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ABSTRACT

The main objectives and activities of the Adult Basic Education (ABE) Demonstration Project are evaluated for the 1971-72 project year in the Model Neighborhood Area of Chattanooga, Tennessee. Briefly discussed are: a community overview, general program status, program management (program goals; job descriptions for the project director, counselor, master teacher, center assistant and audiovisual technician; and a brief description and assessment of 29 process objectives with reference to their degree of completion). The curriculum component contains instructional activities organized into three subcomponents: derived (prevocational typing and clothes construction), generic (reading, handwriting, arithmetic, and spelling), and life style (field trips and arts and crafts). Each of these subcomponents is analyzed in terms of performance objectives (assessed in terms of student behavior changes, skill areas, level of behavior, and degree of completion). Recommendations and suggestions are made in reference to process objective documentation, instructional process objectives, testing policy, coding test items, pre- and posttesting, preparation of data for analysis, affective behavior, monitoring, and levels of behavior. Approximately one-half of the document consists of appendixes comprising record keeping and resource materials. (BP)

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**FINAL EVALUATION REPORT**

**ADULT BASIC EDUCATION DEMONSTRATION PROJECT**

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**CHATTANOOGA PUBLIC SCHOOLS**

**Chattanooga, Tennessee**

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## TABLE OF CONTENTS

	Page
LIST OF FIGURES . . . . .	ix
COMMUNITY OVERVIEW . . . . .	1
INTRODUCTION AND GENERAL STATUS, . . . . .	3
PROGRAM MANAGEMENT . . . . .	5
Program Goals . . . . .	5
Job Descriptions . . . . .	8
Documentation for Administrative and Support Process Objectives . . . . .	13
INSTRUCTIONAL PROJECTS . . . . .	25
Curriculum Component General Program Description . . . . .	25
Derived Subcomponent . . . . .	27
Pre-vocational Typing . . . . .	27
Clothes Construction . . . . .	35
Generic Subcomponent . . . . .	37
Reading . . . . .	37
Handwriting . . . . .	45
Arithmetic . . . . .	50
Spelling . . . . .	58
Life Style Subcomponent . . . . .	64
Arts and Crafts . . . . .	64
Field Trips . . . . .	65
SUPPORT SERVICES ACTIVITIES . . . . .	67
Recruitment . . . . .	67
Counseling . . . . .	71
LIMITATIONS AND RECOMMENDATIONS . . . . .	81
APPENDIX A: TEACHER EVALUATION RECORD AIDE EVALUATION FORM RATING SCALE . . . . .	85
APPENDIX B: MONTHLY ACTIVITIES REPORT . . . . .	95

## TABLE OF CONTENTS (Continued)

	Page
APPENDIX C: DAILY ATTENDANCE RECORDS. . . . .	101
APPENDIX D: PAYROLL REPORT FOR TEACHER AIDE AND HEADSTART AIDE PERSONNEL TABULATION OF EXCEPTION SHEETS FOR IN- STRUCTIONAL PERSONNEL . . . . .	107
APPENDIX E: MONTHLY BENEFICIARY GROUP PROFILE REPORT. . . . .	111
APPENDIX F: INTERVIEW RATING SHEET . . . . .	117
APPENDIX G: MONTHLY PROJECT STATUS REPORT . . . . .	121
APPENDIX H: RECRUITER FORM RECRUITING REPORT RECRUITING LETTER . . . . .	129
APPENDIX I: CUMULATIVE HOURS OF PARTICIPATION REPORT. . . . .	135
APPENDIX J: STUDENT ENROLLMENT INFORMATION. . . . .	139
APPENDIX K: FOLLOW-UP OF ABSENTEES. . . . .	143
APPENDIX L: TRANSPORTATION RECORD SHEET. . . . .	147
APPENDIX M: STUDENT FLOW SHEETS. . . . .	151
APPENDIX N: ALPHABET RECOGNITION CHECKLIST . . . . .	157
APPENDIX O: DICTIONARY USAGE AND VOCABULARY MATERIALS . . . . .	161
APPENDIX P: SPELLING PROFICIENCY SURVEYS (LEVELS A, B, C, AND H) . . . . .	171
APPENDIX Q: REFERRAL DATA INFORMATION . . . . .	177
APPENDIX R: OCCUPATIONAL OPPORTUNITIES FOR ABE STUDENTS JOB PROFILE . . . . .	181

## TABLE OF CONTENTS (Continued)

	Page
APPENDIX S: TEST RESULT FORM. . . . .	187
APPENDIX T: DATA FOR PROFILE REPORTS. . . . .	191
APPENDIX U: STUDENT SELF-RATING FORMS . . . . .	195
APPENDIX V: COUNSELOR EXAMINATION STUDENT QUESTIONNAIRE . . . . .	201

## LIST OF ILLUSTRATIONS

Figure		Page
1	Administrative Organizational Chart . . . . .	7
2	Curriculum Component Organizational Chart . . . . .	25
3	Pre-vocational Typing Program Evaluation Schematic . . . . .	28
4	Clothes Construction Program Evaluation Schematic. . . . .	36
5	Reading Program Evaluation Schematic. . . . .	40
6	Handwriting Program Evaluation Schematic. . . . .	46
7	Mathematics Program Evaluation Schematic . . . . .	52
8	Spelling Program Evaluation Schematic. . . . .	59

## COMMUNITY OVERVIEW

Chattanooga is the legislative seat of Hamilton County. Located on the Tennessee River just north of the Tennessee-Georgia boundary, the city is part of the Cumberland Plateau. The population in the 1970 census was 119,082. This is a decline from 130,009 in 1960.

The major products manufactured in Chattanooga's heavily industrialized community include:

- fabricated metals.
- synthetic fibers.
- textiles.
- processed foods.
- chemicals.

