour class to provide roughly 20 hours of instruction in each of the five general test areas: writing skills, social studies, science, literature, and math. This model works well with learners who have a good general knowledge base and have had some previous instruction in algebra and essay writing.

Many of the adult students we see, however, do not have the background knowledge to succeed in a program structured in such a manner. The model I prefer focuses on reading comprehension, essay writing, and math skills. Typical adult students lack expertise in these three areas because they lack formal schooling.

## TEACHING READING COMPREHENSION

Teaching inferential reading and critical thinking is central to developing the reading comprehension skills necessary for success on the GED. Many adult students are literal readers. They read each word in its context without seeing a broader picture. Their vocabulary may be limited, and this may not allow them to make conceptual jumps.

Some comprehension-building skills include asking the student to finish a story, making up new endings for stories they have read, and using puzzles and word games to build their vocabulary and broaden their horizons.

Use content-area selections in science, social studies, and literature to provide experience reading these genres. Show charts or graphs and ask students to describe what has happened or what the results might be.

Whole language teaching is a wonderful way to develop both reading and writing skills within one lesson plan or scheduled meeting. Each student can then work on the individual grammar, composition, or reading skills that need attention. The class can produce projects such as newsletters or books.

## TEACHING ESSAY WRITING

One effective technique for teaching writing is concept mapping. This involves taking a central idea and brainstorming all related thoughts on paper. Using the map as a guide, the student then combines these thoughts to write a draft of an essay. This can be expanded into practice writing sessions: give the student a topic and 45 minutes to develop an essay. Optionally, the result can be evaluated holistically, as the GED essay is scored.

Another effective technique is "Reading and Writing Time." The student reads a brief passage, then writes a short summary and reaction paper. This activity reinforces the whole language concept and demonstrates the importance of writing. Requiring a daily writing sample provides many opportunities to practice writing. It also enables the instructor to show how writing skills improve over time.

## TEACHING GED MATH

Keep GED math instruction application oriented; for

### The GED at a Glance

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

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example, use word problems and everyday life examples. Teach problem-solving strategies. Teach whole math, not compartmentalized subjects (fractions, then decimals, etc.). Include basic relaxation techniques for the many adult students who are math phobic.

Most adult students will say they don't know how to do algebra. But ask them what to add to 6 to get 8 they'll tell you 2. Then write the simple equation $x + 6 = 8$. You can use algebraic formats for all math problems.

If a student comes to you with a real budgeting problem, use that situation to develop math problems with real-life applications. Use as many manipulatives as possible for teaching math. Use cake mix boxes and other recipes to demonstrate fractions. Cereal boxes and RDAs (Recommended Daily Amounts) can provide lessons on percents. Newspapers are excellent sources of graphs and charts to interpret. Money is probably the best manipulative for teaching decimals. This can also lead to problems about discounts, sales tax, and percents.

Teaching whole math means using realistic application problems about which students discuss what they know or see in the problem, what are they looking for, what operations will they use, and other general information. Students then solve the problem independently or cooperatively. If the problem involves fractions or percents, you may need to review the necessary skills, but keep the focus on solving the problem, not doing 50 repetitive exercises.

Focusing on reading in the content areas, essay writing, and math skill development gives adult students the opportunity to apportion their limited time to the most critical areas for passing the GED test. This will lead to success for your student and a great feeling of accomplishment for you. ✦

# LIFELONG LEARNING FROM FAMILY LITERACY

BY MAGGIE GIBB

Years before family literacy became a familiar topic, I noticed adult students talking with each other before class about concerns for their children. None of these discussions were planned, funded, or framed around a curriculum; program goals did not even mention the family. Yet, adult educators over the years got to know our students in terms of their personal goals, and their children's well-being was central. In addition we're seeing research findings that support family literacy initiatives. But what exactly is *family literacy?* Is there a "right way" to implement it?

Family literacy takes many forms. Traditionally separate fields of study—child development and adult education—now come together, and their marriage is a tricky one. Models include direct services to parents, with indirect services to their children—or the other way around, or direct or indirect services to both parents and children. Some family literacy models are based on parenting or family support. The following considerations will help you plan a family literacy in the appropriate form:

**Consideration #1: Program goal.** If your aim is mainly adult education, your curriculum will follow this lead. Look for supplementary approaches to students' parental concerns: invite speakers on family topics and start a class library of quality children's books and parenting materials.

If your primary focus is to serve the educational needs of both parents and their children, you need a staff experienced and educated in child development and adult education. Your materials need to satisfy these specific areas and integrate concepts relative to both.

**Consideration #2: Staff expertise.** Most teachers are not ready to embrace a combination of adult and early childhood education. Training in family literacy and continued reading of current articles is essential. To see existing integrated approaches, visit an Even Start program, Family Center (see p. 38), or Family Support Center.

Continuing education in family literacy can also include attending workshops or arranging for speakers at your staff meetings. Involve parents in these programs so that their point of view is represented.

**Consideration #3: Materials selection.** Too often, poorly chosen materials serve as the focus of family literacy efforts: children's books that are the teacher's favorite regardless of cultural appropriateness, books that are worn and outdated, or books that pound a socially acceptable message into the reader.

We may have only one chance to turn on a nonreading family to sharing books together, so we'd better get the very best available. Children's literature is some of the finest literature published and it's available in public libraries. It's not difficult to find books that are engaging in text and illustration, culturally sensitive, and emotionally compelling—books which elicit "Read it again" from children on their way to becoming lifelong learners with their parents.

**Consideration #4: After your program.** Parents share a positive concern for their children's education, development, and future. So think of how adaptable your program content will be once students move on. How flexible is it in terms of parents' lifestyles, housing conditions, and community resources? How well are you equipping people for lifelong learning? Are the issues you plan to address generated by the staff, by the parents, or only by the published materials on hand? Have you tapped into community resources to assure continued support for your work?

FOR MORE INFORMATION:

*Family Literacy in Action: A Survey of Successful Programs* (1990). New Readers Press.

*First Teachers* (1989). The Barbara Bush Foundation for Family Literacy.

Kimmel, M. M. & Segel, E. (1991). *For Reading Out Loud!* New York: Dell Trade.

Powell, D. R. (1989). *Families and Early Childhood Programs.* NAEYC, Research Monograph, Washington, DC.

Quezada, S. & Nickse, R. S. (1993). *Community Collaborations for Family Literacy Handbook.* New York: Neal-Schuman Publishers. ✦

*A look at common characteristics of special populations in adult education with correlating instructional ideas.*

# The Homeless Adult Student

### BY ELIZABETH S. HOUSTON

■ Many adults are homeless as a result of poor life skills and inadequate education. They may come to instructional programs with issues such as child care, poor health, or substance abuse.

♦ Determine which issues are beyond the scope of an educational program, perhaps requiring a referral, and which can become the focus of learning.

♦ Use reading, writing, and math instruction to address students' everyday needs and issues. In fact, some needs and issues should be recognized as opportunities for learning; for example, math instruction might address budgeting skills, personal issues might be addressed through journal writing, and reading might involve obtaining information on housing programs or tenants' rights.

■ Homeless adults may feel powerless to control their circumstances, set goals, or keep commitments.

♦ Involve students in setting goals and planning the overall instructional agenda to meet these goals.

■ Attendance among homeless students is often unpredictable.

♦ Plan individual lessons so that the content can be covered in one session. Still, however, be prepared to set aside planned activities to deal with students' needs and issues as they arise.

♦ Make lessons and materials transportable.♦

# The Adult Student in a Public Housing Program

### BY AMY CHAPPLE

As you are planning curriculum, consider the influence of location on student needs. Although not entirely unique to ABE programs in public housing, the following realities are often associated with and exacerbated by this setting: isolation, personal safety, and frustration. These might sound like counseling issues, but since they will impact student participation, motivation, and success, the adult educator needs to address them in some way. Incorporating specific topics and activities into the curriculum is one avenue of approach.

■ Life in public housing is often transient, and individuals can find themselves in an unfamiliar area without support systems.

♦ Teach students how to find information and access support services.

♦ Develop curriculum around family literacy or parenting.
♦ Take field trips.
♦ Encourage support groups.

■ Personal safety can be threatened by substance or domestic abuse, street crime, and interpersonal conflicts.

♦ Teach communication and interpersonal skills.
♦ Invite speakers to discuss legal rights, domestic violence, etc.

■ Individuals often feel frustrated by "the system" and personal circumstances. An apparent lack of motivation might well be rooted in frustration.

♦ Clarify the relationship between what is being taught and its benefits to the student.
♦ Relate curriculum to the student's next step, such as job preparedness, training, or higher education.♦

# The Rural Adult Student

### BY MONICA KINDIG

❡ Rural students, not unlike students from any other locale, have varied goals.

♦ Design content-specific instruction based on individual student goals.
♦ Write an Individual Education Plan (IEP) that reflects the specific needs and interests of each student.

■ Many rural students may be poor or near poverty. Their immediate needs may include getting a job, obtaining a driver's license to get to a job or school, or learning to live within a budget.

♦ Integrate basic academic instruction with competency-based education.
♦ Use real-life curricula such as reading and writing for an employment search, studying a driver's license manual, interpreting monthly bills, and creating a household budget.

■ Computer-assisted instruction tends to be popular with rural students.

♦ If possible, offer computer-assisted instruction as part of the overall curriculum. Investigate the growing body of literacy software available at low levels.
♦ Set up computer-learning labs at various remote locations.
♦ Schedule time in the computer labs that may already exist at many public library branches.

■ Most rural families have televisions, radios, and occasionally VCRs at home.

♦ Take advantage of the most accessible types of distance education: educational videos and public television programs with accompanying workbooks enable self-instruction between class sessions.♦

*A look at common characteristics of special populations in adult education with correlating instructional ideas.*

# The Institutionalized Adult Student

### BY JOAN Y. LEOPOLD

Education programs for institutionalized adults focus on upgrading basic academic skills. This helps the patient to function in the institution and be able to integrate more successfully into the community upon discharge.

The three main diagnoses of patients in a mental institution are: schizophrenia, mood or affective disorders, and dementia. Specific curriculum choices address each type of patient's special needs.

■ Characteristics of schizophrenia are a withdrawal from reality, with highly variable accompanying affective behavior and intellectual disturbances.
 ▶ A successful method for teaching the schizophrenic student is to use materials that target real-life skills, such as use of leisure time and career development.

■ Mood or affective disorder is characterized by a primary disturbance of moods such as depression and elation.
 ▶ Using materials that focus on academic skills pinpointed to specific goals works well with patients diagnosed with mood or affective disorders. For instance, understanding basic math skills helps in managing money.

■ Characteristics of dementia are the irreversible deterioration of intellectual faculties with accompanying emotional disturbances resulting from organic brain disorder.
 ▶ Use the newspaper as an educational tool to help the student with dementia understand current events and at the same time develop reading skills. ◆

# The Migrant Adult Student

### BY BARBARA J. MOONEY

■ Typically, the English language proficiency of migrant workers in adult education classes is varied. Some students know only a few words of English, while some are able to read and write in English.
 ▶ Have multilevel materials available for each class session.

■ Students who are literate in their native language have a basis for transferring skills to English. Students who are unable to read and write in their native language do not have this advantage.
 ▶ Identify native-language literacy skills when the student enters the program.
 ▶ Keep in mind each student's native-language profi-

ciency as you pursue any ESL activity.

■ Migrant-worker students tend to represent a wide range of ages, family roles, and experiences.
 ▶ Take advantage of the diversity as you teach comparison words and concepts.

■ Migrant workers have a work day that is generally very long and physically demanding.
 ▶ Use participatory exercises to keep interest high.
 ▶ Use music and games to keep class time lively.

■ Students are typically at the learning site for a brief portion of the school year.
 ▶ Design curriculum in small units to provide closure in given areas of study. ◆

# The Incarcerated Adult Student

### BY TWILA S. EVANS

■ The majority of adult students in prisons have histories of failures in meeting the requirements of the systems of family relationships, education, employment, and community standards with generally 80% presenting addictive abuse patterns. Learning "differences" and underachievement patterns are frequent. Low self-esteem is demonstrated in manipulative and/ or aggressive behavior. Trust is seldom a demonstrated characteristic and can be displayed as mistrust of the tools of the system, such as tests, as well as in relationships with others, particularly those in authority. To allow your curriculum to create a paradigm for change:
 ▶ **Observe** your learning partner for nonverbal as well as verbal behavior.
 ▶ **Assess** their learning styles to enable their planning for learning.
 ▶ **Share** information from standardized tests so that they can start setting learning goals.
 ▶ **Identify** clearly your expectations of performance in positive terms.
 ▶ **Individualize** learning curriculum from test strengths.
 ▶ **Use** multi-modality materials in cooperative learning groups.
 ▶ **Recognize** in tangible manner short-term accomplishments.
 ▶ **Build** trust by designing curriculum to facilitate their needs.
 ▶ **Encourage** learners to take positive risks.
 ▶ **Listen** to learners' suggestions for curriculum.
 ▶ **Empower** learners to recognize strengths to change their lives. ◆

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# TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS

BY JANICE R. FRICK

Although many may think of English as a Second Language (ESL) as a new field, a rich history dates back to 17th-century Britain. From the early 19th century, reformers, including the naturalist and American immigrant Maximilian D. Berlitz, attempted to replace the traditional rationalistic Grammar-Translation Method with communicative language teaching methods. At the English Language Institute at the University of Michigan several years after its founding in 1941, Charles Fries maintained that students should not "learn about the language" but rather "learn the language."

During World War II, linguists were called upon to develop methods and materials to enable Americans to speak various other languages quickly and practically. Their high-profile successes and the post-war emergence of English as the undisputed international language, as well as the increased interest of language teachers and psychologists in the new methodologies, furthered the development of ESL as an academic and professional field.

Today Teachers of English to Speakers of Other Languages, Inc. (founded in 1966) lists 171 institutions, seven in Pennsylvania, offering professional preparation programs in TESOL in the United States.

## CURRENT APPROACHES

It is generally agreed that the Grammar-Translation Method, by which many of us learned languages in school, has very little to offer the current practitioner, whose goal is to foster the ability to communicate in everyday life. This is not to say it has nothing to offer, and most ascribe to the eclectic "whatever works" approach, drawing from all possible sources for methodology, techniques, and materials.

Other early approaches, such as the Direct, Audio-lingual, and Situational methods, share several basic principles: primacy of and emphasis on oral-aural skills; exclusive use of the target language; use of situational dialogues in conversational style; action, realia, and pictures as teaching tools; and inductive, controlled (from simple to complex) presentation and learning of grammar and culture.

More recent approaches not only have been reactions to and/or expansions of earlier approaches (including those based on behavioral psychology) but have also been heavily influenced by cognitive and humanistic psychology and by research on Second Language Acquisition (SLA) from the developing fields of applied linguistics, psycholinguistics, and sociolinguistics. The early work of Chomsky (1957), recognizing deep, or abstract, structure beneath mechanical surface grammar, constituted a major revolution.

The Affective-Humanistic Approach, including Suggestopedia and Community Language Learning, stresses the importance of the individual and his or her feelings, atmosphere, meaningful communication, and interaction with other students. The teacher as facilitator or counselor may be required to speak the students' native language, and translation may be essential.

The Comprehension Approach, including The Natural Approach and Total Physical Response (TPR), puts great emphasis on listening to meaningful language. Meaning is illustrated and reinforced by student as well as teacher action. Speaking follows listening and, as in all of the more recent approaches, errors are to be expected and tolerated, or even analyzed and used constructively.

The Communicative Approach views language as only one part of communication. Focus is on functions of authentic language in situational and social context. Discourse involving unverbalized feelings, intentions, and choices takes place in role- and game-playing classroom activities. Fluency rather than error-free language production is the major goal. Students are encouraged to develop their own strategies for comprehension.

## LEP ADULTS

Current general principles of adult education are, of course, applicable to the Limited English Proficiency (LEP) adult who is a refugee or immigrant in an English-speaking country. These learners bring a wealth of experience and expertise to the classroom. On the other hand, they have demanding responsibilities to fulfill. LEP adults, however, find themselves in a child-like position, unable to easily communicate their needs and desires, nor to express their knowledge, views, and feelings. Their responsibilities are doubly onerous because of communication deficiencies. While they may be suffering from culture shock and/or physical debility, they are faced with the formidable task of acquiring a new language as an adult. These factors place special demands on an ESL program and particularly on the classroom teacher, who will also reap special rewards for skill, patience, empathy, and cultural respect.

Within the uniqueness of ESL and LEP students lies a multiplicity of cultures, backgrounds, and individuals. Each program must be geared to the particular populations comprising its student body. Broad-based multicultural sensitivity is an essential ingredient for successful education.