The ethnic composition of the Model Neighborhood Area (the area which the Adult Basic Education Demonstration Project is designed to serve) is as follows:

White	4,270
Non-White	<u>11,093</u>
Total	15,363

Based upon the data from a questionnaire distributed in the Model Neighborhood Area, the following projections evolved:

1. Approximately 73 percent of the households are composed of Black members.
2. Approximately 27 percent of the households are composed of White members.
3. Approximately 40 percent of the households have incomes of less than \$2,500.00; 38.5 percent of the households have incomes between \$2,501.00 and \$5,000.00; 19.4 percent have incomes between \$5,001.00 and \$10,000.00; and 2.1 percent have incomes above \$10,000.00



4. Approximately 42.3 percent of the actual labor force is unemployed.
5. The average employed resident occupies a blue-collar position in either industry or business and earns between \$3,000.00 and \$6,000.00 annually.

## INTRODUCTION AND GENERAL PROGRAM STATUS

The Adult Basic Education Project was aimed at creating a favorable learning environment for adults who have not achieved success in previous encounters with the academic world. Both male and female adults, handicapped by a lack in job skills and feelings of inadequacy, participated in the Project. Evaluation of the Project was designed to assess the degree to which their needs were met.

The following report presents an evaluation of the main objectives and activities of the Adult Basic Education (ABE) Demonstration Project during the 1971-72 Project year. This final evaluation report is the result of a joint effort between the ABE project staff and EPIC Diversified Systems Corporation.

The Project staff has documented, collected, and compiled much information relating to the activities of the ABE Project.

Generally, performance and process objectives have been developed for each major activity of the Project. An evaluation design (schematic) has been constructed for each component as it related to behavioral changes. Program descriptions are included for each component describing in narrative form what has taken place.

No master calendar of events was established for the ABE Project during the 1971-72 Project year. This should be a consideration for the coming year and is mentioned in the recommendations of this report.

Monitoring of process activities was emphasized throughout each area of the Project, with monitoring formats developed for each process activity.

This report consists primarily of an interpretation of performance and process objective data as they related to each objective. A conclusion was drawn for each objective. Those conclusions are coded as follows:

1. Performance objectives:

- a. attained--the proficiency level specified in the objective was reached.
- b. partially attained--although the proficiency level may have been reached, information is missing which is essential for determination of objective attainment.
- c. not attained--the proficiency level specified in the objective was not reached.
- d. deleted--no assessment required.

2. Process objectives:

- a. completed--the activity was accomplished.
- b. partially completed--the activity was only partially accomplished or the documentation of the activity was inadequate for determination of objective accomplishment.
- c. not completed--the activity was not accomplished.
- d. deleted--no activity required.

## PROGRAM MANAGEMENT

### Program Goals

The goals for management of the Adult Basic Education (ABE) Project were:

1. to adopt a multi-agency approach to Model Cities/ABE programming to demonstrate synergistic relationships between previously uncoordinated activities.
2. to provide such added services as day care, counseling assistance, health services, information dissemination, internal evaluation, and staff training.
3. to demonstrate intense community involvement as demanded in a Model Cities program by providing means by which neighborhood residents can influence the content of an educational program for adults.
4. to increase the local school system's capability to provide needed services for ABE students throughout the city by adoption of techniques and concepts developed in the demonstration project.
5. to combine resources of higher education, local service agencies, the State Department of Education, the local school system, and the Model Cities Neighborhood in attacking problems and adult illiteracy.
6. to attract and recruit persons from the Model Neighborhood for instructional, supportive, and administrative roles.
7. to train instructional, administrative, and supportive staff, including paraprofessionals, for ABE programming in Model Cities.
8. to plan for appropriate use of paraprofessionals and/or volunteers through understanding of the adult learner and role differentiation for instructional objectives, and to develop a "career ladder" as an incentive for paraprofessionals to improve their competencies.

9. to develop a program of pre-service and in-service training for ABE instructional staff, especially a local staff trained to meet specific needs of a Model Neighborhood population.
10. to encourage community agencies to serve unique roles in ABE programs as separate, yet inter-dependent, parts of a total ABE system.
11. to improve economic conditions of the Model Neighborhood through
  - a. improved education which increases potential for employment.
  - b. use of local personnel in the ABE program so payroll funds return to the Model Neighborhood.
12. to combine proven ABE and re-education approaches into unique elements for the Model Cities Neighborhood.
13. to develop a neighborhood attitude of reinforcement for continuing education.
14. to utilize concepts of peer reinforcement to encourage the retention of students in the ABE program.
15. to use techniques of individual programming and self-management by objectives, thus encouraging each individual to achieve his own goals at his own pace.
16. to develop programs in each community center relating to both core curriculum and special interest groups (age, need, previous education interest in activities, and General Educational Development--GED--requirements).
17. to use Model Cities citizen involvement activity as an aid to ABE instruction.

The Chattanooga ABE Project was managed and administered locally according to the administrative organizational chart on the following page.

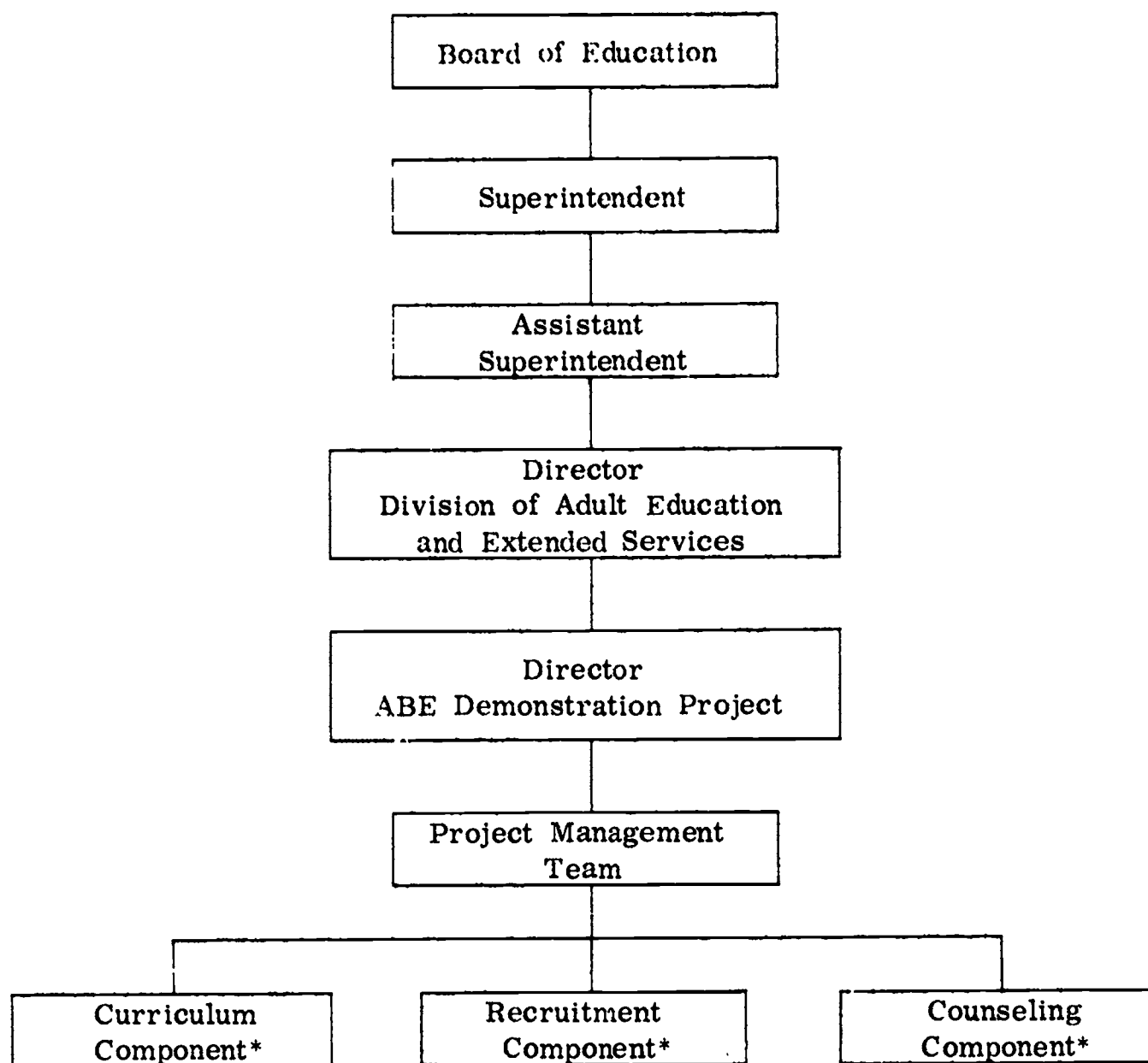


FIGURE 1

## ADMINISTRATIVE ORGANIZATIONAL CHART

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\*Subcomponents containing various project activities are described with their respective components in this report.

## Job Descriptions

Job descriptions were developed for the following ABE personnel:

### Project Director

The Project Director was responsible for:

1. developing instructional activities based upon the needs of the students and staff.
2. providing reports and data to appropriate personnel in the Chattanooga Public Schools relative to Project progress and activities.
3. serving as liaison to the Project Committee.
4. conducting meetings with community leaders, students, and other community persons relative to student recruitment, instruction, and utilization.
5. coordinating the activities of the staff in planning educational offerings for students.
6. consulting frequently with his departmental heads in planning, implementing, and coordinating activities of the Project.
7. developing policies for implementing student instructional needs and requests.
8. interpreting to students, community, and press the objectives and policies of the Project.
9. assisting in the selection of the staff, teachers, and other personnel as prescribed by the Director of Adult Education and Extended Services and the Chattanooga Public Schools System.
10. meeting frequently with the CDA and the staff of the Model Cities Agency to provide liaison with that agency.
11. providing regular review of staff progress and personnel reviews to the Director of Adult Education and Extended Services.
12. providing liaison with other local adult and vocational education agencies, both public and private.
13. assisting in the development of staff training programs and exercising leadership in the in-service training program.
14. developing programs and activities relating Adult Basic Education to Model Cities objectives.
15. supervising maintenance of Project facilities.
16. advising in the determination of Project fund disbursement.

17. assisting in developing and planning media presentations.
18. preparing reports on operations under his authority for the Director of Adult Education and Extended Services and the Model Cities Agency.
19. assisting in developing criteria for Project evaluation and implementing prescribed evaluation activities.
20. preparing program and fiscal reports for submission to appropriate school authorities and to the grantee under direction of the Director of the Adult Education and Extended Services.
21. developing instructional activities enabling Model Cities residents to develop personal skills which will be of value in working with groups and agencies implementing neighborhood-defined objectives.

### Counselor

The Counselor was responsible for:

1. counseling students relative to the individual student's development of self-managed learning objectives.
2. providing liaison with Master Teachers and the Director in terms of student needs, growth, and achievement.
3. serving as liaison in a "team" relationship with paraprofessionals and nonprofessional staff members.
4. directing the activities of such staff members assigned to counseling duties.
5. maintaining records and data as required by the Director and Chattanooga Public Schools System.
6. meeting with other agency representatives regarding implementation of the counseling functions of the Project.
7. consulting frequently with the Project Director in planning, implementing, and coordinating counseling functions of the Project.
8. developing guidelines for counseling and recruitment of students.
9. interpreting to students the objectives and policies of the Project.
10. providing assistance in generating data related to Project activities.
11. assisting in the selection of staff members as directed by the Project Director.
12. meeting frequently with the Model Cities staff, local industry, and other educational agencies as directed by the Project Director on matters of student placement, student referral, and student participation.
13. maintaining an occupational file for staff and student reference.



14. providing a regular review of activities to the Project Director.
15. assisting and giving leadership to staff members as directed by the Project Director.
16. providing individual counseling for students related to Project objectives and student self-concept enhancement.
17. assisting in the supervision of Project facilities as directed by the Project Director.
18. advising in the determination of duty assignments for nonprofessional staff members.
19. assisting in the development of curriculum materials in a cooperative endeavor with Master Teachers and such other persons as are involved in instructional activities.
20. assisting in the development of criteria for student evaluation and directing the implementation of such activities related to criterion attainment.
21. preparing such counseling reports as are required by the Division of Adult Education and Extended Services.
22. performing all other duties as required by the Project Director.