## CURRICULUM AND MATERIALS

Let's consider for a moment two individuals who may appear on the same day seeking to register for ESL classes in an adult education program. The first, whom I label a "Complete Beginner" cannot respond appropriately to "Hello", "May I help you?" or "What's your name?", but is likely to shake his head and/or wave his hands if approached with any such questions. This person mostly likely will not know the English alphabet, numbers, or basic vocabulary words. He is probably a recent arrival to

the United States, having had little or no exposure to the English language, and may be literate or illiterate in his primary language. Hopefully, a translator will be available, or at least the registrant will be able to produce some identification and referral papers.

The second individual is at an advanced level. She has mastered the "survival skills" necessary to function in the English-speaking environment. She is fluent and has an extensive vocabulary and a practical knowledge of English grammatical structure, which she may or may not apply consistently in actual situations. She may have minimal to severe pronunciation problems which hinder easy successful communication with native speakers. Writing skills may be significantly inferior to oral communication and reading skills.

The adult ESL program is called upon to have a curriculum and materials to serve not only these two individuals but those whose abilities lie between—at two additional Beginning Levels, three or four Intermediate Levels, and at least one other Advanced Level. Within each of these eight or nine levels are the various skill areas—listening, speaking, reading, and writing—with the special components of vocabulary and idioms, grammar, pronunciation, and survival (life) skills/functional competencies. (See pp.24-26 for more on ESL assessment.)

Before designing or redesigning a curriculum and choosing materials, one must be aware of the necessity of balancing grammar teaching (of course, of the direct method/guided conversation/situational type, not the traditional one) with a functional competency/topical communicative approach. My own experience and background lead me to favor a grammar-based curriculum with a strong situational/competency component. I retain great appreciation of the *Side by Side* basal series (Prentice Hall Regents) and await with anticipation the *Grammar Dimensions Series* (Heinle & Heinle). However, as an educational coordinator working with a teaching staff consisting almost entirely of volunteers, I have come to believe that a topical, competency-based curriculum with a grammar component works best in our program. Materials such as *Basic Adult Survival English* and *Lifelines* (both Prentice Hall Regents) and the *Real-Life English* series (Steck-Vaughn), are some of our recent materials of choice. Some other programs recommend *LifePrints* (New Readers Press) and *Crossroads* (Oxford University Press), both offering reproducible worksheets.

Other than basal series, many other types of materials (supplemental, resource, reference) are necessary and available. I will briefly mention some of these types and at least one example of each.

## 66 99

Enjoy your students! Each has a wealth of experience and knowledge from their diverse lives. They can teach their classmates and teacher much.

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Eleanor Gard
ESL Instructor
Connelley Technical Institute & Adult Learning Center, Pittsburgh

**Picture dictionaries:**
*The New Oxford Picture Dictionary* (Oxford University Press)

**Picture stories/activities:**
*Action English Pictures* (Prentice Hall Regents)
*Look Again Pictures* (Prentice Hall Regents)

**Listening:**
*Before Book One* (Prentice Hall Regents)
*Speak Up* (Heinle & Heinle)

**Dialogues:**
*Survival English - Books 1, 2* (Prentice Hall Regents)

**Idioms:**
*Idioms in American Life* (Prentice Hall Regents)

**Conversation:**
*A Conversation Book* (Prentice Hall Regents)
*Adventures in Conversation* (Prentice Hall Regents)

**Pronunciation:**
*pd's (in depth)* (Prentice Hall Regents)
*Phrase by Phrase* (Prentice Hall Regents)

**Rhythm/intonation:**
*Jazz Chants* (Oxford University Press)

**Music (Grammar):**
*Musically Speaking* (353 project, available from SLRCs)

**Reading:**
*True Stories in the News* series (Addison-Wesley)
*Hopes and Dreams* and *LifeTimes* series (Globe Fearon)
*News for You* (New Readers Press)
*Stories/Folktales from around the world* (Dominie Press)

**Grammar exercises:**
*GrammarWork-1,2,3,4* (Prentice Hall Regents)

**Writing:**
*Basic Composition for ESL* (Scott Foresman)

**Games:**
*101 Word Games* (Oxford University Press)

**Activities:**
*Purple Cows & Potato Chips* (Prentice Hall Regents)

**Pre-vocational:**
*English That Works* (Glencoe/McGraw-Hill)

**Citizenship:**
*Voices of Freedom* (Prentice Hall Regents)

**American culture:**
*Holidays in the U.S.A.* (Glencoe McGraw-Hill),
*The U.S.A. Customs & Institutions* (Prentice Hall Regents)

**Multicultural:**
*The Culture Puzzle* (Prentice Hall Regents)
*The Multicultural Workshop* (Heinle & Heinle)

**Teacher/tutor training:**
*Adult ESL Instruction* (Glencoe/McGraw-Hill)
*Teaching English to Speakers of Other Languages* (New Readers Press)

**Newsletters:**
*Hands-on English* (402) 826-5426

The publishers noted in the preceding list and the materials mentioned therein represent a larger number of publishers and a plethora of materials. While we ESL educational coordinators and teachers—from the degreed to the newly volunteering—must be grateful to our colleagues for the work entailed in creating and publishing these materials, each of us must continue to select from the materials and to create our own lessons on a daily basis according to the abilities, needs, and characteristics of our students. A request for catalogs can display a much greater array of materials. For complete contact information, including toll-free numbers, see the publishers listing on pp. 55–57.

## FOR MORE INFORMATION:

See the "Intake and Assessment" section of this *Staff Handbook* for information on ESL assessment and proficiency levels.

Larsen-Freeman, D. (1986).*Techniques and Principles in Language Teaching*. Oxford University Press.

Celce-Murcia, M. (1991).*Teaching English as a Second or Foreign Language, 2nd Ed*. Newbury House.

Beebe, L. M. (1988). *Issues in Second Language Acquisition-Multiple Perspectives*. Newbury House. ✦

# HOW TO SURVIVE YOUR WORKPLACE TEACHING ASSIGNMENT BY JEFFREY WOODYARD

You have just been asked to teach a class of workers on site at Johnson's Upholstery and Refinishing Company. Fifteen workers have signed up to improve their basic workplace literacy skills. You're an experienced adult education teacher, but this is your first workplace experience. If you plan ahead, this venture can be exciting and rewarding.

Preparing for workplace instruction is mainly common sense. Always keep in mind that your instructional delivery and course content must be appropriate and meaningful for the workers. Curricula, methods, and materials should be content-specific. They should have direct application to the tasks that the workers perform. What you do in class should help the workers better perform the literacy tasks that they do on their job.

## DEVELOPING CURRICULA

Before your first day of class there are several things you want to make sure that you have done. Most important is to know what literacy skills the workers perform. A literacy task analysis will help you to identify the most important reading, writing, math, and communication skills needed by the workers to do their jobs well. These are the skills that will make up your curriculum. Often in

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# Family Centers in Pennsylvania

### BY RANDALL S. BAUER

Pennsylvania has become a national leader in serving and empowering communities, families, and their children through Family Centers, a collaboration among the Departments of Education, Health, and Public Welfare. Family Centers integrate and provide effective community services to help families and their children become healthy, well-educated, and economically independent. This is not simply a new program; it is a way of doing business.

Family Centers enable families to choose from a variety of services to meet their needs. Typically, services include:
- Parent support and education programs.
- Home-based early childhood education.
- Health care information and assistance in accessing health care services.
- Child development activities.
- Toy and resource libraries.
- Comprehensive information about and support to access services available in the community.

Family Center services are provided onsite to families in their homes and through referral to other agencies in the community. Forty-eight centers are located in 30 Pennsylvania counties, reaching out to over 5,000 participating families.

The success of Family Centers requires community planning, collaboration, and commitment from key community members, including parents, local government representatives, educators, health providers, and social-service directors.

Pennsylvania Family Centers place a priority on children and their families. When families are strengthened through effective use of community resources, so are their communities. ✦

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a workplace setting, management, along with the instructional team, will decide which literacy skills workers need. Be sure you have talked with management to narrow down the scope of the instruction.

What do the upholsterers and refinishers need to know about reading, writing, math, and communicating? Do they read work orders? Fill out reports? Calculate lengths of material? Talk to customers over the telephone? A good workplace instructor knows what literacy skills the workers need to use to make their jobs easier.

After you have identified the literacy skills needed through a task analysis, you have to decide on a curriculum. You also have to decide what types of materials you will use. Don't use generic, off-the-shelf materials unless you are teaching generic skills. Use materials that are content-specific.

## TAILORING MATERIALS

In a workplace setting, the teacher is often responsible for designing materials. If you are not comfortable making your own curricula materials, start by looking at commercial materials (or materials from the State Literacy Resource Centers) and try to adapt them. For example, if a math problem speaks about workers measuring cloth in a dress factory, use the same kind of problem but have the workers be upholsterers who are measuring fabric to refinish a chair. Better yet, gather all the written material that the workers use on the job: reports, forms, correspondence, checklists, instructions, manuals, and handbooks. These will give you a better idea of what terminology is appropriate for the curriculum, what types of math problems workers come across daily, what types of communication skills they need to do a good job, and what level of reading is required on the job. Use the materials you have gathered to help identify and develop your own.

The people in your workplace class may be from various departments. They may not all have the same degree of experience. And, they may not be at the same academic level. Knowing the workers' academic levels before the first day of class makes it easier to develop or choose curriculum materials. This also helps you to decide on your instructional delivery methods. A formal assessment conducted prior to the beginning of class will give you the time you need to gather or construct content-specific materials at levels that are appropriate for your learners.

In addition to the formal assessment, use the first day of class to ask each student to write down what his/her expectations are in attending the workplace class. This will help you understand their motivation for attending class. You can also use this activity to help structure the content and delivery method for the class. For example, if the learners expect to communicate better by the end of the session, you might want to incorporate more role playing and group activities in your delivery method. If the workers want to be better writers by the end of the session, you can use this exercise as their first writing assignment and compare it against a later final writing assignment.

## DELIVERING THE GOODS

Before your class begins, give some thought to your delivery method. Use as much diversity in your instructional delivery as you can. If you have access to computers, use them. Mix individualized instruction with group instruction. Try to have an academic plan for the class as well as individual plans for the workers. Do group activities that address the group plan and individual activities that address individual workers' needs.

Use the diversity of your group to enhance your instruction. As you get to know the workers you can pair them according to their experience, job knowledge, academic skills, computer knowledge, or job functions. For example, pair a worker who is good at filling out forms with one who is having difficulty filling out forms. Workplace students are generally willing to share their knowledge with each other.

Your role as the literacy expert is important. Workers

are eager to gain the skills that will lead to greater confidence in doing their jobs, opportunities for advancement or further training, and increased self-esteem. If you gather your resources ahead of time, plan for variety in your instructional delivery, identify the skills that workers want to know, and use materials that the worker can relate to, your success is guaranteed. ◆

# Teaching Across the Miles
### BY DOROTHY L. HAJDU

Today's technologies have changed the way we think about distance. It is no longer miles per hour but bits per second. The digital revolution is transforming the way we do business, the way we diagnose and treat patients, and the way we learn. Doctors can read X-rays of patients who are in hospitals hundreds of miles away. Companies hold training sessions and meetings in the comfort of their own offices. And students are learning math, science, and languages from teachers they have never met.

The concept of distance learning is enlarging the definitions of how students learn, where they learn, and who teaches them. Global competitiveness is increasing the need for the timely access to and delivery of information.

At the 1994 Technology Summit for Adult Basic and Literacy Education in Harrisburg, participants discussed a range of unique program needs. Many expressed frustration at not having the same offerings as their counterparts in basic education. A partial solution has been the use of distance learning applications. Distance learning technologies vary in price, hardware, and configuration. Systems range from computer conferencing to full-motion interactive video. AT&T has documented millions of dollars of savings by using the system most appropriate to a company's desired instructional outcomes.

Adult education in Pennsylvania might employ distance learning applications for adult learners and staff development. An ESL program in the eastern part of the state might be delivered to rural learners in the north, while educators in Pittsburgh might offer staff development opportunities to teachers throughout the state. This need not be expensive if statewide resources are identified and shared among locations.

If distance education is considered an important tool for service delivery, the adult educator could "keep an eye out" for resources in area businesses and schools that could expand the use of computer technology to the adult education community. Local program administrators might be receptive to proposals incorporating distance learning, if staff can offer concrete ideas. This is possible. It can be affordable. And it can happen expediently. Think of the benefits: new opportunities for students and teachers, the incorporation of technology into the learning process, and interaction among diverse populations across the state, the country, and even the world. ◆

# CURRICULUM MATERIALS FOR ABLE: MAKING THE RIGHT CHOICES

BY JANE W. DITMARS

In preparing to teach adults, you begin to look at what materials are on hand and what is available commercially. How will you select the most effective published texts, and how will you enrich your curriculum with teacher-made and real-life materials?

## START WITH THE STUDENTS

- Identify students' immediate needs
- Help them to list realistic short-term goals.
- Articulate attainable long-term goals.

## COMMERCIAL MATERIALS

Talk with your coordinator and other teachers, asking: What materials have you used successfully? What materials are on hand now? What is the budget for new materials? Evaluate published texts by considering the following:

- **Goal orientation:** Decide if the materials meet the goals and objectives you have articulated.
- **Content:** Examine the content of each text by checking the topics and the ways in which they are presented. Are the concepts developed logically and at an appropriate pace? Is there a clear introduction? Are subjects treated thoroughly, with enough options for repetition? How is material reviewed before a new concept is introduced?
- **Appropriateness:** Is this material too childish, or is it definitely geared to adults? Does it offer sufficient challenge as well as opportunity to achieve success? Should you be looking for something specifically designed for use in a prison, homeless shelter, or family literacy setting? Assess your level of comfort in using this text.
- **Packaging:** How does the product look? It is presented in an organized format? Do you like the size of the book, or is it too thick and unwieldy? Avoid giving students texts which are so lengthy that they are discouraged before they begin.
- **Evaluation:** Examine the guides and manuals which accompany the material and judge their usefulness.

Review all the comments and decide if these materials would be effective for helping to meet the needs of your student(s).

## TEACHER-MADE AND REAL-LIFE MATERIALS

Be creative. Once you have chosen your published materials, plan to integrate a variety of supplementary materials. First, consider *why* you might need to supplement the basic textbook curriculum. To accommodate different learning styles? To provide enrichment or remediation? To teach specific life skills using realia? Using diverse materials in original ways will provide a vari-

ety, which may keep the adult student who is bored by a strictly textbook approach attending your program longer.

When evaluating real-life materials, use the same criteria you would use to evaluate commercially published texts:

- **Goal orientation:** Correlate these materials with articulated needs and goals. Think especially about improving coping skills. For example, you may want to supplement a textbook unit on letter writing with activities such as making a personal address book or card file, corresponding with pen pals (on paper or via e-mail), composing actual business letters, writing thank-you cards, and drafting letters to a child's teacher or daycare provider. Make sure the activity is personalized to include meaningful projects for *each* student.
- **Content:** If you are working with bus schedules or local maps, be sure to check they are current. When using fire safety or car seat instructions, make sure they are accurate. Verify that the utility bills and sales slips are those which your students will actually encounter.
- **Appropriateness:** Include circulars from stores in which your students might actually shop. When reviewing menus and entertainment options, choose those which fit the students' possible price range and transportation options. Be sensitive to your student population and avoid using materials which are biased in any way.
- **Packaging:** Consider the presentation of anything you create. If you have made charts or tables for your students to complete, be sure they are clear and well organized. Is there adequate space for student responses? When using realia, keep it simple! Look at one medical support group pamphlet at a time ... do not inundate the student with too much literature. Focus on examining one page of merchandise, not an entire catalog. Ensure student success by filling out just one UPS mailing form or one bank statement.
- **Evaluation:** Never, never use teacher-made worksheets as "busywork"! If you take the time to make your own materials, take the time to make them meaningful. Avoid bringing in excessive amounts of real-life materials that could confuse students or clutter your approach. Keep real-life materials simple, and relate them to your goals and objectives.

## END WITH THE STUDENTS

Reflect on the usefulness of *all* the materials you use by evaluating every lesson. Keep track of which materials are most effective for which individual students. And remember to always *be creative!* Encourage students to bring in the actual materials they wish to master. Guide them in understanding the print materials that are most relevant in their environments. Success is when you are using appropriate combinations of materials at the right times.

## FOR MORE INFORMATION:

For sources of commercial materials, see pp 55-57.