#### Master Teacher

The Master Teacher was responsible for:

1. implementing activities by developing instructional programs for individual students based upon student self-management of learning objectives.
2. relating Project end-item objectives to student end-item objectives.
3. providing direct instruction to students either in-group or individually in the curriculum areas specified in the Project objectives.
4. assisting the Adult Basic Education Counselor in counseling and motivating students.
5. assisting in the interviewing and placement of students in instructional programs.
6. relating instructional content to Model Cities objectives.
7. assisting in the staff training duties as directed by the Project Director.
8. determining such curriculum revisions as are required in accordance with the needs of the students.
9. assisting in the evaluation of instruction and of student gain.
10. collecting and analyzing data required for student feedback.
11. representing the Project to the community and other such agencies as directed by the Project Director.

12. assisting in the community audit, recruitment, and retention of students.
13. assisting in the supervision of Project facilities as directed by the Project Director.
14. directing the activities of nonprofessional members of the staff in a "team" relationship.
15. assisting students in developing instructional programs that can be taught by students to other community members.
16. assisting in the preparation of biographical case-studies and such other data as required by the Project Director.
17. assisting in the assignment of staff personnel under the direction of the Project Director.
18. performing such other duties as are assigned by the Project Director.

#### Center Assistant

The Center Assistant was responsible for:

1. assisting students in instructional activities in a team relationship with other staff personnel.
2. recruiting students from the target population and assisting in their enrollment under the direction of the Project Director and staff personnel.
3. assisting in counseling students in group activities under the direction of the Counselor.
4. operating such equipment as is required for Project program effectiveness under the direction of the Project Director, or such persons as he designates.
5. completing such records as are required by the Project Director.
6. assisting in determining Project activities involvement as developed by the Project Director.
7. developing a personal plan of professional growth within the guidelines of Project objectives under the guidance of the Counselor.
8. assisting in the supervision of student activities under the direction of the Project Director, or such persons as are designated.
9. providing assistance in the collection of community data as directed by the Project Director.
10. assisting in leading a group counseling session and such other activities as are related to meeting community goals under the direction of the Project Director, or such personnel as designated.

11. meeting with community persons who are potential students to assist in determining program objectives under the direction of the Project Director.
12. assisting in the maintenance of Project facilities as directed by the Project Director, or such persons as are designated.
13. assisting in the maintenance and operation of instructional equipment as directed by the Project Director, or such personnel as designated.
14. assisting in student "follow-up" and evaluation in such activities as are assigned by the Project Director.
15. assisting in the preparation and distribution of student instructional materials.
16. assisting in the maintenance of student records.
17. visiting students' homes to assist students in continuing enrollment.
18. assisting in validating curriculum materials by providing evaluation and curriculum input in accordance with the needs of the students and under the direction of the Project Director.
19. performing all other duties as requested by the Project Director.

#### Audiovisual Technician

The Audiovisual Technician was responsible for:

1. collecting and cataloging photographs and other media instruments related to Project activities.
2. taking photographs or arranging for photographic reproduction of Project activities.
3. assisting in the development of brochures and Project media materials.
4. preparing transparencies and other audiovisual instructional materials and tape lessons on tape recorder.
5. preparing charts and wall materials for instructional and informational services related to the Project.
6. assisting in the preparation and format development of Project manuals.
7. assisting the Project Director in the evaluation of staff-prepared instructional materials as they relate to media and audiovisual presentation.
8. assisting and directing tours of Project facilities as directed by the Project Director.
9. preparing Project brochures for distribution to the community.
10. preparing visuals and media presentations to be given to community groups, press, and television media as directed by the Project Director.

11. assisting in the compilation of Project feedback material as directed by the Project Director.
12. performing such other duties as are required.

### Documentation for Administrative and Support Process Objectives

Process objectives were developed for those Project personnel performing administrative and supportive activities which served the entire Project. These administrative and support process objectives are listed below for each titled position. Those process objectives relating to a specific component are included with that component in this report.

### Project Director Administrative Process Objectives

#### Process Objective #1

By May 31, 1972, the Project Director will evaluate the work performance of the ABE professional staff as evidenced by staff rating forms on file in the Director's office.

#### Documentation

The Teacher Evaluation Records utilized to evaluate Project teachers (see Appendix A) were reviewed in the Director's office, with the exception of those for Project teachers on tenure who did not have a completed Teacher Evaluation Record.

#### Conclusion

Process objective #1 was partially completed.

#### Process Objective #2

The Project Director, during the 1971-72 Project year, will coordinate requests for materials and equipment as evidenced by requests and purchase orders on file.

#### Documentation

The material and equipment requests and purchase orders on file with the Project Director were reviewed. The files showed orders which had been filled and those which were still on order.

Conclusion

Process objective #2 was completed.

Process Objective #3

When vacancies occur, the Project Director will submit recommendations for the employment of teachers and aides to the Director of Adult Education and Extended Services as evidenced by memos on file.

Documentation

Only one vacancy for a community aide occurred during the Project year. A recommendation was on file to fill that vacancy. The Director also made recommendations concerning continued employment of existing staff. These were not documented in the files.

Conclusion

Process objective #3 was completed.

Process Objective #4

Prior to June 30, 1972, the Project Director and the Project Consultant will develop in-service training activities based upon the needs of the staff as evidenced by reporting such activities on the monthly activities report submitted to the Director of Adult Education and Extended Services.

Documentation

There was continuous emphasis during the Project year to provide in-service training activities for the ABE staff. Paraprofessionals also participated in these activities, which were reported in the monthly activities report (see Appendix B). A sample of these reports was reviewed by the evaluator (see recommendation #1).

Conclusion

Process objective #4 was completed.

### Process Objective #5

The Project Director will meet monthly with community leaders and other community persons to inform them about the activities of the instructional program and the utilization of the learning centers as evidenced by inclusion of such information on the monthly activities report submitted to the Director of Adult Education and Extended Services.

### Documentation

Documentation of these meetings was not available for review. The monthly activities reports (Appendix B) demonstrated, however, that dissemination and recruitment activities did take place during the Project year.

### Conclusion

Process objective #5 was partially completed.

### Process Objective #6

Upon request by the Project Director, Model Cities Board, and/or Model Cities staff, meetings will be held during the 1971-72 Project year to provide liaison with the named person(s) or agency as evidenced by inclusion on the monthly activities report submitted to the Director of Adult Education and Extended Services.

### Documentation

Conferences with Model Cities staff in regard to monitoring and evaluating the ABE Project were documented. Visits to the learning centers by Model Cities personnel were also documented in the monthly activities report (Appendix B).

### Conclusion

Process objective #6 was completed.

### Process Objective #7

The Project Director will conduct monthly staff meetings as evidenced by minutes of each meeting on file in the office of the Project Director.

Documentation

According to the minutes of the monthly meetings on file and interviews with selected staff, staff meetings were conducted monthly during the Project year.

Conclusion

Process objective #7 was completed.

Process Objective #8

The Project Director will submit weekly attendance reports in relation to class attendance to the Director of Adult Education and Extended Services as evidenced by said attendance reports on file in the office of the Director of Adult Education and Extended Services.

Documentation

Review was made of the completed daily attendance reports (Appendix C) on file in the office of the Director. Weekly attendance was summarized from the daily attendance records.

Conclusion

Process objective #8 was completed.

Process Objective #9

Bi-monthly payroll reports will be submitted by the Project Director to the Division of Logistics and Fiscal Affairs as evidenced by duplicate copy on file in the office of the Project Director.

Documentation

Duplicate copies of payroll reports were on file in the office of the Director (see Appendix D).

Conclusion

Process objective #9 was completed.



Process Objective #10

The Project Director, upon receipt from the Counselor, will submit monthly Model Cities reports to the Model Cities Evaluation Specialist as evidenced by said report and (duplicate) on file in the office of the Project Director.

Documentation

Duplicate Model Cities reports, describing persons who were directly benefitting from the Project, were on file in the office of the Director (see Appendix E).

Conclusion

Process Objective #10 was completed.

Process Objective #11

The Project Director will assist when vacancies occur in the selection of staff personnel by interviewing potential employees as evidenced by interview rating sheets on file in the office of the Project Director.

Documentation

There was an interview rating sheet on file (Appendix F) for the one vacancy which occurred during the year. The recommendation was made to fill the vacancy.

Conclusion

Process objective #11 was completed.

Process Objective #12

Status profile reports on each employee will be submitted to the Model Cities Education Specialist subsequent to employment of person(s) by the Project Director as evidenced by duplicate copy on file in the office of the Project Director.

Documentation

According to the files, a status profile report was submitted on each employee subsequent to employment (see Appendix G).



Conclusion

Process objective #12 was completed.

Process Objective #13

Upon request during the 1971-72 Project year, the Project Director will meet with the ABE Advisory Board to provide liaison with the Board as evidenced by minutes of such meetings on file in the office of the Project Director.

Documentation

Only one meeting was requested during the 1971-72 Project year. The minutes of this meeting, October 11, 1972, were reviewed from the files in the office of the Project Director.

Conclusion

Process objective #13 was completed.

Process Objective #14

By October 30, during the Project year 1971-72, the Director will develop a technique for time assignment of ABE staff personnel on a weekly basis as evidenced by an assignment chart posted in each ABE Center.

Documentation

One of the ABE Center assignment charts was studied and was found to be up-to-date. Information was gathered from these charts weekly and maintained in the Director's files.

Conclusion

Process objective #14 was completed.

Process Objective #15

Prior to a door-to-door canvass (October 30), the Project Director will develop a recruitment form to be used by the ABE staff as evidenced by said report on file in the office of the Project Director.

Documentation

Recruitment forms developed by the Project Director before the October 30 canvass were reviewed from the files in the Director's office (see Appendix H).

Conclusion

Process objective #15 was completed.

Process Objective #16

During the 1971-72 Project year (October and January), the Project Director will organize door-to-door canvasses of the Model Neighborhood Area as evidenced by a recruitment report taken from recruitment information reports submitted by ABE staff members to be on file in the office of the Project Director.

Documentation

The Project Director organized a door-to-door canvass of the Model Neighborhood Area, which was reported in the recruitment reports reviewed from the files in the office of the Director (see Appendix H).

Conclusion

Process objective #16 was completed.

Process Objective #17

During the 1971-72 Project year, the Project Director will prepare and submit a quarterly report to the U. S. Office of Education as evidenced by quarterly reports on file in the office of the Project Director.

Documentation

Quarterly reports for the 1971-72 Project year were reviewed from the files in the office of the Project Director. No quarterly report, however, was available for review relative to the spring quarter.

Conclusion

Process objective #17 was partially completed.

Process Objective #18

By May 31, 1972, the Project Director will assimilate all documentary evidence (test data, memos, etc.) relative to performance and process objectives of each project component categorized and grouped accordingly:

- a. Management Team--Process Objectives
- b. Curriculum Component--Performance and/or Process Objectives
  - (1) Reading
  - (2) Writing
  - (3) Arithmetic
  - (4) Spelling
  - (5) Field trips
  - (6) Arts and crafts
  - (7) Clothes construction
- c. Recruitment Component--Process Objectives
- d. Counseling Component--Performance and Process Objectives

as evidenced by information on file in the Project Director's office.

Documentation

Review of information on file in the Project Director's office and that collected for inclusion in this document demonstrated that the Project Director had assimilated all documentary evidence relative to performance and process objectives for each Project component.

Conclusion

Process objective #18 was completed.

Process Objective #19

The Project Director, during the 1971-72 Project year, will direct clerk-typists to record each student's cumulative hours of instruction in ABE centers as evidenced by data on file in the office of Project Director.

Documentation

The clerk-typists' record of cumulative hours of instruction received in the centers was shown in the Student Cumulative Hours of Participation

Report for each student. A random sample of these reports was reviewed from the files in the Project Director's office (see Appendix I).

### Conclusion

Process objective #19 was completed.

### Master Teacher Support Process Objectives

#### Process Objective #1

During the 1971-72 Project year, Master Teachers will enroll students in the ABE Program as evidenced by completion of an enrollment form submitted monthly on file in the office of the Counselor.