For sources of free or teacher-made materials, request Section 353 projects from a State Literacy Resource Center, including *A Field Guide for Literacy* and *Freebies for ABLE* ◆

# VARIETIES OF COMPUTER-ASSISTED INSTRUCTION FOR YOUR ADULT STUDENTS

BY BEN BURENSTEIN

There are many reasons for incorporating computer-assisted instruction (CAI) into adult basic and literacy education, including enhanced student recruitment and retention; accelerated, relevant, and individualized learning; and improved levels of self-esteem among participants.

Software is available to:

- assess learners' abilities and needs in areas such as basic number concepts or grammar.
- teach and reinforce specific skills from typing to check-writing.
- let students express themselves in desktop-published newsletters.
- prompt students through the writing process from brainstorming through final editing.
- let students "blast" the correct solution with a mouse click.
- "talk" and accept voice input from teachers and learners.
- encourage group decision making and problem solving, sometimes over systems that span the telephone lines.

The best software and systems are designed by master teachers and reflect a distillation of what is most effective and rewarding about their styles. And a wide array of hardware, such as CD-ROM, videodisk, and modems, is becoming easier to use and afford, adding visual and auditory dimensions to whatever material is being presented.

On the other hand, there is relatively little software tailored specifically for ABE students, and some of what is available is overpriced, marginally useful, and buggy. The theoretical groundwork behind many of the programs seems a little questionable, a little simplistic, perhaps Skinnerian. Because of this variable quality, it is vital that adult literacy educators maintain an actively critical perspective in analyzing software to determine whether it is appropriate for their classes. It is also important for practitioners to let software designers know what they need.

In this society, computers are involved in almost every job setting and in many personal settings. It is valuable for tutors and teachers to help provide learners with access to these powerful tools, tools that can both increase their workplace skills and enhance their self-esteem.

The stereotypical CAI is drill-and-practice software, where learners receive pre- and post-testing, instruction, and practice with the subject matter, using some form of cloze or multiple-choice testing to evaluate learning. The best of these allow for a relatively wide variation in learner responses. Some have entertaining and meaningful graphics and animation to help reinforce or illustrate concepts, and use games as exercises. Many such programs exist, of varying quality and scope. Some are well-designed but others are not. Some focus on one specific skill and explore it deeply, for instance money word problems. Others attempt to teach a whole subject, such as algebra. Programs range in price from $3 to $10,000. Some of them allow teachers to add their own exercises, while others are restricted to the exercises on the disk. Some present questions in a strict order; others provide them in random order.

Coordinated sets of CAI programs, called Integrated Learning Systems (ILS), are made to bring learners through the equivalent of several years of school, or an entire GED program. ILSs typically have elaborate tracking mechanisms for evaluating students and correlating their scores to standardized tests such as the TABE. Some of these programs have exciting multimedia components, such as full-motion video or extensive audio. These features can be especially valuable for entry-level learners, and the programs are designed to let them progress independently.

Simulations, another type of CAI, encourage learners to explore and test assumptions in various "real-life" situations, such as starting a business or making a political choice. Some of these programs are designed for multiple players and aim to improve decision making, group process activities, and problem solving.

A nonstereotypical form of CAI emphasizes the use of computer tools to augment the classroom curriculum. For instance, if learners are taught and allowed to use word-processing programs to write their GED essays, they are accomplishing at least three things simultaneously: 1) They are able to focus more on their uniquely human ability to think about what they want to write and how they want to write it. They have a great deal of control over how their text looks on a page, and they spend less time recopying it by hand to make it perfect. 2) They learn to see text as flexible, editable, and related to speech when they print out copies and hand them around. Instead of seeing writing as a sacred and untouchable proposition, belonging to others who have command of writing, they become authors, editors, and publishers. 3) They learn at least two highly marketable skills—typing and word processing.

There are other advantages to the tool use of computers. Learners can compile budgets on spreadsheets, learning the meaning of charts and graphs in the process. They can keep lists of recipes or addresses on databases, use graphics programs to express themselves visually, and put it all together by engaging in a desktop publishing project such as a newsletter. This is as relevant as it gets, and the learning directly transfers to the workplace and to being active citizens in a democratic society.

Adult literacy practitioners can provide a valuable service by becoming familiar with the available software, both CAI and tool uses, and then utilizing the best they find.

Several agencies in Pennsylvania, such as the Institute for the Study of Adult Literacy at Penn State (814-863-3777), the Technology Project of the National Center on Adult Literacy (215-898-1925), and the Office of Computing Services at Drexel University (215-895-1282) provide various levels of support for adult basic educators interested in utilizing computers in their programs. ◆

# 5

# PERSONAL COUNSELING FOR ADULT STUDENTS

BY PAMELA S. HINDEN, L.S.W.

Adult students bring to the classroom a lifetime of experiences that shape their lives and their learning. Most adult educators recognize the importance of bringing out students' life experiences to enrich and make relevant the teaching environment. In doing so, however, many personal issues may become apparent that educators feel unprepared to resolve. Having a counselor on staff to handle these issues is an ideal solution, particularly because it allows for a holistic approach which avoids separating personal from academic concerns. Unfortunately, many programs do not have the financial resources to have a counselor on staff (see box, next page). As such, all adult educators need to be aware of the kinds of personal issues that may arise and ways to respond to them effectively.

Most common is the problem of low self-esteem and self-confidence. Many adult learners have a history of academic failure, which may cause them to be easily frustrated and critical of themselves. There may be a tendency to give up on assignments or on the entire program. Building confidence by providing positive feedback is one important way to counter these issues but is often not enough. Integrating a support group or a weekly community meeting, where books are closed and time is available for students to talk about how they are feeling, is an excellent way to build self-confidence and support among learners. Knowing you are "in the same boat" as others and having a chance to express fears and frustrations can be a key factor for academic persistence and personal success.

A critical issue that must be raised with some learners is their unrealistic view of the time it will take to progress to the level that is desired. It is not uncommon for a student who dropped out in the ninth grade to feel that just a year of work on their GED should bring them to the point where they can do college-level work. The learner's anxiety over the time factor, usually expressed as a concern over how old they are getting, is a critical element of counseling to ensure the student's commitment to learning as a long-term—and even lifelong—process.

## CORE OF THE MATTER

Adult learners sometimes imagine that academic or career success will change all the things they are unhappy about in their lives and that coming to your program will make them feel much better about themselves. While there is some truth to this, it is often the case that problems the student had before coming to your program persist even after some academic success. These problems may even worsen as the student tries to integrate time for learning into an already stressful life.

One way to address this would be to help learners identify both positive and difficult aspects of their lives and begin to explore not only what they want for the future but what they can do to get there. This process can integrate language and math skills, as well as career exploration, while they work on tangible issues such as making a time-management plan, establishing a budget, and considering salary levels of potential jobs. Learners can build critical thinking skills and develop self-awareness by looking at emotionally based issues such as if they feel safe in their neighborhood or their relationship with their children. Frequently, this process reveals that learners have many sources of negativity in their lives, including nonsupportive family members, a history of or current addiction, difficult economic situations, community safety issues, and feelings of being overwhelmed by problems.

Discussions of options to deal with the issues learners have in their lives can include both the personal and the political—consideration of both intrinsic and extrinsic factors that lead to problems and individual and community action that can help resolve them. Setting personal goals (e.g., I want to be more confident, I want to be able to speak out more), not just academic ones, can help students recognize the relevance of personal issues to academic and career success and the fact that academic efforts alone may not resolve the range of problems in their lives.

Paying attention to community issues reflects an awareness that it is impossible to separate our students from the lives they lead. Encouraging students to verbalize these issues, then act upon them, (e.g., I'm worried about how dan-

gerous it is for my children in the schoolyard, so I'm going to talk to other parents, and maybe even the police) can result in positive growth for the individual as well as positive change for the community. Real, sustainable self-esteem comes as the result of developing a sense of *personal effectiveness.* Making changes in personal, academic, or community matters can serve as a baseline for further success.

Familiarity with community resources and referral processes is the other critical skill the adult educator must have. Adult students need a range of services, including health care; energy assistance; emergency food and housing; help for addictions, domestic-violence, and child-care issues; and sources for job and career counseling. Having a resource guide with telephone numbers of agencies that can help with these problems is a quick yet effective way to provide this information. Your students will be grateful for the help, and you will feel greater confidence about responding to the personal issues that are certain to arise.◆

# PLANNING A CAREER EDUCATION PROGRAM FOR ADULT STUDENTS

BY BERNADETTE A. MANGIE

A large percentage of adult students come to our programs with employment goals in mind. Many times, however, those goals are vague and undefined. Indeed, employment is an underlying goal of adult basic and literacy education. For these reasons, a career education and counseling component is an integral part of many ABLE programs.

A number of worthwhile program-planning and management activities can help ABLE practitioners improve

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# When the Teacher Is the Counselor

## BY JOE BEECH

Teachers of adults must often put on the counselor's hat. Here's a quick look at how teachers can handle three general areas:

### PERSONAL COUNSELING

"I just can't concentrate today. I'm having problems with my husband/wife/children/police/neighbors ..."

Sound familiar? Personal counseling could consume a lot of class time, but our primary role is as an educator. Also, counseling one person may distract from the class process and cause other students to leave. Then, too, teaching cannot be done in a void, and academic and vocational education may be severely hampered by learners' problems. When confronted by students' personal issues, consider the following:
- Never trivialize any personal issues that learners bring to class.
- Focus on the day's work. Be available after class to discuss personal problems.
- Have resources available: pamphlets from social-service agencies, printed materials, a list of phone numbers.

### ACADEMIC COUNSELING •

Standardized tests are often required, but starting a class with a test can be frightening and can discourage learners before they start. It's important to do pre- and post-test counseling.

Most of the pre-test counseling I do is in a group, usually right before the test. I ask learners to share their fears. If not addressed, fear can manifest itself in unhealthy ways and cause problems for your program. Before testing:
- Stress the importance of proper placement for getting the most out of the educational experience.

- Explain specifically how the test results will be used (level placement, book assignments, class placement).
- Tell students who will see the results and why.
- Stress that there is no passing or failing.
   Post-test counseling should be more individualized. These are the guidelines I use:
- Never return the test during class time. Make individual appointments.
- Never give a numerical grade. It can imply a pass-or-fail score. The best test results explain specifically what the learner needs to study to improve weak areas.
- Focus on positive test results, then explain how your program can help.
- Have specific assignments ready that learners take with them after you've explained test results.

### EMPLOYMENT COUNSELING

Many learners come to our programs looking for a job or trying to improve skills for a promotion (see career article, above). People can be extremely disappointed if they believed the GED would get them a job, only to realize later that it did not fulfill their expectations. Also, many students enroll based on rumors that they will be given a job upon graduation.
   In a nutshell:
- At the first class have everyone identify their goals. Make clear exactly how your program can help.
- Provide an outline explaining course times and topics.
- If your program offers an employment component, provide specific terms. If you do not offer one, say so.
- From time to time, review goals and make sure the curriculum is addressing them.◆

career education and counseling services. The following activities can be useful.

## STAFF DEVELOPMENT ACTIVITIES

Schedule a discussion meeting about your career development program's mission, vision, philosophy, and goals. If your organization has not already defined and described these elements, take ample time to address them in great detail. If they have been established, take the time to review and clarify them, especially if new members have joined your organization. Examples of mission and goal statements from comparable organizations can provide useful models; however, use other programs' examples for ideas and inspiration only. Your objective at this point is to develop customized descriptions and guidelines that reflect your organization's unique culture and identity.

This activity provides your staff with a personalized organizational understanding of how, why, when, and to what extent you will be involved in the career-development process. You will be using teamwork and consensus decision-making skills to develop and/or understand important program-management concepts and practices.

## CAREER EDUCATION NETWORKS

Establishing career education networks helps your staff address many of your students' interests and needs. The purpose of networking is to build interagency and intracommunity partnerships with key individuals who welcome the opportunity to provide supportive services for adults seeking career guidance and counseling.

How these networks form and operate is interesting. Suppose your program is the "lead organization"—the organization that understands the benefits of cooperation and teamwork and initiates the networking effort. You first schedule internal meetings of those staff members who will be involved in the career program to discuss and list your students' support needs (child care, financial planning, job shadowing, etc.). Next, through extensive research and personal contacts, you as the lead organization begin to build mutually beneficial relationships with a network of support-service providers in the community. Many organizations and businesses are citing practical reasons why the trend to share resources and responsibilities through networking is receiving growing support and why career development is rapidly becoming a community-based responsibility.

## CAREER-COUNSELING TECHNIQUES

If you are involved in the career-development program you will want to develop and expand your counseling and instructional skills continuously. The topic of how to enhance communications between career-development clients and ABLE staff acts as a catalyst for selecting the most effective career-counseling techniques.

Most often, the practices of active listening, observation, and asking open-ended questions surface as primary examples of techniques that improve communications between ABLE practitioners and students. Role-playing and role-reversal exercises are counseling and instruc-

tional tools that present excellent opportunities for career counselors (and their clients) to learn how to effectively use communication skills. Such creative activities can be easily integrated into group and individualized counseling sessions. For example, ask students to act as employers or potential job candidates in practice interviewing sessions. Videotaping these practice interviews encourages career counselors and students to evaluate the performances (Who did most of the talking? Was effective listening being used? What types of questions were being asked?). Giving students an assignment that requires them to record and report their observations of an event is also a good counseling and instructional tool. Such activities help to develop the counselors' and students' abilities to communicate more effectively and openly. As a result, career-development counselors and students will begin to use their critical-thinking and problem-solving skills more effectively and more often. ◆

# RECOGNIZING STUDENT ACHIEVEMENT

### BY JAN PERKINS AND ANTHONY GIAMPAOLO

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

The recognition need not be formal in nature or grand in scope. It can range from a simple handshake and congratulatory smile to the applause of a gathered assemblage. The important thing is that the successful completion of a task be recognized and demonstrably appreciated.

At Connelley Technical Institute and Adult Education Center in Pittsburgh, recognition of student achievement is provided in several ways. The first method is an attempt to formally recognize GED graduates who missed a traditional high school commencement. On commencement night a staff member accompanies the student to the classroom of an ABE/GED teacher of the student's choice. Two group photographs are taken; one is placed in a mat and given to the GED recipient as a remembrance of the occasion. We keep the other for public display (if the student grants permission), which publicly recognizes GED graduates' achievements and inspires others to obtain their diplomas. As an option, we make available a cap and gown for the graduate to don for the photograph.

Another form of formal recognition is implemented with the cooperation of the local chapter of Rotary. In May each year, staff members submit essays and evaluations of any student whose performance and achievements, in their opinions, make him or her a worthy candi-

date for a Rotary Award. Teachers evaluate students on classroom performance, leadership, attendance, achievement, and school/community service.

A committee of several staff members and one Rotarian screens the applications and selects one outstanding student to receive a $200 Savings Bond and a handsome plaque. Five other students are selected to receive a $100 U.S. Savings Bond and a plaque. The bonds and the plaque are presented at a Rotary luncheon held for honorees and their guests.

Student recognition may also be as informal as asking a GED graduate to return to discuss with other students his or her resolve and perseverance in preparing for the test. This gives the successful student a feeling for the importance of the achievement and inspires those preparing for the test. An even more basic form of recognition can occur simply between the student and the teacher. When a student achieves a goal, such as passing the GED test or being accepted into a postsecondary program, the teacher should seek out that person, offer personal congratulations, and express an interest in the student's future goals. ◆

## Outstanding Student Awards

### BY SHERRY ROYCE

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education honors ten outstanding adult students. Finalists are selected from some 63,000 adult learners participating in the Department's literacy tutoring, ABE, ESL, and GED classes. The awards ceremony honoring the winners has become an annual feature at the Mid-Winter Conference on Adult Education.

In October, program directors are urged to nominate a program participant who, despite academic deficiencies and difficult life situations, has achieved extraordinary success. These selections are considered in December by a panel drawn from ABLE tutors, teachers, counselors, administrators, and state advisors. Ten outstanding students are honored at the conference. Pennsylvania's winners have represented ABE/GED students at state, regional, and national conferences and have served as members of the Commonwealth's Adult Education Task Force.

*Success Stories*, a booklet honoring these winners, is published each year. It celebrates the achievements of adult students, who, through education and empowerment provided by ABLE programs and practitioners, have triumphed over adversity to become an inspiration to their families, their classmates, and leaders in their community and our Commonwealth.

Following the model set by Pennsylvania, the American Association for Adult and Continuing Education (AAACE) coordinates a national search to identify and honor outstanding adult learners. To nominate a student for the national award, contact AAACE, 1200 19th St., NW, Ste. 300, Washington, DC 20036. ◆

# HOW TO ORGANIZE AND MAINTAIN AN ALUMNI ASSOCIATION

### BY CAROL MOLEK

An association of individuals who have attended your adult education program can bring many positive changes to its members, the agency, and the community. Alumni can recruit for you, tutor for you, and sponsor events. Most importantly, alumni can get out the word about adult education.

Getting started may be the most difficult task. You need only a few key participants to make the group a success. These people can generate the involvement of others by providing an example. Some alumni groups include current students. The group's role then becomes supportive and an aid to transition.

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

Still, maintenance of an Alumni group relies on interesting meetings and activities such as:

• **Agency support:** Association members support the agency's programs and activities. Alumni recruit students and discuss the program with their network of contacts. Alumni participate in graduation ceremonies. They conduct fundraising activities to support program needs. They also work as tutors and operate a speakers' bureau.

• **Community service:** Many alumni projects are of a community-service nature. This gives many members their first experience in contributing to community events. It can also enhance the stature of GED graduates in our area and serve to promote Adult Education Center programs.

• **Personal development:** Alumni personally benefit from workshops, speakers, and mutual support. Seeing their development enhances current students' self-esteem and vision of their own future achievements. Alumni participate in counseling groups, as well as writing, job-search, and craft workshops.

Remember that alumni's needs and interests are in a state of flux. Often, the Association's role in a member's life is to provide a transition to new areas of involvement, so active membership is not necessarily long term. There comes a time for most alumni when they move on to other things. Continuity can be maintained by transferring leadership from one key group to another.

### FOR MORE INFORMATION:

Adult Education and Job Training Center, MCIDC Plaza, 1 Belle Ave., Bldg. 58, Lewistown, PA 17044

Several Section 353 projects, available from State Literacy Resource Centers ◆

# 6

## PROFESSIONAL DEVELOPMENT AND SUPPORT

# STAFF DEVELOPMENT: PROFESSIONAL GROWTH OPPORTUNITIES FOR ADULT EDUCATORS

BY HELEN HALL AND ELLA MORIN

In Pennsylvania, the focus of staff development efforts is on providing positive outcomes for students through the delivery of quality services, the identification of ongoing improvement efforts, and the provision of well-planned training and development activities.

Because most ABLE staff are volunteers or part-time educators, professional development has been a challenge to provide, at both local and state levels. Traditionally, the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, supports a number of professional development activities, such as attendance at the annual Mid-winter Conference on Adult Education, cosponsored by the Pennsylvania Association for Adult Continuing Education, and interstate conferences with Ohio and New Jersey. Other training and development opportunities are provided through needs-based workshops, summer institutes, university courses, and conferences, as well as classroom-based practitioner inquiry, action research, and other practitioner-directed activities.

At the local level, adult educators identify their own needs and plan their own staff development. Because the professional development of adult educators is the responsibility not only of the Bureau but also of the agency and the individual, educators are encouraged to cooperate and collaborate with agencies in their area to enhance training opportunities. Pennsylvania's adult learners reflect the state's diversity, and the challenges that serving them creates can best be met through an approach to staff development that reflects the diversity.

Recognizing that staff development is an integral part of serving learners' basic education needs, a portion of the federal funds allocated to the states is designated for staff development. Section 353 of the Adult Education Act provides the main source of funding for training and development activities.

Through this funding, the Bureau of Adult Basic and Literacy Education has designed a regional approach to statewide staff development through nine Regional Staff Development Centers (RSDCs; see list, next page). Assessing adult educators' needs to determine training content, the regional centers develop a training program that allows for flexibility in planning and scheduling and makes training accessible to adult educators in each region. The regional approach promotes camaraderie and provides adult educators who may feel professionally isolated with a connection to others in similar roles. Training is provided at a central location or at a program site within the region. The RSDCs are also equipped to provide technical assistance in adapting and implementing exemplary projects and practices.

Staff development activities coordinated at the regional level take the form of workshops based on a process established by the RSDC, usually a needs assessment, or academic course work from colleges or universities. Tuition reimbursement is provided for work-related college courses, continuing education units, and other appropriate training approved by the regional center's advisory committee.

## PRACTITIONER-BASED APPROACHES

Practitioner-directed learning is an alternative to the traditional training session, and support is available to all ABE/GED/ESL/literacy educators who work in ABLE-sponsored programs. Practitioner-directed learning activities include inquiry-centered projects, in which practitioners explore questions from a field-based perspective concerning their own practices in conjunction with critical readings of current theory and other programs' practices. A group of two or more practitioners, led by a qualified mentor/facilitator, works collaboratively through shared reading/research, group discussions, program observations, etc., to expand the knowledge base and improve practice. The inquiry group submits a jointly prepared summary of inquiry topics, activities, findings, and resulting impact.

In action research projects (see p. 50), practitioners identify a work-related, "researchable" problem, an intervention strategy, and a means for monitoring the effects of the inter-

vention. This approach can be utilized either independently or as a follow-through on a credit-bearing university course.

Another practitioner-directed approach is the Focus Group, which utilizes the practitioner inquiry-centered model with one variation in procedure: instead of being led by a "qualified mentor/facilitator," the group selects a peer leader from within it who guides the group in selecting topics and leads the discussions.

Independent Study Projects permit a practitioner to identify a particular area of program/professional need or interest and to work either independently or in conjunction with a qualified mentor to produce a journal-quality paper, sharing the research, and outlining its professional application.

These individualized staff development approaches are new to most adult educators and afford the opportunity to gain information on all aspects of program improve-

ment. They contribute to staff development efforts statewide. Practitioners can work together in groups or alone and then share their expertise, having learned skills through research and actual practice.

There are numerous opportunities for staff development; it is not a "frill." It is essential that quality training be provided to all new and inexperienced adult educators, but staff development is also important for those who have been working in the classroom for years. From the workshop approach to action research, adult educators' needs for honing their skills are being met at their individual levels. And just as adult educators take pride in the growth and learning of their students, so too can they take pride in their own growth and learning. With the provision of staff development at local, regional, and state levels, adult educators can assure positive outcomes for their adult students. ◆

# The 9 Regional Staff Development Centers*

**Region 1** (Crawford, Clarion, Elk, Erie, Forrest, Jefferson, Lawrence, McKean, Mercer, Warren, Venango):
*Director:* Richard Gacka
*Coordinator:* Bootsie Barbour
Northwest Tri-County IU #5
2922 State St.
Erie, PA 16509
*Phone:* (814) 454-4474
*Fax:* (814) 734-5806

**Region 2** (Cameron, Centre, Clearfield, Clinton, Columbia, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga, Union):
*Director:* Edie Gordon
*Coordinator:* Gail Leightley
CIU 10 Development Center for Adults
Centre Co. Vo-Tech
Pleasant Gap, PA 16823
*Phone:* (814) 359-3069
*Fax:* (814) 359-2344

**Region 3** (Bradford, Lackawanna, Luzerne, Sullivan, Susquehanna, Wayne, Wyoming):
*Director:* Joyce Kerrick
*Coordinator:* Jane Douiahy
Lackawanna Junior College
901 Prospect Ave.
Scranton, PA 18505
*Phone:* (717) 961-7834
*Fax:* (717) 961-7858

**Region 4** (Armstrong, Allegheny, Beaver, Butler, Fayette, Greene, Indiana, Washington, Westmoreland):
*Director:* Donald Block
*Coordinator:* Rachel Zilcosky
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh, PA 15206
*Phone:* (412) 661-READ
*Fax:* (412) 661-3040

**Region 5** (Bedford, Blair, Cambria, Fulton, Huntingdon, Juniata, Mifflin, Somerset):
*Director:* Carol Molek
*Coordinator:* Brian Frey
Tuscarora IU - MCIDC Plaza
1 Belle Ave. Bldg. 58
Lewistown, PA 17044
*Phone:* (717) 248-4942
*Fax:* (717) 248-8610

**Region 6** (Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, York):
*Director:* Beverly Smith
*Coordinator:* Paula Smith
Imm. & Refugee Svcs., Cath. Charities, Diocese of Hbg.
900 N. 17th St.
Harrisburg, PA 17103
*Phone:* (717) 232-0568
*Fax:* (717) 234-7142

**Region 7** (Berks, Carbon, Lehigh, Monroe, Northampton, Schuylkill):
*Director:* Jane Ditmars
*Coordinator:* Ann Koefer
Lehigh University
33 Coppee Drive
Bethlehem, PA 18015
*Phone:* (610) 758-6347
*Fax:* (610) 882-9443

**Region 8** (Bucks, Chester, Montgomery, Delaware):
*Director:* Judith Bradley
*Coordinator:* Elizabeth Mitchell
Cabrini College
610 King of Prussia Rd.
Radnor, PA 19087-3699
*Phone:* (610) 902-8518
*Fax:* (610) 902-8309

**Region 9** (Philadelphia):
*Director:* Rose Brandt
*Coordinator:* Diane Inverso
Mayor's Commission on Literacy
1500 Walnut St., 18th Floor
Philadelphia, PA 19102
*Phone:* (215) 875-6602
*Fax:* (215) 735-6586

* As in effect March 1995. Two-year contracts will expire June 30, 1996.

# PENNSYLVANIA STATE LITERACY RESOURCE CENTERS

### BY CHERYL M. HARMON AND CHRISTINE V. KEMP

Pennsylvania's State Literacy Resource Centers are located at two sites: AdvancE at the Department of Education, Harrisburg, and the Western Pennsylvania Adult Literacy Resource Center (WPALRC) at the Western Instructional Support Center, Gibsonia. The two centers work together to provide access to information and resources that support local, regional, and state adult education programs. Clientele include administrators, coordinators of volunteer literacy councils, teachers, tutors, counselors, researchers, and others involved in adult education. Funding for the centers is provided by federal funds administered through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Each SLRC manages a specialized collection of audio, video, software, CD-ROM, and print materials; conducts online database searches of ERIC (Educational Resources and Information Center); and disseminates information statewide and nationally about Section 353 special demonstration projects. Technical assistance also is provided to local program personnel for program development, special-project development, and product use.

The centers support the activities of the regional staff development centers by assembling resources for selected workshops, making onsite visits, and providing research information for special staff development projects.

WPALRC, through the Western Instructional Support Center and the Distance Learning Center, offers teleconferencing uplinking and downlinking, graphic design, printing, and high-speed copying to all state and local programs and services.

AdvancE annually produces the *Adult Education Section 353 Special Demonstration Projects* book, submits project reports and products to the U. S. Department of Education and to ERIC, and offers teleconference downlinking facilities.

In addition, the SLRCs serve as reciprocal links between the U. S. Department of Education, the National Institute for Literacy, the National Center on Adult Literacy, and service providers. The centers also access computer networks through the Internet to secure information and resources.

All of these efforts—stimulating the coordination of literacy services; enhancing the capacity of state and local organizations to provide literacy services; and promoting the use of state-of-the-art teaching and assessment methods, technologies, and program evaluation—are designed to support the work of the adult basic and literacy education teacher and administrator.

**FOR MORE INFORMATION:**

AdvancE (800)992-2283 or WPALRC (800)446-5607, ext. 216◆

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# Advice to Volunteers

### BY DONALD G. BLOCK

Volunteers play a crucial role in adult basic and literacy education programs in Pennsylvania. If you are one of the thousands of volunteers who are active in adult education, we welcome you and thank you for your participation. Here are tips, or bits of advice, for volunteers in adult education:

**1. Learn the system.** Try to learn about all the activities of the program in which you are participating, not just your niche in that program. Volunteers sometimes assume that every student in a literacy program is like the first one they meet. Try to understand the diversity of the students and the programs. This will allow you to move into more challenging volunteer assignments later on.

**2. Know your limits.** Volunteers cannot solve all of the serious life problems that literacy students may have, such as poverty, family problems, and mental health issues. Do not blame yourself for things that are beyond your control.

**3. Be an adult learner.** If you are going to be a model of adult learning for literacy students, be a lifelong learner yourself. This means that you continue to attend training when your program offers it and that you continually strive to improve your teaching methods and your effectiveness.

**4. Find the right fit.** To be effective in your volunteering, you and your program need to find the assignment that fits you best. Your needs and skills should be heard and matched with the organization's performance requirements. Don't be afraid to discuss the right fit with your program administrator.

**5. Be flexible and expect to grow.** Volunteering is not a one-way process in which the benefit flows from the volunteer to the organization. Don't be ashamed or uncomfortable if you end up receiving a greater benefit than you ever thought possible. Volunteers do not have to be completely altruistic and self-denying.

**6. Ask for the training and resources that you need.** Do not expect administrators to know when you are struggling in your work and need assistance. When you feel you need further training or information, ask for it.

**7. Ask for a job description.** Request a written description of your volunteer job so you'll know exactly what your duties are and to whom you report.

**8. Expect to be supervised and evaluated.** You deserve to know if your work is effective. Ask for a performance review if your administrator has not already requested one.

Volunteers can make a tremendous difference in the lives of literacy students, both in teaching and nonteaching roles. You are an important player in building a high-quality adult education system in Pennsylvania.◆

# GRADUATE PROGRAMS IN ADULT EDUCATION

### BY TRENTON R. FERRO

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

Your self-discovery, no doubt, has also prompted questions such as: What is an "adult educator"? What do they do? What do we mean by "adult education"? How can I prepare myself for these new tasks for which I have received little or no previous preparation or training? Many avenues are open to you which will allow you to grow and develop as an educator of adults, several of which are discussed in this *Handbook*. The capstone of these various learning efforts and opportunities is earning an advanced degree in adult education.

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

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

Once you've decided that earning an advanced degree might be for you, you will need to consider several other factors:
• If you are unable to move (as a majority of adult students are), which programs can you access? Consult the list below. Most adults in Pennsylvania live within a one- to two-hour drive of a program site.

• What special areas of expertise do you want to develop? Are you interested more in theory, in practice, or in a combination of the two? Requesting information from several graduate programs will reveal the emphases of each.
• Might you be interested in pursuing a doctorate following the completion of a master's degree? Attending one school for work at the master's level and another for the doctorate provides a broader background of understanding and an increased depth of preparation.

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

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

**Indiana University of Pennsylvania.** Master of Arts in Adult and Community Education (Indiana, Pittsburgh)
*Contact*: Dr. Trenton R. Ferro, 231 Stouffer Hall, Indiana University of Pennsylvania, Indiana, PA 15705, (412) 357-2470, fax (412) 357-7821, trferro@grove.iup.edu

**The Pennsylvania State University.** Master of Education (University Park, Monroeville) and Doctor of Education (University Park, Harrisburg) in Adult Education
*Contact*: Dr. Peter S. Cookson, The Adult Education Program, The Pennsylvania State University, 403 S. Allen, #206, State College, PA 16801-5202, (814) 863-3781, fax (814) 865-5878, cgw2@psuvm.psu.edu

**Temple University.** Master of Education and Doctor of Education in Adult/Continuing Education (Philadelphia, Harrisburg)
*Contact* : Dr. Edmund Amidon, 454 Ritter Annex (004-00), Temple University, Philadelphia, PA 19122, (215) 204-6236 *or* Dr. Cheryl Boyer, Temple University-Harrisburg, 223 Walnut St., Harrisburg, PA 17101, (717) 232-6400

**University of Pennsylvania.** Master of Education in Reading/Writing/Literacy (with a specialization in adult literacy)
*Contact*: Dr. Susan Lytle, University of Pennsylvania, Graduate School of Education, 3700 Walnut St., Philadelphia, PA 19104, (215) 898-8398 or 898-8434, lytle@literacy.upenn.edu

**Widener University.** Master of Education (with a concentration in adult education)
*Contact*: Dr. Patricia A. Lawler, Widener University, Center for Education, One University Place, Chester, PA 19013, (610) 499-4252, ofpalawler@cyber.widener.edu◆

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# ACTION RESEARCH FOR PROGRAM IMPROVEMENT
BY B. ALLAN QUIGLEY

One indicator of a field's maturity is its ability to create, validate, and be informed by its own knowledge. Action research, widely used throughout the K-12 system, is a way for practitioners to identify their problems, directly benefit their students, and be the experts in creating, validating, and owning their own knowledge.

According to Cameron-Jones (1983), action research is simply: "Research carried out by practitioners with a view to improving their professional practice and understanding it better." Kemmis and McTaggart (1982) explain that the outcome is "improvement in what happens in the classroom ... a better articulation and justification of the educational rationale for what goes on ... ideas-in-action." Action research has four distinct steps: 1) Plan, 2) Act, 3) Observe, 4) Reflect. It then permits the practitioner/researcher to try another cycle: Revised Plan, Act, Observe, Reflect, and so on. If the practitioner can identify a "researchable" problem for one's **Plan**, develop a baseline of where he or she is now, and then **Act** with both an intervention and the means to **Observe** the effects of the new intervention, one can ultimately **Reflect** on the data collected and see if the new approach is better than the beginning baseline. However, there is a difference between trying a new math technique or involving a counselor to improve retention and, for instance, trying to improve recruitment by researching problems in a hostile community. "Unresearchable" questions can require much more than a single teacher's or even a group of teachers' combined research efforts. Action research means adding and observing interventions in one's daily work—taking only research topics which we can contain and manage.