#### Documentation

Master Teachers enrolled students in the ABE Program as evidenced by the completed monthly enrollment forms spot-checked from the files in the office of the Counselor.

### Conclusion

Process objective #1 was completed.

#### Process Objective #2

Master Teachers will submit requests monthly for purchase of supplies and materials to the Project Director as evidenced by requisitions on file in the office of the Project Director.

#### Documentation

There were monthly requests by Master Teachers for supplies and materials as shown by the requisitions on file in the office of the Project Director.

### Conclusion

Process objective #2 was completed.

Process Objective #3

Master Teachers will submit weekly attendance reports to the Counselor as evidenced by such reports on file in the office of the Counselor.

Documentation

Master Teachers submitted daily attendance records on a weekly basis as evidenced by such reports on file in the office of the Counselor (see Appendix C).

Conclusion

Process objective #3 was completed.

Process Objective #4

The work performance of ABE nonprofessional employees will be evaluated by selected Master Teachers by May 31, 1972, as evidenced by employee rating forms on file in the Project Director's office.

Documentation

With the exception of one new nonprofessional employee hired on June 1, the ABE nonprofessional employees' work performances were evaluated by selected Master Teachers as evidenced by Aide Evaluation Forms on file in the Project Director's office (see Appendix A).

Conclusion

Process objective #4 was completed.

Center Assistants Support Process ObjectivesProcess Objective #1

On a monthly basis, Center Assistants will recruit eligible students for the ABE Program as evidenced by recruitment forms on file in the office of the Project Director.

Documentation

The recruitment forms, randomly selected from the files in the office of the Project Director, demonstrated that Center Assistants recruited eligible students for the ABE Program, on a monthly basis (see Appendix H).

Conclusion

Process objective #1 was completed.

Process Objective #2

Upon request by Master Teachers, Center Assistants will engage in student "follow-up" as evidenced by student follow-up forms on file in the Counselor's office.

Documentation

As evidenced by student follow-up forms on file in the Counselor's office, Center Assistants, upon request by Master Teachers, engaged in student "follow-up." This objective related to the Counselor's student follow-up activities described in the Counseling component of this report (see Appendix K).

Conclusion

Process objective #2 was completed.

Process Objective #3

During the Project year, Center Assistants (chauffeur's license required) will provide transportation for ABE students as evidenced by Transportation Report Forms on file in the office of the Project Director.

Documentation

Transportation Report Forms randomly selected from the files in the office of the Project Director indicated that, during the Project year, Center Assistants provided transportation for ABE students (see Appendix L).

Conclusion

Process objective #3 was completed.

## Audiovisual Technician Support Process Objectives

### Process Objective #1

During the Project year, the Audiovisual Technician will take photographs of ABE activities upon request as evidenced by photographs on file in the Centers.

### Documentation

The film and photographs selected from the files in the Centers indicated that, during the Project year, photographs of ABE activities were taken.

### Conclusion

Process objective #1 was completed.

### Process Objective #2

During the Project year 1971-72, upon request from the teacher, lessons will be taped by the Audiovisual Technician as evidenced by tapes on file in the Centers.

### Documentation

Tapes selected from the files in the Centers indicated that the Audiovisual Technician taped teacher lessons during the 1971-72 Project year.

### Conclusion

Process objective #2 was completed.

## INSTRUCTIONAL PROJECTS

### Curriculum Component General Program Description

All of the ABE Demonstration Project's instructional activities are contained in the Curriculum Component and are organized according to Figure 2.