We often need to do more than just "do our best" on the job. We often need to account for what we do and explain why we do it. We often want to justify new approaches or challenge old ideas. We typically want to know if something new actually pays off. But, we lack data based on systematic inquiry to make our case. In the '90s anecdotes are rarely sufficient. Government, governing boards, administrators, employers, and even the media need to be convinced. Data can make a difference. Action research lets us collect it.

Is action research valid research? If practitioners can repeat their outcomes time after time, and/or if practitioners can repeat outcomes across an institution or a state, the critical mass of data gives heightened validity. Through "repeatability" and shared outcomes on common problems, we build validity. Here is real empowerment and real professional development for our field. Here is a chance for the practitioners to be the experts.

## FOR MORE INFORMATON:

Contact your Regional Staff Development Center. ◆

# PAACE: PENNSYLVANIA ASSOCIATION FOR ADULT CONTINUING EDUCATION
BY JOAN Y. LEOPOLD

The mission of the Pennsylvania Association for Adult Continuing Education (PAACE) is to serve the needs of adult learners through basic and higher education. The organization's members are teachers, professors, tutors, administrators, counselors, students, librarians, and volunteers. They work in a variety of settings in the basic and higher education arenas. The common bond is working with and for the adult learner.

PAACE is governed by a Board of Directors comprised of elected officers and representatives of the eastern, central, and western portions of the Commonwealth; advisory members; and representatives of the Pennsylvania Department of Education. Any individual who has been a PAACE member for at least one year is qualified to hold any office in the association. PAACE is affiliated with the American Association for Adult and Continuing Education (AAACE).

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

## SPECIAL-INTEREST DIVISIONS

PAACE's special-interest divisions enable members with common interests to join together to strengthen and promote those interests. Because these divisions are an important part of PAACE, the Mid-winter Conference program includes sessions reflecting the activities and concerns of the groups. The program divisions in which you may want to participate are listed on the membership application. For administrative purposes they are divided into the following five divisions: Adult Basic Education/GED, including corrections, special needs, and armed services/veterans; Higher Education, including noncredit and continuing education; Literacy/TLC (see p. 51); English as a Second Language (ESL); and Business and Industry.

## MEMBERSHIP CATEGORIES

Individual–$25/year • Organizational–$60/year • Student–$20/year • Associate–$10/year • Life Membership–$150. For more information or a membership application, write to: PAACE, P.O. Box 3796, Harrisburg, PA 17105. ◆

BY CHARLES H. HOLBROOK

The American Association for Adult and Continuing Education (AAACE) is the largest organization for individuals and institutions involved in adult and continuing education. This national association sponsors an annual conference and exhibition and publishes a magazine, *Adult Learning*; a research and theory journal, *Adult Education Quarterly*; and a newsletter, *Online with Adult and Continuing Educators*

AAACE's mission is to promote adult learning by providing leadership in unifying individual adult education practitioners, fostering the development and sharing of information, theory, research, and best practices, promoting professional identity and growth; and advocating policy initiatives.

## BENEFITS OF MEMBERSHIP

AAACE's annual national adult education conference enables participants to choose from more than 200 presenters, workshops, and general sessions. It is attended by teachers, professors, consultants, administrators, and volunteers from public and private institutions. The conference is a unique opportunity for participants to increase their expertise regarding the full spectrum of activities in adult and continuing education.

## FOR MORE INFORMATION:

AAACE, 1200 19th St. NW, Suite 300, Washington, DC 20036. (202) 429-5131. Fax: (202) 223-4579.◆

# NATIONAL CENTER ON ADULT LITERACY (NCAL)

BY SANDRA K. STEWART

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

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

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

Literacy practitioners can access NCAL on the Internet through America Online, Delphi Internet Services, or directly through an institution with a direct connection to the Internet. To retrieve documents via NCAL's Internet Gopher, point your client at litserver.literacy.upenn.edu, port 70. For general queries and to be added to NCAL's mailing list, make e-mail requests to NCAL@literacy.upenn.edu.

## FOR MORE INFORMATION:

NCAL, Univ. of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111. (215) 898-2100. Fax: (215) 898-9804.◆

# TLC: Pennsylvania's Literacy Organization

BY LINDA HERR

Tutors of Literacy in the Commonwealth (TLC), a program division of PAACE, is Pennsylvania's state adult literacy organization. Its member organizations have the common mission of providing one-on-one and small-group basic literacy instruction. At the heart of this instruction are trained volunteer tutors who work with adults lacking basic reading, writing, and math skills. TLC's statewide support network not only provides services to tutors but also to program administrators and adult new readers.

TLC endeavors to strengthen a variety of alternative approaches to teaching basic literacy skills and to facilitate and promote the development of quality basic education services. In addition, TLC promotes legislation, encourages advocacy, and disseminates information on the Commonwealth's literacy movement.

Act 143, State Adult Literacy Grant, has enabled TLC to strengthen program support, including consultations by phone or on-site, in-servicing in specific content areas, and basic tutor training. Four Regional Training Representatives counsel fledgling or reorganizing programs. New Reader Representatives network with student support groups statewide, encourage advocacy, and represent Pennsylvania at the National Adult Literacy Congress.

TLC publishes a quarterly newsletter, *The Literacy Connection*, and a directory listing member organizations. TLC has sponsored the biennial Northeast Regional Adult Literacy Conference since 1987.

TLC welcomes volunteer-based ABE/GED/ESL/Literacy providers and supporters to participate in the organization. Contact PAACE for information.◆

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## RESOURCES AND DIRECTORIES

# THE ADULT EDUCATOR'S ESSENTIAL BOOKSHELF

### BY CHERYL M. HARMON AND SHERRY ROYCE

To be equipped to provide appropriate learning experiences, the adult basic and literacy professional must be committed to continuing education about the constantly evolving body of theory related to adult learning, to pursuing professional development, and to knowing where to find the best resources.

This bookshelf cites many resources which are available to the educator at low or no cost. Although ABLE programs should have a resource library for the use of staff, volunteers, and interested students, the individual educator is encouraged to build up a personal professional collection. Most of the references are available for preview from either State Literacy Resource Center:

- AdvancE: (800) 992-2283 in PA or (717) 783-9192; fax (717) 783-5420
- Western PA Adult Literacy Resource Center (WPALRC): (800) 446-5607, ext. 216 in PA or (412) 961-0294, ext. 216; fax (412) 443-1310

For the purposes of this listing, we cite title first.

### ANNOTATED BIBLIOGRAPHIES

The following bibliographies provide reliable references from which to choose resources about professional development, research, and adult learners.

**Professional Development**
*The ABLE Sampler: A Professional Development Guide for Literacy Practitioners* (1991, PDE 353 Project #99-1008). This guide is divided into nine chapters providing an overview of 103 literacy resources in the areas of 1) Administration; 2) Adults as Learners; 3) Diverse Populations; 4) Evaluation; 5) History, Philosophy and Politics; 6) Instructional Strategies; 7) Social Context; 8) Workplace Literacy; and 9) Resources such as clearinghouses, journals, newsletters, and publishers.

Each chapter contains an introduction by a leading authority, followed by a review of core resources for the area, plus additional annotated listings. These selections, recommended by a nationwide panel of literacy specialists, include classics, compilations of literacy research, timely topics, and the latest instructional strategies.

*Adult Education Staff Development Resource Bibliography* (September 1994; National Adult Education Staff Development Consortium. published by the American Council of Education). While many of the 309 items in this compilation are annotated to reflect the comments of the authors or publisher, no attempt has been made to rate or evaluate the listings. The 47-page booklet is divided into four sections: 1) An Alphabetical Listing; 2) Staff Development Approaches (peer coaching, reflective practice, action research); 3) Staff Development Categories (ABE, assessment/evaluation, multicultural, learning styles); and 4) Teaching Adults (adult development, learning, motivation).

Staff development resources cited include issues of *Adult Learning* (AAACE) and *Educational Leadership* (Phi Delta Kappa), as well as books, journals, ERIC Digests, Occasional Papers, and Document Reproductions, and final reports of Adult Basic Education 353 projects.

*Project Abstracts for the Fiscal Year 19xx-19xx*, AdvancE State Literacy Resource Center and Western Pennsylvania Adult Literacy Resource Center, Commonwealth of Pennsylvania, Bureau of Adult Basic and Literacy Education. This annual publication provides abstracts of Section 353 adult education grant projects. Using the ERIC descriptor thesaurus, the booklet indexes completed projects by subject, such as curriculum, research, family and workplace literacy, ESL and tutoring, and special learning needs. Any Section 353 project may be borrowed from either Resource Center and copied for staff/program use.

*FOCUS on Literacy.* Accumulating this periodic bulletin provides a bibliography of the Section 353 projects chosen by a panel of practitioners as exemplary. An annotated, bound publication is periodically updated with all exemplary projects. See Journals and Newsletters, p. 54, for source.

**Research**
*Expanding Theories of Adult Literacy Participation: A Literature Review.* Karen Reed Wikelund, Stephen Reder, & Sylvia Hart-Landsberg, National Center on Adult Literacy, 1992, TR 92-01. This review of the research on adult lit-

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eracy participation indicates that there are many deterrents to the widespread and sustained participation needed to attain the national goal of universal adult literacy. The concept of "participation" in literacy development must be expanded both theoretically and practically to be situated in the context of adults' lives as they perceive them. (from NCAL's "Current Publications")

*Research Distilled.* Tana Reiff. PDE 353 Project #99-4024, 1994. This is a 32-page compilation of the qualitative and quantitative research produced in Pennsylvania and nationwide from 1989-93 under 353 special project funding. The 48 projects featured are classified as: assessment and testing, curriculum and instruction, participation and retention, and surveys and evaluations. Each review includes a description of the purpose, procedures, a summary of findings, contact person, and source for a copy of the full report or product.

### ESL
*Adult ESL Literacy: State of the Art.* Aguirre International, 1992. Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield. VA 22153, 1-800-443-ERIC. This literature review provides an overview of key ESL issues as they are reflected in literature.

### Family Literacy
*Children, Parents, and Families: An Annotated Bibliography on Literacy Development In and Out of Program Settings.* Vivian L. Gadsden, Ludo C. P. Scheffer & Joel Hardman, National Center on Adult Literacy, 1994. The works cited here represent an effort to clarify the interdisciplinary nature of family literacy, which includes the fields of reading, developmental psychology, and sociology. It describes selected studies and reports on a range of issues.

### Workplace Literacy
*Workplace Literacy: A Guide to the Literature and Resources.* Susan Imel and Sandra Kerka. Information Series No. 352, ERIC Clearinghouse on Adult, Career, and Vocational Education, 1992. This publication is a guide to locating resources about workplace literacy. It contains an overview of current workplace literacy issues, an annotated bibliography, and descriptions of many programs.

## SUBJECT MATTER REFERENCES

Following is a sampling of easily accessible resources for the adult educator to consider for an essential bookshelf. There are many broad headings in adult basic and literacy education; the nuances of emerging issues can be explored further by starting with some basic references

### Professional Development
*Handbook of Adult and Continuing Education.* S.B Merriam & P.M. Cunningham. Jossey-Bass, San Francisco, CA, 1990. Collection of 48 chapters by 69 authors on: adult education as a field of professional practice, adult learners and the educational process, major providers of educational programs for adults, and adult education program areas and special clienteles.

*Developing the Professional Workforce for Adult Literacy Education.* Susan L. Lytle, Alisa Belzer & Rebecca

Reumann. National Center on Adult Literacy, 1993. This brief identifies policy issues in adult education staff development and introduces inquiry-based staff development as a promising approach for rethinking both practice and research on practice in adult literacy.

### Literacy Policy, Issues, and Research
*Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey.* National Center for Education Statistics, 1993. The aim of this survey was to profile the English literacy of adults in the United States based on performance in a wide array of tasks that reflect the types of materials and demands encountered in daily life. The report describes types and levels of literacy skills demonstrated in document, prose, and quantitative literacy and analyzes the variation in skills across major social, economic, and earnings subgroups in the population.

*Adult Literacy Education: Current and Future Directions: An Update.* Hanna Arlene Fingeret, Information Series No. 355, ERIC Clearinghouse on Adult, Career, and Vocational Education, 1992. This paper explores the issues found in the adult literacy literature today. Basic questions explored include the definition of literacy, the location of power in literacy education, and the purpose of literacy education. It is intended to provide a framework for thinking about issues and some guidance about where to begin investigating aspects of the field.

### Adult Learners and Resources
*Freebies for ABLE* (1993, PDE 353 Project #99-3012). This small catalog is a guide to some of the materials that are available at no charge through the State Literacy Resource Centers and private sources.

*The 1994 ABLE Curriculum Guide* (1994, PDE 353 Project #99-4016). Two volumes.
*A Resource Listing for ABLE Practitioners* features 92 materials selected as exemplary for ABLE learners. These resources are classified under the headings of Life Skills, Family Literacy, Vocational Skills, Math, Reading, Pre-GED and GED, Social Studies, and Writing.
*A Resource Listing for ESL Practitioners* contains 62 selections in the areas of Integrated Basic Series, Dictionaries, Listening, Speaking, Vocabulary Development, Reading, Grammar, and Writing. Both guides provide a brief description of each title's content and strengths along with its publisher, components, format, appropriate instructional level, skills addressed, price as of July 1994, and assigned rating.

*Creating Environments for Effective Adult Learning.* Roger Hiemstra, Roger (Ed.) New Directions for Adult and Con-

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*Everyone has a different style of learning and the teacher must try to find out what is compatible to the student to open the doors of the mind.*

Darlene Symons
Secretary
Reading Area Community College

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BEST COPY AVAILABLE

tinuing Education, No. 50 San Francisco: Jossey-Bass, (Summer) 1991. Anthology of writings by ten authors on developing hospitable learning environments for adults. Includes space/facilities/equipment considerations, attitudes, etc.

### English as A Second Language and Limited English Proficient

*Bringing Literacy to Life.* Heide Spruck Wrigley and Gloria J. A. Guth. Aguirre International, 1992. This text describes practices and approaches to several aspects of literacy including: native language in ESL literacy, technology in ESL literacy, and assorted curriculum modules.

### Family Literacy

*Parenting Resource Book* (1994, Project #98-4007) offers a comprehensive collection of parenting materials listed under the following topics: child development, communication, discipline, formal education, health–adults, health–children, informal learning, parenting, safety, and values. Sources for the 134 brief materials have been identified and permission to reprint can be obtained.

### Workplace Literacy

*Workforce Basics* (1994, Project #98-4008) contains seven student books and accompanying teacher's guides that provide instruction in the following basic and higher order skills using workplace-related materials: critical reading, effective writing, oral communication, problem solving, study skills, work-related math, and word processing. Easily replicated, these well-organized, easy-to-read booklets provide space to complete exercises and writing activities.

### Tutoring

*Adult Literacy Handbook for Students and Tutors,* 4th ed. Anita Pomerance. Center for Literacy, 1993. CFL's handbook is a companion to CFL training workshops and a resource for adult literacy tutors and students in any program. Many subject areas are covered with specific instructional strategies to meet students' needs.

*More Than the Sum of the Parts Using Small Group Learning in Adult Basic and Literacy Education.* Susan Imel, Sandra Kerka & Sandra Pritz. Center on Education and Training for Employment, Ohio State University, 1994 This Section 353 project is a manual on the advantages of small group learning and a compilation of specific techniques for preparing for and facilitating small group learning.

### Technology

*Adult Literacy and New Technologies Tools for a Lifetime.* Linda Roberts, Kathleen Fulton et al. Office of Technology Assessment, U S Congress, 1993. This study considers why technology could make a difference in adult literacy, how it is currently used, and what should be done for potential use. The diverse web of adult literacy programs, unique instructional needs of adults, and requirements of literacy are discussed in light of current and developing technology tools

### Special Learning Needs

*The Americans with Disabilities Act Questions and An-*

*swers.* Write for copies to U. S. Equal Employment Opportunity Commission, 1801 L Street NW, Washington, DC 20507; also available in alternate formats including electronic bulletin board via (202) 514-6193.

## JOURNALS AND NEWSLETTERS

*Adult Learning.* Source: American Association of Adult and Continuing Education (AAACE), 1200 19th St. NW, Ste. 300, Washington, DC 20036, (202) 428-5131.

*ERIC Digests and Occasional Papers.* Source: List of no-cost resources and single copies available at no cost. Send self-addressed, stamped (55¢) #10 envelope to User Services Coordinator, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090.

*FOCUS on Literacy.* Free bulletin featuring Pennsylvania's exemplary 353 projects. Source: Royce and Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601

*Linkages.* Free newsletter of the National Adult Literacy & Learning Disabilities Center. Source: Academy for Educational Development, National ALLD Center, 1875 Connecticut Ave. NW, Floor 9, Washington, DC 20009.

*The Math Practitioner The Newsletter for the Adult Numeracy Practitioners Network.* Source: Ellen McDevitt, Office of Community Education, Carlow College, 3333 Fifth Ave., Pittsburgh, PA 15213, fax (412) 578-6684.

*Mosaic.* Free newsletter featuring research notes on literacy. Source: PSU Institute for the Study of Adult Literacy, College of Education, 204 Calder Way, Ste. 209, University Park, PA 16801. Also available as a text file via America Online's Adult Literacy forum; keyword: *read* or *literacy.* Or download as a Microsoft WORD file from AOL's Adult Literacy Forum libraries: Technology section.

*National Center for Family Literacy.* Free newsletter. Source: NCFL, Waterfront Plaza, Ste. 200, 325 W. Main St., Louisville, KY 40202-4251.

*NCAL Connections* Free newsletter of the National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, (215) 898-2100, fax (215) 898-9804, or request via e-mail: mailbox@literacy.upenn.edu. Also available to download from NCAL's Internet Gophersite.

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

*Passage.* Free newsletter featuring workplace and job skills information (PA 353 project). Source: BCALMC, 100 Ninth St., Ste. A, Conway, PA 15027, (800) 345-5443.

*TESOL Quarterly* Free with membership in Teachers of English to Speakers of Other Languages 1600 Cameron St., Ste. 300, Alexandria, VA 22314-2751, (703) 836-0775.

*What's the Buzz?* Pennsylvania's Adult Basic and Literacy Education professional development newsletter. Source Adult Education Linkage Services, Box 214, Troy, PA 16947 ◆

# PUBLISHERS OF ABLE CURRICULUM RESOURCES

The following chart lists publishers who offer adult education instructional materials in print, audio, video, and electronic form. It is based on a survey of publishers' marketing departments, conducted between November 1994 and March 1995, which asked for information on offerings within five areas:

0-4 = Adult Literacy/0-4 level
5-8 = ABE/5-8 level
9-12 = GED/9-12 level
ESL = Adult ESL
SD = ABLE Staff Development

Only those publishers who responded to the survey are included in this listing.

Materials available in formats other than print are indicated as follows:

a = audiocassette
v = videocassette
sw = computer software

The editors of this *Staff Handbook* have not reviewed the materials these publishers offer and no endorsement should be inferred. For further information or to receive a catalog, please contact the publishers or their representatives directly.

| | LIT | ABE | GED | ESL | SD |
|---|---|---|---|---|---|
| Academic Therapy Pub./ Ann Arbor/High Noon Books 20 Commercial Blvd. Novato, CA 94949 (800) 422-7249 Fax: (415) 883-3720 | | | √ | √ | |
| Active Learning Corporation P.O. Box 254 New Paltz, NY 12561 (914) 255-0844 Fax: (914) 255-3202 | | √ | √ | √ | √ |
| Albany Educational Television City School District of Albany 27 Western Ave. Albany, NY 12203 (518) 465-1741 Fax: (518) 462-7104 | | √ a v | √ a v | | √ a v |
| BLS Tutorsystems 5153 W. Woodmill Dr., Ste. 18 Wilmington, DE 19808 (800) 545-7766 or (302) 633-1616 Fax: (302) 633-1619 | √ sw (lev. 3-4) | √ sw | √ sw | | |

| | LIT | ABE | GED | ESL | SD |
|---|---|---|---|---|---|
| Cambridge Adult Education 4350 Equity Dr. Columbus, OH 43272-4611 (800) ADULTED (238-5833) Fax: (614) 771-7361 | √ | √ a | √ v sw | √ v sw | |
| Centec Learning 310 Airport Rd. P.O. Box 54366 Jackson, MS 39288-4366 (800) 626-8235 or (601) 936-3231 Fax: (601) 939-7969 | √ a v sw | √ a sw | √ sw | √ a v sw | √ sw |
| The Conover Company P.O. Box 155 Omro, WI 54963 (800) 933-1933 Fax: (800) 933-1943 | √ sw | √ sw | √ sw | √ sw | |
| Condrey Software Box 6067 Irvine, CA 92716 (714) 854-3096 Fax: (714) 725-0448 | √ sw | | | √ sw | |
| Conduit Educational Software The University of Iowa 100 Oakdale Campus M306 OH Iowa City, IA 52242-5000 (800) 365-9774 or (319) 335-4100 Fax: (319) 335-4077 | | | | √ sw | |
| Contemporary Books, Inc. Two Prudential Plaza, Ste. 1200 180 N. Stetson Ave. Chicago, IL 60601-6790 (800) 621-1918 or (312) 540-4500 Fax: (800) 998-3103 or (312) 540-4687 | √ | √ | √ sw | √ a | |
| Continental Press, Inc. 520 E. Bainbridge St. Elizabethtown, PA 17022 (800) 233-0759 Fax: (717) 367-5660 | √ a sw | √ a sw | | | |
| Curriculum Associates, Inc. 5 Esquire Rd. PO Box 2001 North Billerica, MA 01862-0901 (800) 225-0248 Fax: (508) 667-5706 | √ sw | √ sw | | √ sw | |
| Delta Systems Co., Inc. 1400 Miller Parkway McHenry, Il 60050-7030 (800) 323-8270 or (815) 363-3582 Fax: (800) 909-9901 or (815) 363-2948 | | | | √ a v sw | |
| Dominie Press, Inc. 5945 Pacific Center Blvd., Ste. 505 San Diego, CA 92121 (800) 232-4570 Fax: (619) 546-8822 | √ a | √ | | √ | |

| | LIT | ABE | GED | ESL | SD |
|---|---|---|---|---|---|
| EDL (Educational Developmental Laboratories, Inc.)<br>P.O. Box 210726<br>Columbia, SC 29221<br>(800) 227-1606<br>Fax: (803) 781-3627 | √<br>a<br>v<br>sw | √<br>a<br>sw | √<br>a<br>sw | √<br>a<br>sw | |
| Educational Activities, Inc.<br>1937 Grand Ave.<br>Baldwin, NY 11510<br>(800) 645-3739 or (516) 223-4666<br>Fax: (516) 623-9282 | √<br>a<br>v<br>sw | √<br>a<br>v<br>sw | √<br>a<br>v<br>sw | √<br>a<br>v<br>sw | |
| Educational Design, Inc.<br>345 Hudson St.<br>New York, NY 10014-4502<br>(800) 221-9372<br>Fax: (212) 675-6922 | √<br>v | √<br>v | √<br>v | √<br>v | |
| Educational Press<br>111 Kane St.<br>Baltimore, MD 21224<br>(800) 638-6470<br>Fax: (800) 638-6499 | √<br>sw | √<br>a<br>v<br>sw | | | |
| Educators Publishing Service, Inc.<br>31 Smith Place<br>Cambridge, MA 02138-1000<br>(800) 225-5750 or (617) 547-6706<br>Fax: (617) 547-0412 | √ | √ | √ | | √<br>v |
| EMC Publishing<br>300 York Ave.<br>St. Paul, MN 55101<br>(800) 328-1452<br>Fax: (800) 328-4564 | √<br>a<br>v<br>sw | | √<br>a<br>v<br>sw | | √<br>a<br>v<br>sw |
| Glencoe/McGraw-Hill<br>936 Eastwind Dr.<br>Westerville, OH 43081<br>(800) 848-1567, x4990<br>Fax: (614) 899-4999 | √<br>sw | √<br>sw | √<br>sw | √<br>sw | √ |
| Globe Fearon<br>One Lake Ave.<br>Upper Saddle River, NJ 07458<br>(800) 848-9500<br>Fax: (201) 236-5892 | √ | √<br>a | √<br>v<br>sw | √<br>v<br>sw | |
| Heinle & Heinle Publishers<br>(including Newbury House)<br>20 Park Plaza<br>Boston, MA 02116<br>(800) 237-0053 or (617) 451-1940<br>Fax: (617) 348-8177 | √<br>a | | | √<br>a<br>v | √<br>a<br>v<br>sw |
| Inst. for the Study of Adult Literacy<br>Penn State University<br>College of Education<br>204 Calder Way, Ste. 209<br>University Park, PA 16801-4756<br>(814) 863-3777<br>Fax: (814) 863-6108 | √ | √<br>sw | | | √<br>v |

| | LIT | ABE | GED | ESL | SD |
|---|---|---|---|---|---|
| Interactive Knowledge, Inc.<br>1100 S. Mint St., Ste. 209<br>Charlotte, NC 28203<br>(800) 344-1502 or (704) 344-0055<br>Fax: (704) 344-1505 | √<br>sw | √<br>sw | | | |
| International Linguistics Corp.<br>3505 East Red Bridge Rd.<br>Kansas City, MO 64137<br>(816) 765-8855 | √<br>a | √<br>a | √<br>a | √<br>a | |
| Krieger Publishing Co.<br>P. O. Box 9542<br>Melbourne, FL 32902<br>(407) 724-9542<br>Fax: (407) 951-3671 | | | | | √ |
| Lake Education<br>500 Harbor Blvd.<br>Belmont, CA 94002<br>(415) 592-1606<br>Fax: (415) 592-2217 | √<br>a | √<br>a | | √<br>a | |
| Lakeshore's Basic & Beyond<br>2695 E. Dominguez St.<br>Carson, CA 90749<br>(800) 421-5354 or (310) 537-8600<br>Fax: (310) 537-5403 | √<br>a<br>v | √<br>a<br>v | √<br>a<br>v | √<br>a<br>v | |
| Learning disAbilities Resources<br>P.O. Box 716<br>Bryn Mawr, PA 19010<br>(800) 869-8336 or (610) 525-8336<br>Fax: (610) 525-8337 | √<br>v | √<br>a<br>v | √<br>a<br>v | | √<br>a<br>v |
| Learning Research, Inc.<br>P.O. Box 209<br>420 NW 5th St.<br>Evansville, IN 47702<br>(800) 500-1234<br>Fax: (812) 421-3270 | √<br>v | | | √<br>v | |
| Literacy Council of Alaska<br>823 3rd Ave.<br>Fairbanks, AK 99701<br>(907) 456-6212<br>Fax: (907) 456-4302 | √ | | | | |
| McGraw-Hill, Inc.<br>1750 S. Brentwood, Ste. 280<br>St. Louis, MO 63144 | | | | √<br>a<br>sw | |
| Merit Audio Visual<br>132 W. 21 St.<br>New York, NY 10011<br>(800) 753-6488<br>Fax: (212) 675-8607 | | √<br>sw | √<br>sw | √<br>sw | |
| Milliken Publishing<br>1100 Research Blvd.<br>P.O. Box 21579<br>St. Louis, MO 63132-0579<br>(800) 325-4136 or (314) 991-4220<br>Fax: (800)538-1319, (314)991-4807 | √<br>sw | √<br>sw | | √<br>sw | |

**Publishers, Continued**

| | LIT | ABE | GED | ESL | SD |
|---|---|---|---|---|---|
| National Textbook Co.<br>4255 W. Touhy Ave.<br>Lincolnwood, IL 60646-1975<br>(800) 323-4900 or (708) 679-5500<br>Fax: (708) 679-2494 | | √ | √ | √<br>a | |
| New Readers Press<br>1320 Jamesville Ave.<br>P.O. Box 131<br>Syracuse, NY 13210-0131<br>(800) 448-8878<br>Fax: (315) 422-5561 | √<br>a<br>v<br>sw | √<br>a<br>v | | √<br>a<br>v | √<br>v |
| NTC Publishing Group<br>4255 W. Touhy Ave.<br>Lincolnwood, IL 60646<br>(708) 679-5500<br>Fax: (708) 679-2494 | √<br>a | √<br>a | √<br>a | √<br>a<br>v | |
| Oxford University Press<br>c/o Phyllis Reilly<br>799 Franklin Ave., #132<br>Franklin Lakes, NJ 07417<br>(201) 405-1033<br>Fax: (201) 405-1034 | | | | √<br>a<br>v | |
| PACE Learning Systems, Inc.<br>3710 Resource Dr.<br>Tuscaloosa, AL 35401-7059<br>(800) 826-7223 or (205) 758-2823<br>Fax: (205) 758-3222 | √<br>a | √<br>sw | √<br>sw | | |
| Pendergrass Publishing Co., Inc.<br>P.O. Box 52<br>Phoenix, NY 13135-0052<br>(315) 695-7261 | √ | √ | | √ | |
| Phillip Roy<br>P.O. Box 130<br>Indian Rocks Beach, FL 34635<br>(800) 255-9085 or (813) 593-2700<br>Fax: (813) 595-2685 | √<br>sw | √<br>a<br>sw | | √<br>a<br>sw | |
| Phoenix Learning Resources<br>12 W. 31st St.<br>New York, NY 10001<br>(800) 526-6581 *Prod. info/catalog*<br>Fax: (212) 629-5648<br>(800) 221-1274 *Orders*<br>Fax: (314) 569-2834 | √ | √ | | √<br>v | √<br>v |
| Prentice Hall Regents<br>One Lake St.<br>Upper Saddle River, NJ 07458<br>(800) ESL-2ESL | √<br>a<br>v<br>sw | √<br>a<br>v<br>sw | | √<br>a<br>v<br>sw | √<br>a |
| Scott Foresman<br>1900 E. Lake Ave.<br>Glenview, IL 60025-9881<br>(800) 628-4480<br>Fax: (708) 729-3065 | √ | | | √ | |

| | LIT | ABE | GED | ESL | SD |
|---|---|---|---|---|---|
| Sonday Publications<br>404 Orchard Lane<br>So. St. Paul, MN 55075<br>(612) 455-9361<br>Fax: (612) 455-9361 | √<br>v | | | | |
| Steck-Vaughn<br>P.O. Box 26015<br>Austin, TX 78755<br>(800) 531-5015<br>Fax: (512) 343-6854 | √ | √<br>sw | √<br>sw | √<br>a | √<br>v |
| Sunburst Communications, Inc.<br>101 Castleton St.<br>Pleasantville, NY 10570<br>(800) 321-7511<br>Fax: (914) 747-4109 | √<br>sw | √<br>sw | | | |
| Texas Scottish Rite Hospital<br>2222 Welborn St.<br>Dallas, TX 75219<br>(214) 559-7800 | √<br>v | | | | |
| TMR Associates<br>111 S. Olive St. S-547<br>Media, PA 19063<br>(800) 245-8504<br>Fax: (610) 891-0490 | | √<br>sw | √<br>sw | √<br>sw | |
| TRO Learning, Inc.<br>57 E. Main St.<br>Newville, PA 17241-1122<br>(717) 776-6023<br>Fax: (717) 776-6023 | √<br>sw | √<br>sw | √<br>sw | √<br>sw | |
| Ventura Educational Systems<br>910 Ramona Ave., Ste. E<br>Grover Beach, CA 93433<br>(800) 336-1022<br>Fax: (805) 473-7382 | | √<br>sw | √<br>sw | | |
| Video-based Training and Education<br>One Foundation Circle<br>Waunakee, WI 53597<br>(800) 821-6313<br>Fax: (608) 849-2468 | √<br>v<br>sw | √<br>v<br>sw | √<br>v<br>sw | | |
| J. Weston Walch, Publisher<br>Distributor: Glazebrook & Assoc.<br>P.O. Box 138299<br>Chicago, IL 60613<br>(312) 525-5977 | √ | √ | | √ | |
| Wieser Educational, Inc.<br>30085 Comercio<br>Rancho Santa Margarita, CA 92688<br>(714) 858-4920<br>Fax: (714) 858-0209 | √<br>a<br>v<br>sw | √<br>a<br>v<br>sw | √<br>v<br>sw | √<br>v<br>sw | |

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# DIRECTORY OF WRITERS

**Judith A. Alamprese** is Director of the Education & Training Group at COSMOS Corporation, Bethesda, MD, 20814, (301) 215-9100. She currently is directing Project EQuAL and a number of research and evaluation projects in workplace literacy, family literacy, and interagency staff development. She co-developed the External Diploma Program, one of the initial applied performance assessment systems in adult education.