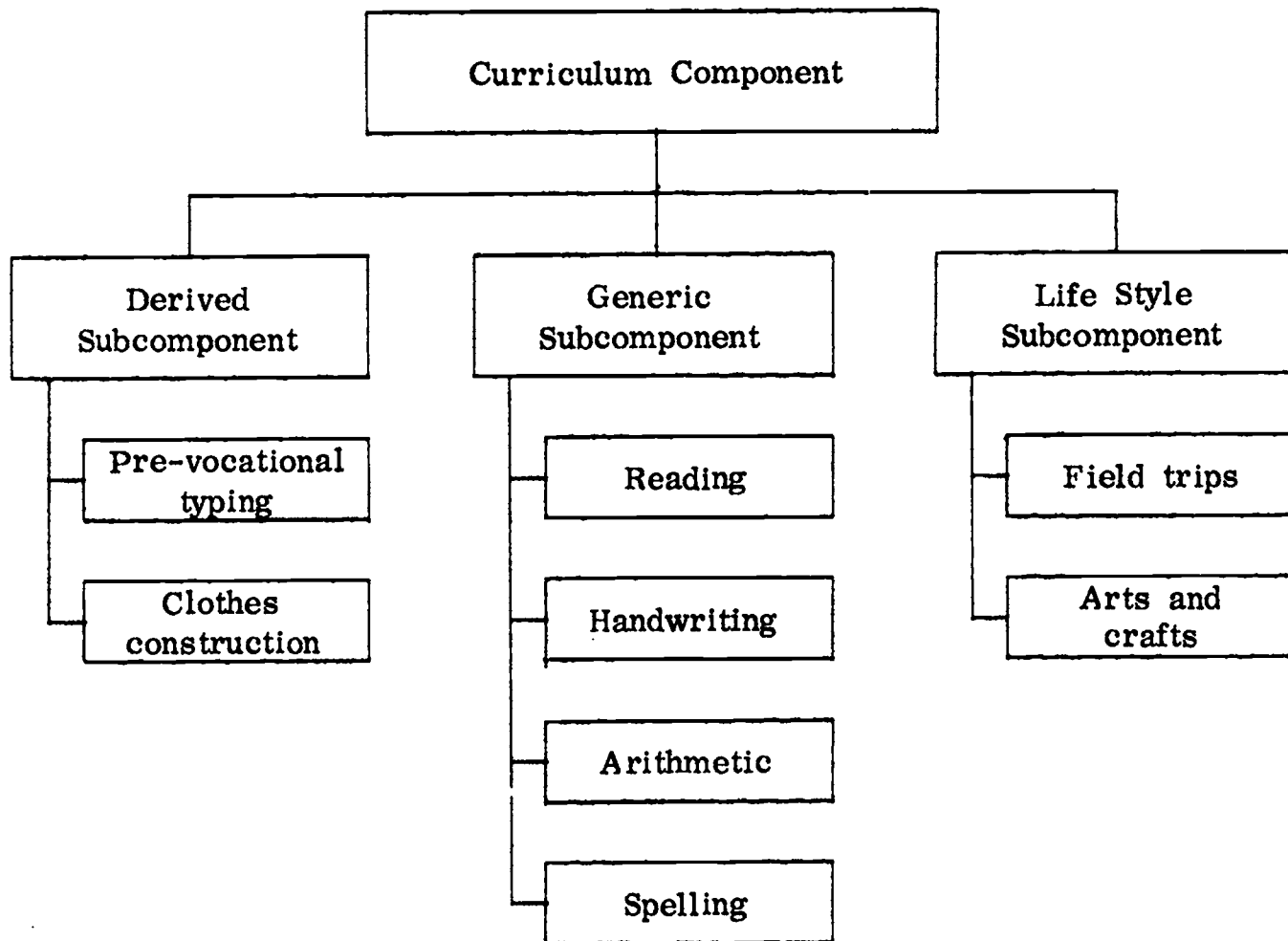


FIGURE 2

CURRICULUM COMPONENT ORGANIZATIONAL CHART



The student enrollment at the completion of the 1971-72 Project year was 538. This was an increase of 441 over the year's initial enrollment figure of 97. The number of students receiving instructional activities within each subcomponent was:

Derived	266
Generic	538 (all enrolled students participated)
Life Style	145

Each subcomponent contained the following instructional areas:

Derived

Pre-vocational typing  
Clothes construction

Generic

Reading  
Handwriting  
Arithmetic  
Spelling

Life Style

Field trips  
Arts and crafts

All the Generic activities and those of pre-vocational typing incorporated the development of performance objectives and the measurement of student behavior change in each skill area. The other instructional areas had process objectives developed which required certain activities to take place during the year, but no emphasis was placed on a summative assessment of the year's efforts.

The students generally had little or no demonstrated ability in the designated curriculum subject areas upon entering the Project. Therefore, the instructional activities emphasized basic beginning skills in each course. In some instances (pre-vocational typing, for example), the range of abilities was wide enough to require both beginning and advanced instruction.

### Derived Subcomponent

This subcomponent featured instructional activities in pre-vocational typing and clothes construction. Each activity was designed to promote student achievement in cognitive and psychomotor skills. The assessment utilized locally-developed instruments which were coded to the performance objective in skill area and level of behavior.

### Pre-vocational Typing

#### Program Description

Pre-vocational typing was designed to teach basic typewriting skills and basic literacy skills such as parts of speech, punctuation, capitalization, kinds of sentences, paragraph structure, spelling, and other grammar-related subjects.

There were thirty-two students enrolled in beginning and advanced typewriting. These students were given a timed test upon entry and their test scores were used to determine the level at which they began their typing instruction. Individual assignment sheets were subsequently prepared for each student indicating the unit number, topic, page number or section, and teacher comments. The teacher provided individual and small group instruction when possible.

The typing classes utilized the Twentieth Century Typewriting textbook (9th edition) as the primary instructional material. Practice sessions and teacher-developed tests were used to provide drill and assessment of student progress. Classes were conducted on a daily basis.