**Randall S. Bauer** is Chief of the Division of Early Childhood and Family Education in the Pennsylvania Department of Education, Harrisburg, PA 17126-0333, (717) 772-2813. His division administers Family Center grants.

**Joseph Taylor Beech**, Ed.M. in adult education, is director of adult education programs for the Norristown Area School District Adult Evening School and for Genesis II Inc., 1414 N. Broad St., Philadelphia 19121, (215) 763-2650, a drug treatment facility. He received the Ruth Yudoff Award from the City of Philadelphia for his work in improving adult education programs.

**Alisa Belzer** is a doctoral student in reading/writing/literacy at the University of Pennsylvania. She has worked as a volunteer coordinator, trainer, tutor, teacher, and facilitator for practitioner research groups. Her research work includes a 353-funded qualitative study on student retention. She may be reached at 4953 McKean Ave., Philadelphia, PA 19144, (215) 849-6224.

**Donald G. Block**, M.A., is Executive Director of Greater Pittsburgh Literacy Council, 100 Sheridan Square, Pittsburgh, PA 15206, (412) 661-7323. He has been an administrator of adult literacy programs since 1980 and has presented training on volunteer management and fundraising. He received the 1992 Outstanding Adult Educator award from the Pennsylvania Association for Adult Continuing Education.

**Rose Brandt** is Executive Director of the Mayor's Commission on Literacy and Director of the Region 9 Staff Development Center, 1500 Walnut Street, 18th Floor, Philadelphia, PA 19102, (215) 685-6602. She wrote her article for this book while working at the Center for Literacy, Inc.

**Abbei Brawley** is Southwest Area Advisor in the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market St., 12th Floor, Harrisburg, PA 17126-0333, (717) 787-5532. She previously taught for 11 years in an urban high school outside of Washington, DC.

**Ben Burenstein**, M.S. in curriculum and instruction, with an emphasis on computers in education, works in the Office of Computing Services, Drexel University, Philadelphia, PA 19104, (215) 895-1282, fax (215) 895-6777, providing technical and curricular support to ABE in four counties. He also teaches in Drexel's Teacher Preparation Program and presents workshops at state and national conferences.

**Amy Chapple**, M.Ed., is program director at the FOR Learning Center, 710 Thompson Ave., McKees Rocks, PA 15136, (412) 331-2400. The center offers programs in adult and family literacy, ABE/GED and ESL classes, and Even Start.

**Laraine A. Demshock**, M.Ed., is an Associate Professor and the Coordinator of Disability Services at Northampton Community College, 3835 Green Pond Rd., Bethlehem, PA 18017, (610) 861-5342, where she is a consultant to the Adult Literacy department. She presents on the topic of learning styles at various conferences and PDE-sponsored workshops.

**Twila S. Evans** is coordinator of education services at Northampton County Prison, Easton, PA 18042, (610) 559-3000. She presented at the 1994 National Family Literacy Conference and at a variety of inservice programs on assessment.

**Trenton Ferro**, Ed.D., is Assistant Professor in, and Coordinator of, the Master of Arts in Adult and Community Education program at Indiana University of Pennsylvania. His research, writing, and presentations include such topics as program planning and evaluation, volunteerism, professional development, adult development and learning, adult religious education, and educational gerontology.

**Lori A. Forlizzi**, Ph.D., formerly a Research Associate at Penn State's Institute for the Study of Adult Literacy, is currently a Research Project Associate in the Office of Program Planning, Continuing and Distance Education, Penn State. She was co-principal investigator on a 353 project that identified and surveyed Pennsylvania's ABLE service providers. She may be reached at 2766 W. College Ave., University Park, PA 16801-2547, (814) 865-7679.

**Janice R. Frick** is founder and Director of Partners for English As A Second Language, Inc., 1580 Carr Way, Warminster, PA 18974, (215) 674-3793. She began her career in ESL in Lisboa, Portugal, in 1970. PESL provides educational services in Philadelphia.

**Mary Louise Gall** is an instructor of adult education for the Northwest Tri-County Intermediate Unit at the Corry Adult Education Center, Corry, PA 16407, (814) 663-0303. She has also presented workshops for other adult education practitioners.

**Anthony Giampaolo** is a math instructor at the Connelley Technical Institute and Adult Education Center, 1501 Bedford Ave., Pittsburgh, PA 15219, (412) 338-3700.

**Maggie Gibb**, M.Ed., Reading Specialist, is Parent Education Coordinator at Beginning with Books, The Carnegie Library of Pittsburgh, 7101 Hamilton Ave., Pittsburgh, PA 15208, (412) 731-1717. During her 15-year commitment to adult and family literacy she has presented and consulted for many workshops and conferences. She is a doctoral candidate at the University of Pittsburgh.

**Lawrence (Larry) B. Goodwin, Jr.**, is Administrator of Pennsylvania's GED Test Center and the Commonwealth Diploma Program, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market St., 12th Floor, Harrisburg, PA 17126-0333, (717) 787-6344.

**Dorothy L. Hajdu** is Distance Learning Technology Advisor at the Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126, (717) 783-4414. Previously she was Director of the Pennsylvania Teleteaching Project. She has facilitated distance learning classes throughout the state and in Nebraska, South Dakota, Mexico, and Japan.

**Cheryl M. Harmon** has been Resource Specialist for the AdvancE Literacy Resource Center since 1992. An educator and librarian, she specializes in information retrieval. AdvancE is located in the Educational Resources and Learning Technologies Office, PDE, 333 Market St., Harrisburg, PA 17126-0333, (800) 992-2283.

**Linda Herr**, Williamsport, is TLC Director and Lycoming County Literacy Project Coordinator. She has presented at the Mid-Winter Conference on Adult Education and PDE-sponsored workshops. She may be reached at (717) 326-0536.

**Pamela S. Hinden**, L.S.W., is the Coordinator of Student Services at the Community Women's Education Project, 2801 Frankford Ave., Philadelphia, PA 19134, (215) 426-2200. She

is a licensed social worker who has worked with adult students as both a teacher and a counselor.

**Charles H. Holbrook** is an advisor with the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market St., 12th Floor, Harrisburg, PA 17126-0333, (717) 787-6344.

**Elizabeth Houston**, M.Ed., is an adult educator at the Center for Literacy, Philadelphia, 19143, (215) 474-1235. She is involved in developing curriculum and educational programs for homeless adults in shelters throughout the Philadelphia area.

**Cheryl Keenan** is the Director of the Bureau of Adult Basic and Literacy Education in the Pennsylvania Department of Education.

**Christine V. Kemp** is the Resource Specialist at the Western Pennsylvania Adult Literacy Resource Center (WP LRC), 5347 William Flynn Hwy., Gibsonia, PA 15044-9644, (800) 446-5607, ext. 216.

**Joyce P. Kerrick**, M.Ed., is Director of Adult Literacy Programs at Lackawanna Junior College, 901 Prospect Ave., Scranton, PA 18505, (717) 265-3449, and Director of the Region 3 Staff Development Center, (717) 961-7834. She serves as the ABE/GED Division Director of PAACE. Previously she taught GED, ABE, and workplace education classes.

**Joan Y. Leopold** is Director of Patient Education at the Harrisburg State Hospital, Pouch A, Harrisburg, PA 17105-1300, (717) 772-7561. An adult educator for over 20 years, she has taught mentally retarded adults, directed special projects for institutionalized populations, is the curator of the Dorothea Dix Museum, and is Executive Director of PAACE.

**Donald Lunday** is the Chief, Regional Programs Division, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market St., 12th Floor, Harrisburg, PA 17126-0333, (717) 787-5532. He previously was the Chief of Special Programs and Projects in the Bureau.System

**Susan L. Lytle** is Assistant Professor of Education, Graduate School of Education, University of Pennsylvania, (215) 898-8398. She is also Director of the Literacy Practitioner Inquiry Project (NCAL), The Philadelphia Writing Project, and the master's and doctoral program in Reading/Writing/Literacy. She is the coauthor of *Inside/Outside. Teacher Research and Knowledge* (Teachers College Press), *The Pennsylvania Framework: Reading, Writing, and Talking Across the Curriculum* (PDE), *Adult Literacy Education: Program Evaluation and Learner Assessment* (ERIC), and many articles on literacy, assessment, practitioner inquiry, and teacher education.

**Bernadette A. Mangie** is Director of Educational Services for the Beaver County Area Labor-Management Committee, a private nonprofit organization. Since 1987 she has been a contributing writer/editor for *PASSAGE: Your Workplace and Job Skills Information Newsletter*, a Section 353 staff-development project.

**Ellen F. McDevitt** is Associate Director of the Office of Community Education at Carlow College in Pittsburgh, (412) 578-6683. She is the editor of *The Math Practitioner*, a newsletter for adult educators across the U.S. who are involved in teaching math. She presented her video, "What Does That Mean? An Introduction to American Idioms" at the Mid-Winter Conference on Adult Education last year.

**Peggy McGuire**, M.A., is the Executive Director of the Germantown Women's Educational Project, Philadelphia, PA 19144, (215) 843-2148. She trains tutors to facilitate collaborative learning groups and last year cowrote the training manual

*Collaborative Learning Groups: An Innovative Approach to Adult Literacy Instruction*. Her writing on this subject has also been published in *Community-Based Education Report*.

**Carol Molek**, M.Ed., is Adult Education Director for the Tuscarora Intermediate Unit's Adult Education and Job Training Center, MCIDC Plaza, 1 Belle Ave., Lewistown, PA 17044, (717) 248-4942, fax (717) 248-8610. She served as the 1994-95 president of PAACE.

**Barbara J. Mooney**, Ed.D., is Director of the Adult Education Department of Community Action Southwest, 22 W. High St., Waynesburg, PA 15370, (412) 852-2893. She has provided training through Region 4, developed numerous 353 projects, and presented at Mid-winter Conferences.

**Ella M. Morin** is Chief of the Special Programs and Projects Division in the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education. She is point of contact in the Bureau for workplace literacy and adult education for the homeless projects, as well as oversees Section 353 projects.

**Jan Perkins** is retired from the Connelley Technical Institute and Adult Education Center, Pittsburgh, PA. He worked for 35 years as a language arts instructor.

**B. Allan Quigley**, Ed.D., is Associate Professor and Regional Director of Adult Education, Penn State University, Center for Continuing and Graduate Education, Monroeville, PA 15146, (412) 372-4095. He has taught credit and noncredit courses in action research and has been published in the area of action research.

**Judith A. Rance-Roney**, Ed.D., is ESL Director at Lehigh University, 33 Coppee Drive, Bethlehem, PA 18015, (610) 758-6099. She is currently working at Lehigh University both on international issues and as the supervisor of Region 7, Tri-Valley Staff Development Center. The dissertation for her doctorate in reading education was on adult literacy student motivation.

**Tana Reiff**, M.Ed., has been involved in teaching and developing materials for staff and students in adult basic and literacy education since 1973. She may be reached at P.O. Box 182, Lancaster, PA 17608-0182, (717) 299-8912.

**Georgina S. Rettinger**, Ph.D., is Director of the Greenville Literacy Council, 12 N. Diamond St., Greenville, PA 16125, (412) 588-6141, as well as Professor of Education and Chairperson of the Education Department at Thiel College, Greenville.

**Sherry Royce**, Ed.D., is President of Royce & Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601, (717) 569-1663. The author of 11 skillstexts in adult literacy, CBAE, and ESL, she was Director of a two-county adult education program for 17 years and has directed numerous 353 projects.

**Jeffrey Woodyard** is the Executive Director for Tri-County Opportunities Industrialization Center, Inc. (OIC), Harrisburg, PA 17110, (717) 238-7318, a program that works with adults in literacy, skills training, GED test preparation, vocational skills training, and workplace literacy. He has been a staff development presenter on workplace literacy, distance education, and other topics.

**Malcolm B. Young**, Ph.D., is Vice President for Research, Evaluation and Survey Services at Development Associates, Inc., Arlington, VA 22209, (703) 276-0677. He was the director of the National Evaluation of Adult Education Programs carried out by Development Associates for the U.S. Department of Education (1990-94).

# GLOSSARY OF RELATED TERMS, AGENCIES, AND ORGANIZATIONS

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

**Adult Basic Education (ABE)** Federally funded programs designed for adults who have not attained functional competency in basic skills at the eighth-grade level. Also, the general designation for programs of instruction for adults at the basic skills/literacy level (also called ABE), English as a Second Language for adult immigrants and refugees (ESL), and General Educational Development (GED), or preparation for the GED tests. Limited English Proficient (LEP) is directed to adults who have had ESL but are not yet proficient in the use of English.

**Adult Education Act** Act of Congress providing for ABE programs administered through each state with active local sponsorship, amended by the National Literacy Act of 1991.

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

**AdvancE** One of Pennsylvania's two State Literacy Resource Centers (SLRC), at PDE Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333, (800) 992-2283 or (717) 783-9192; fax (717) 783-5420.

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

**Adult Performance Level (APL)** A landmark study completed in 1975 by the University of Texas at Austin under contract with the U.S. Office (now Department) of Education to assess functional competencies of American adults.

**American Association for Adult and Continuing Education (AAACE)** National and international association to promote learning opportunities for adults. Formed in 1982 as a consolidation of the Adult Education Association (AEA) and the National Association for Public Continuing and Adult Education (NAPCAE). 2101 Wilson Blvd., Suite #925, Arlington, VA 22201, (703) 522-2234.

**andragogy** The art and science of teaching adults.

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

**Bureau of State Library** The Commonwealth office that is legally mandated to develop, improve, and coordinate library services and systems to meet the educational, informational, and research needs of citizens of all ages. It administers the AdvancE State Literacy Resource Center.

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

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

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

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

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

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

**distance education** Delivery of instruction or educational information through media in order to circumvent the separation of teacher and learner by distance and/or time.

**Educational Resources Information Center (ERIC)** National information system which obtains and makes available hard-to-find, often unpublished, information in education. Access through the State Literacy Resource Centers.

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

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

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

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

**indicators of program quality** Definable characteristics of programs used to measure whether programs are successfully recruiting, retaining, and improving the literacy skills of the individuals they serve.

**Institute for the Study of Adult Literacy (ISAL)** Action research unit at the College of Education, The Pennsylvania State University, 248 Calder Way, Rm. 307, University Park, PA 16801. Its goals are 1) research and development, 2) staff development, and 3) leadership in adult literacy. It publishes the free newsletter, *Mosaic: Research Notes on Literacy for Practitioners, Researchers, and Policy Makers.*

**Jobs Opportunities and Basic Skills Program (JOBS)** The work/education/training program for recipients of Aid to Families with Dependent Children (AFDC) as mandated for each state under the Family Support Act of 1988.

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

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

**Limited English Proficient** *See Adult Basic Education.*

**literacy** The ability to use information to function in soci-

ety, to achieve one's goals, and to develop one's knowledge and potential. This was the definition used as the basis of the National and State Adult Literacy Surveys. Within it were the areas of *prose literacy, document literacy,* and *quantitative literacy* (see p. 11).

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

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

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

**National Center on Adult Literacy (NCAL)** A research-and-development project for enhancing the knowledge base on adult literacy, established in 1990 at the University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, (215) 898-2100, fax (215) 898-9804.

**National Clearinghouse on Literacy Education for Limited English Proficient Adults** A USDE-funded clearinghouse. Contact Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292, ext. 200.

**National Institute for Literacy (NIFL)** Base for a national literacy network as authorized by the National Literacy Act of 1991. 800 Connecticut Ave., NW, Washington, DC 20006-2021, (202) 632-1500.

**National Literacy Act** Passed in 1991, the 1992-93 amendments to the Federal Adult Education Act.

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

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

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

**quality indicators** See *indicators of program quality.*

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

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

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

**Western Pennsylvania Adult Literacy Resource Center (WPALRC)** One of Pennsylvania's two state literacy resource centers (SLRC). WPALRC, 5347 William Flynn Hwy. Rt. 8, Gibsonia, PA 15044-9644, (800) 446-5607, ext. 216, or (412) 961-0294, fax (412) 443-1310.

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

**workplace literacy** (or education) Job-specific basic skills training programs designed to provide employees with academic and interpersonal skills at the work site.

# Glossary of Abbreviations

| | |
|---|---|
| **"143"** | referring to programs funded under Pennsylvania's Act 143 |
| **"322"** | referring to programs funded under the federal Adult Education Act, Section 322 |
| **"353"** | referring to special adult education projects funded under the federal Adult Education Act, Section 353 |
| **AAACE** | American Association for Adult and Continuing Education |
| **ABE** | Adult Basic Education |
| **ABLE** | Adult Basic and Literacy Education; Adult Basic Learning Examination |
| **APL** | Adult Performance Level |
| **ASE** | Adult Secondary Education |
| **CAA/CAP** | Community Action Agency/Program |
| **CAI** | computer-assisted instruction |
| **CBAE** | competency-based adult education |
| **CBO** | community-based organization |
| **COABE** | Commission on Adult Basic Education |
| **DAEL** | Division of Adult Education and Literacy (U.S. Department of Education) |
| **ERIC** | Educational Resources Information Center |
| **ESL** | English as a Second Language |
| **ETS** | Educational Testing Service |
| **FY** | Fiscal Year |
| **GED** | General Educational Development (Tests of) |
| **GEDTS** | GED Testing Service |
| **IEP** | Individualized Education Plan |
| **INS** | Immigration and Naturalization Service |
| **IRA** | International Reading Association |
| **ISAL** | Institute for the Study of Adult Literacy (at Penn State University) |
| **JOBS** | Jobs Opportunities and Basic Skills Program |
| **JTPA** | Job Training Partnership Act |
| **LEA** | local education agency; language experience approach |
| **LEP** | Limited English Proficiency |
| **LLI** | Laubach Literacy International |
| **LSCA** | Library Services and Construction Act |
| **LVA** | Literacy Volunteers of America |
| **NAEP** | National Assessment of Educational Progress |
| **NALA** | National Affiliation for Literacy Advancement |
| **NALS** | National Adult Literacy Survey |
| **NCAL** | National Center on Adult Literacy |
| **NCLE** | National Clearinghouse on Literacy Education |
| **NEAEP** | National Evaluation of Adult Education Programs |
| **NIFL** | National Institute for Literacy |
| **NWLP** | National Workplace Literacy Program |
| **OIC** | Opportunities Industrialization Centers |
| **PAACE** | Pennsylvania Association for Adult Continuing Education |
| **PDE** | Pennsylvania Department of Education |
| **PIC** | Private Industry Council |
| **PLUS** | Project Literacy United States |
| **RSDC** | Regional Staff Development Centers |
| **SALS** | State Adult Literacy Survey |
| **SCI** | State Correctional Institution |
| **SDA** | Service Delivery Area |
| **SEA** | State Education Agency |
| **SLRC** | State Literacy Resource Center |
| **SPOC** | Single Point of Contact |
| **TABE** | Tests of Adult Basic Education |
| **TALS** | Tests of Applied Literacy Skills |
| **TESOL** | Teachers of English to Speakers of Other Languages |
| **TLC** | Tutors of Literacy in the Commonwealth |
| **USDOE** | United States Department of Education |
| **VISTA** | Volunteers in Service to America |
| **WPALRC** | Western Pennsylvania Adult Literacy Resource Center |
| **WRAT** | Wide Range Achievement Test |

# GED TESTING CENTERS IN PENNSYLVANIA

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

| No. | County | Location | Address | City | Director | Phone No. |
|---|---|---|---|---|---|---|
| 0255 | Adams | Lincoln IU 12 | Biterbeck Rd., Box 70 | New Oxford, PA 17350 | Karen Warner | (717) 624-4616 |
| 0475 | Allegheny | YWCA of McKeesport | 410 Ninth Ave. | McKeesport, PA 15132 | Don Steltner | (412) 664-7146 |
| 0630 | Allegheny | Connelley Tech. & Adult Ctr. | 1501 Bedford Ave. | Pittsburgh, PA 15219 | Alfred Fascetti | (412) 338-3740 |
| 0640 | Allegheny | North Hills H.S. | 53 Rochester Rd. | Pittsburgh, PA 15229 | Ernest Froess | (412) 367-6061 |
| 0430 | Armstrong | Armstrong School Dist. | 410 Main St., Adm. Bldg. | Ford City, PA 16226 | Charles Pepper | (412) 763-7151 |
| 0500 | Beaver | Comm. Coll. of Beaver Co. | College Dr. | Monaca, PA 15061 | Fran Hilfinger | (412) 775-8561,x125 |
| 0225 | Bedford | Everett Area Sr. H.S. | North River Lane | Everett, PA 15537 | Frank Shaffer | (814) 652-9114,x230 |
| 0660 | Berks | Reading Area Comm. Coll. | 10 S. Second St. | Reading, PA 19603 | Pieter V. Miller | (215) 372-4721,x28G |
| 0020 | Blair | Altoona Senior H.S. | 1415 6th Ave. | Altoona, PA 16602 | Thomas Smith | (814) 946-8278 |
| 0750 | Bradford | Towanda Area H.S. | High School Dr. | Towanda, PA 18848 | Seth B. Johnston | (717) 265-2101 |
| 0860 | Bradford | Wyalusing Valley Jr./Sr. H.S. | RD 2 | Wyalusing, PA 18853 | Seth B. Johnston | (717) 746-1498 |
| 0580 | Bucks | Bucks Co. Comm. Coll. | Swamp Rd. | Newtown, PA 18940 | Patricia Shine | (215) 968-8466 |
| 0595 | Bucks | Upper Bucks Co. AVTS | 3115 Ridge Rd. | Perkasie, PA 18944 | Joan Melenowski | (215) 795-2911 |
| 0780 | Bucks | Wm. Tennent H.S. | Street & Newtown Rds. | Warminster, PA 18974 | William Tomlinson | (215) 441-6230 |
| 0060 | Butler | Butler Area Sr. H.S. | 165 New Castle Rd. | Butler, PA 16001 | Robert Kennedy | (412) 287-8721,x256 |
| 0350 | Cambria | Greater Johnstown | 220 Messenger St. | Johnstown, PA 15902 | Samuel Speranza | (814) 533-5520 |
| 0210 | Cameron | Cameron County H.S. | Woodland Ave. | Emporium, PA 15834 | Sheron V. Makzia | (814) 486-3774 |
| 0340 | Carbon | Carbon Co. Area Vo-Tech | 13th St. | Jim Thorpe, PA 18229 | Claudia Derby | (717) 325-3682 |
| 0030 | Centre | Bellefonte Area Sr. H.S. | E. Bishop St. | Bellefonte, PA 16823 | Alan Crafts | (814) 355-4833 |
| 0125 | Chester | Chester Co. Job Dev. Ctr. | 150 James Hance Court | Exton, PA 19341 | Jill Givler | (610) 524-5014 |
| 0722 | Clarion | Clarion Co. AVTS | RD 2, Box 1976 | Shippenville, PA 16254 | Barbara Witkowski | (814) 226-4391 |
| 0110 | Clearfield | Clearfield Sr. H.S. | RD 1, P.O. Box 910 | Clearfield, PA 16830 | John Himes | (814) 765-2401 |
| 0420 | Clinton | Lock Haven H.S. | W. Church St. | Lock Haven, PA 17745 | Michael S. Rendos | (717) 748-5592 |
| 0480 | Crawford | Crawford Co. AVTS | 860 Thurston Rd. | Meadville, PA 16335 | Timothy Rankin | (814) 724-6024 |
| 0070 | Cumberland | Carlisle Area Sch. Dist. | 723 W. Penn St. | Carlisle, PA 17013 | J. Wesley James | (717) 240-6807 |
| 0720 | Cumberland | Shippensburg Area H.S. | RD 4 | Shippensburg, PA 17257 | Lloyd Heller | (717) 530-1118 |
| 0280 | Dauphin | Hbg. Area Comm. Coll. | 3300 Cameron St. Rd. | Harrisburg, PA 17110 | Willie Woods | (717) 780-2480 |
| 0285 | Dauphin | Penn State Harrisburg | 1010 N. 7th St. | Harrisburg, PA 17102 | Patricia White | (717) 772-3590 |
| 0290 | Dauphin | Dept. of Education | 333 Market St. | Harrisburg, PA 17126-0333 | Larry Goodwin | (717) 787-6747 |
| 0090 | Delaware | Showalter Middle School | 1100 W. 10th St. | Chester, PA 19103 | Dena Rosen | (610) 447-3650 |
| 0490 | Delaware | Delaware Co. Comm. Coll. | Rte. 252 & Media Line Rd. | Media, PA 19063 | Linda Long | (215) 359-5322 |
| 0680 | Elk | Ridgway Area Cent. School | 300 Center St. | Ridgway, PA 15851 | Robert Wright | (814) 776-6934 |
| 0220 | Erie | School Dist. of Erie | 2931 Harvard Rd.. | Erie, PA 16508 | Rosetta Manus | (814) 871-6252 |
| 0775 | Fayette | Adult Learning Center | 23 Connellsville St. | Uniontown, PA 15401 | Robert Headlee | (412) 938-3241 |
| 0810 | Franklin | Waynesboro Area Sr. H.S. | E. Second St. | Waynesboro, PA 17268 | William Witherow | (717) 762-1191 |
| 0460 | Fulton | McConnellsburg H.S. | E. Cherry St. | McConnellsburg, PA 17233 | J. Faye Elvey | (717) 485-3195 |
| 0320 | Huntingdon | Huntingdon Area Sr. H.S. | 24th & Cassedy Ave. | Huntingdon, PA 16652 | Joseph Jaroslok | (814) 643-2900 |
| 0330 | Indiana | Indiana Area Jr. H.S. | 245 N. Fifth St. | Indiana, PA 15701 | Timothy Petro | (412) 463-8568 |
| 0670 | Jefferson | Jefferson Co./Dubois AVTS | 100 Jeff Tech Dr. | Reynoldsville, PA 15851 | John Zamperini | (814) 653-8265 |
| 0445 | Juniata | Fermanagh-Mifflintn Elem. | S. Seventh St. | Mifflintown, PA 17059 | Marsha Sault | (717) 436-2111 |
| 0700 | Lackawanna | Scranton Technical H.S. | 723 Adams Ave. | Scranton, PA 18510 | Robert McHugh | (717) 348-3487 |
| 0175 | Lancaster | Elizabethtown Area H.S. | 600 E. High St. | Elizabethtown, PA 17022 | Phyllis Schaeffer | (717) 367-1521,x204 |
| 0360 | Lancaster | McCaskey H.S. | Reservoir & Franklin St. | Lancaster, PA 17604 | George Pew | (717) 397-6408 |
| 0550 | Lawrence | Lawrence Co. AVTS | 750 Wood St. | New Castle, PA 16101 | Angela Pazzula | (412) 458-6700 |
| 0390 | Lebanon | Lebanon H.S. | 1000 S. 8th St. | Lebanon, PA 17042 | Jerome E. Chepulis | (717) 273-9391,x68 |
| 0010 | Lehigh | Dieruff H.S. | 815 N. Irving St. | Allentown, PA 18013 | Richard Perks | (610) 820-2205 |
| 0080 | Lehigh | Catasauqua H.S. | 850 Pine St. | Catasauqua, PA 18032 | Christine Mondschein | (215) 264-0506 |
| 0690 | Lehigh | Lehigh Co. AVTS | 4500 Education Park Dr. | Schnecksville, PA 18078 | Joseph G. Rothdeutsch | (610) 799-1357 |
| 0830 | Luzerne | James M. Coughlin H.S. | 80 N. Washington St. | Wilkes-Barre, PA 18701 | Michael Koury | (717) 826-7276 |
| 0850 | Lycoming | Williamsport Area Sch. Dist. | 201 W. Third St. | Williamsport, PA 17701 | Roger Campbell | (717) 327-5596,x3506 |
| 0050 | McKean | Bradford Area S.D. | 81 Interstate Parkway | Bradford, PA 16701 | Cheri O'Mara | (814) 368-6076 |
| 0650 | McKean | Seneca Highlands IU 9 | 119 Mechanic St. | Smethport, PA 16743 | Michael Bodamer | (814) 642-2544 |
| 0496 | Mercer | Mercer Co. AVTS | P.O. Box 152, Rte. 58 | Mercer, PA 16137 | Ralph Irwin | (412) 662-3000 |
| 0405 | Mifflin | Tuscarora I.U. 11 | MCIDC Plaza, Bldg. 58 | Lewistown, PA 17044 | Carol Molek | (717) 248-4942 |
| 0740 | Monroe | Monroe Co. Vo-Tech | P.O. Box 66 | Bartonsville, PA 18321 | John Wilgeroth | (717) 629-2001 |
| 0370 | Montgomery | North Penn H.S. | 1340 Valley Forge Rd. | Lansdale, PA 19446 | Donald K. Huber | (215) 368-0400x217 |
| 0590 | Montgomery | Norristown Area H.S. | 1900 Eagle Dr. | Norristown, PA 19403 | C.W. Linsinbigler, Jr. | (610) 630-5066 |
| 0040 | Northampton | Liberty H.S. | 1115 Linden St. | Bethlehem, PA 18018 | Theodore Lawpes | (215) 691-7200 |
| 0160 | Northampton | Easton Area H.S. | 2601 Wm Penn Hwy. | Easton, PA 18042 | Stephen Vigliano | (215) 250-2496 |
| 0530 | Northumberland | Mt. Carmel Area Jr.-Sr. H.S. | W. Fifth St. | Mt. Carmel, PA 17851 | Richard Beierschmitt | (717) 339-1500 |
| 0600 | Philadelphia | Comm. Coll. of Phila. | 1700 Spring Garden St. | Philadelphia, PA 19130 | Sharon Rose-Bond | (215) 751-8234 |
| 0605 | Philadelphia | LaSalle Univ.-Urban Studies | 20th & Olney Ave. | Philadelphia, PA 19141 | Millicent Carvalho | (215) 951-1187 |
| 0610 | Philadelphia | School Dist. of Phila. | Broad & Green Sts. | Philadelphia, PA 19130 | John Sweeney | (215) 299-3384 |
| 0620 | Philadelphia | Temple Univ. (MARC) | Broad & Berks Sts. | Philadelphia, PA 19122 | James Degnan | (215) 204-8613 |
| 0450 | Pike | Delaware Valley H.S. | Rte. 6 & 209 | Milford, PA 18337 | John Tucker | (717) 296-6496 |
| 0130 | Potter | Coudersport Area H.S. | 698 Dwight St. | Coudersport, PA 16915 | Russell Cutshall | (814) 274-8500 |
| 0440 | Schuylkill | Lifelong Learning Center | Schuylkill Mall Rte. 61 | Frackville, PA 17931 | Dennis Moyer | (717) 385-6711 |
| 0730 | Somerset | Somerset Co. AVTS | RD 5, Vo-Tech Rd. | Somerset, PA 15501 | Michael Erwin | (814) 443-3651 |
| 0355 | Susquehanna | Mountain View Jr.-Sr. H.S. | RD 1 Route 106 | Kingsley, PA 18826 | Ronald Miller | (717) 434-2181 |
| 0435 | Tioga | Mansfield University | Placement Office | Mansfield, PA 16933 | Frank Keller | (717) 662-4133 |
| 0400 | Union | Central Susquehanna IU 16 | P.O. Box 213 | Lewisburg, PA 17837 | Mike Wilson | (717) 523-1155,x325 |
| 0240 | Venango | Central Elementary School | 1276 Otter St. | Franklin, PA 16323 | Mary Peterson | (814) 437-6991 |
| 0790 | Warren | Warren Co. AVTS | 347 E. Fifth Ave. | Warren, PA 16365 | E. Deane Passmore | (814) 723-6900 |
| 0800 | Washington | Trinity H.S. | Park Ave. | Washington, PA 15301 | Ben Lipniskis | (412) 225-5380 |
| 0310 | Wayne | Wayne Highlands S.D. | 474 Grove St. | Honesdale, PA 18431 | Daniel J. O'Neill | (717) 253-4661 |
| 0380 | Westmoreland | E. Westmoreland Voc. | 849 Hillview Ave. | Latrobe, PA 17042 | William McCray | (412) 539-9788 |
| 0510 | Westmoreland | Monessen Jr. H.S. | 531 S. Main St. Ave. | Greensburg, PA 15601 | Gail Campbell | (800) 456-3148 |
| 0560 | Westmoreland | Valley H.S. | Stevenson Blvd. | New Kensington, PA 15068 | Dennis Preisser | (412) 337-4536 |
| 0890 | Westmoreland | Westmoreland Co.Comm.Col. | College Station-Armbrust Rd. | Youngwood, PA 15697 | Paul J. Lanigra | (412) 925-4105 |
| 0760 | Wyoming | Tunkhannock Area S.Dist. | 200 Franklin Ave. | Tunkhannock, PA 18657 | James Steele | (717) 836-3111,x213 |
| 0870 | York | Wm. Penn Sr. H.S. | 101 W. College Ave. | York, PA 17403 | Laura Mack | (717) 755-2654 |
| 0880 | York | York AVTS | 2179 S. Queen St. | York, PA 17402 | Sue Hoffman | (717) 741-0820,x293 |

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