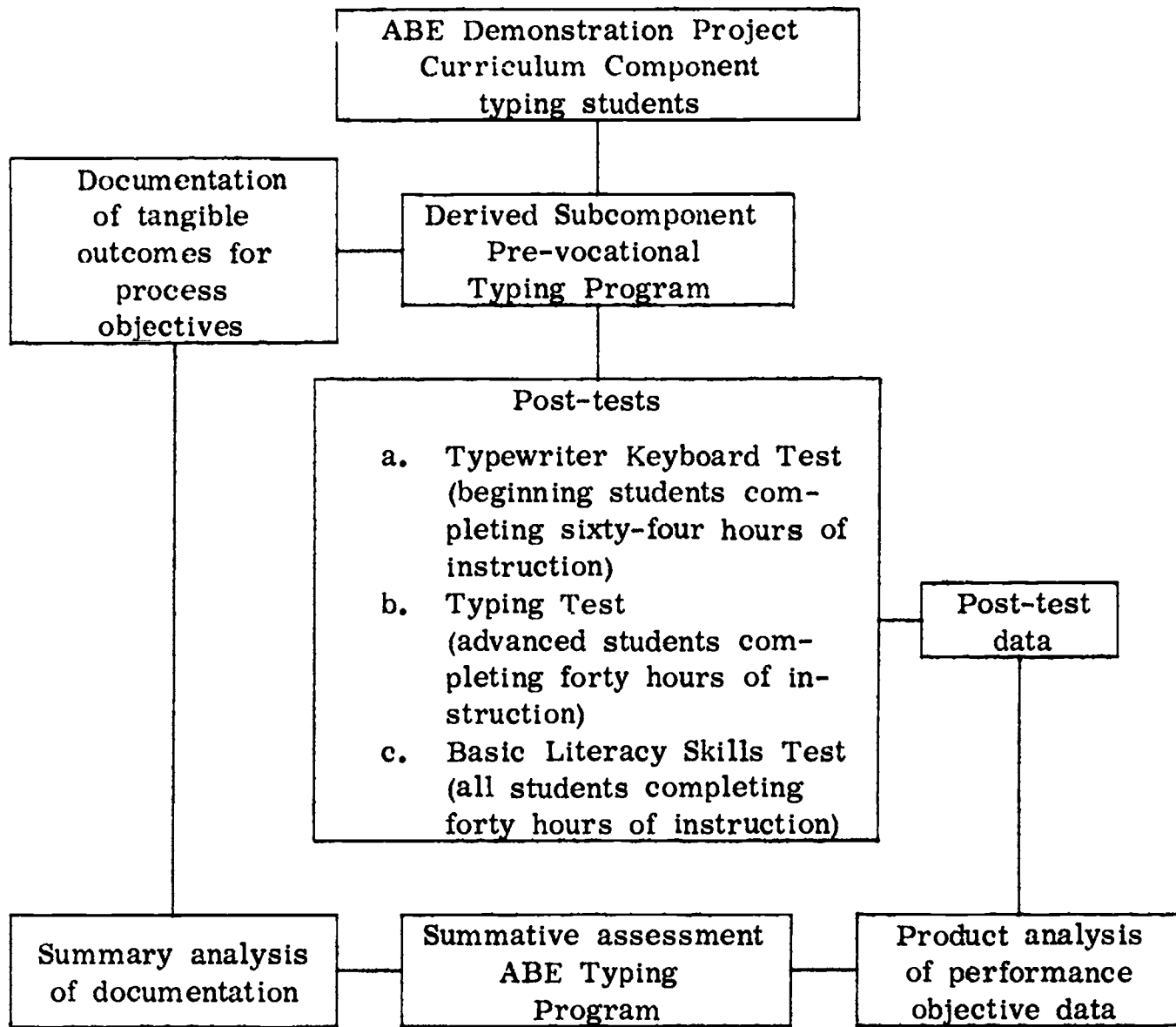


FIGURE 3

PRE-VOCATIONAL TYPING PROGRAM EVALUATION SCHEMATIC

Data Analysis for Performance Objectives

Performance Objective #1

During the 1971-72 Project year, upon completion of sixty-four hours of typewriting instruction, beginning students will display their knowledge of the keyboard by identifying and typing the letters of the keyboard with 95 percent accuracy as measured by a teacher-made test designed to measure knowledge of the keyboard.

Analysis

There were seventeen beginning students enrolled during the Project year. None of these students completed the sixty-four hours of typewriting instruction specified in the performance objective.

Eight students completed ten or more hours of instruction. Of these eight students, only four were given the teacher-made test which measured knowledge of the keyboard, as is shown in Table 1.

TABLE 1

BEGINNING TYPING STUDENTS KNOWLEDGE  
OF KEYBOARD PERCENTAGE OF ACCURACY

Typewriter Keyboard Test

Expected proficiency level = 95.0*		
Student	Hours of instruction	Actual proficiency level*
1	12.0	64.0
2	29.5	62.0
3	17.0	83.0
4	34.0	89.0
Group mean	28.9	74.5

\*Proficiency is expressed as percentage of accuracy

Table 1 indicates that none of the students achieved either the required number of instructional hours or the desired proficiency level. The variation in completed hours of instruction made it difficult to assess the effect of the program on group achievement. The data do not indicate a consistent relationship between hours of instruction and student performance.

The individual and group scores demonstrate that performance objective #1 was not attained.

### Conclusion

Performance objective #1 was not attained.

### Performance Objective #2

During the 1971-72 Project year, upon completion of forty hours of typewriting instruction, students who have had previous typewriting instruction will improve precision in typing by ten or more correct words a minute as measured by a five-minute writing test developed by the teacher.

### Analysis

There were fifteen advanced typing students enrolled during the Project year. None of these completed forty hours of typewriting instruction. The five-minute writing test was administered to seven students who had completed ten or more hours. The results are as displayed:

<u>N</u>	<u>Expected performance*</u>	<u>Actual performance**</u>
7	increase of 10 or more correct WPM	53

### Conclusion

Performance objective #2 was not attained (see recommendation #10).

### Performance Objective #3

During the 1971-72 Project year, upon completion of at least forty hours of instruction in basic literacy skills (punctuation, capitalization, kinds of sentences, paragraph structures, and spelling), students will demonstrate a knowledge of such skills by attaining a score of at least eighty correct responses on a one hundred-item teacher-made examination.

---

\*No pre-test scores available as baseline data to assess increase between pre- and post-tests.

\*\*Performance expressed as gross words a minute (GWAM), with one word per error subtracted from the GWAM.

Analysis

Of the thirty-two typing students, only six completed fifteen or more hours of instruction in basic literacy skills. These six students were given the teacher-developed Basic Literacy Skills Test. The results are as displayed:

<u>N</u>	<u>Expected performance*</u>	<u>Actual performance*</u>
6	80.0	84.2

As indicated, the actual performance of the students surpassed the desired proficiency level stated in performance objective #3. Consequently, the six students who received a minimum of fifteen hours of instruction were able, on the average, to achieve the desired proficiency level.

Conclusion

Performance objective #3 was partially attained.

Documentation of Administrative Process ObjectivesProcess Objective #1

During the Project year 1971-72, teacher-made test and drill material will be prepared by the pre-vocational typing teacher as evidenced by said test and materials on file in the office of the Center.

Documentation

The teacher-made test material prepared by the pre-vocational typing teacher was seen on file in the office of the Center, but the drill materials were not available for the evaluator to review.

Conclusion

Process objective #1 was partially completed.

---

\*Performance is expressed as average number of correct responses.

Process Objective #2

By May 15, 1972, the pre-vocational typing teacher will develop an instrument designed to measure knowledge of the keyboard as evidenced by said instrument on file with the typing teacher.

Documentation

An instrument developed by the pre-vocational typing teacher to measure knowledge of the keyboard was reviewed during discussions conducted with the typing teacher.

Conclusion

Process objective #2 was completed.

Process Objective #3

By May 15, 1972, the pre-vocational typing teacher will develop a timed-writing instrument designed to determine the typing speed of students as evidenced by an instrument on file with the pre-vocational typing teacher.

Documentation

A timed-writing instrument developed by the pre-vocational typing teacher and submitted to the Project Director was reviewed from the files in the Director's office.

Conclusion

Process objective #3 was completed.

Process Objective #4

A one hundred-item instrument designed to measure students' understanding of literary skills will be developed by the pre-vocational typing teacher as evidenced by said instrument on file in the Center by May 15, 1972.

Documentation

The instrument designed by the pre-vocational typing teacher to measure students' understanding of literary skills was viewed in the Director's files.

Conclusion

Process objective #4 was completed.

Documentation of Support Process ObjectivesProcess Objective #5

During the 1971-72 Project year, the teacher will administer a three-minute writing test to each student to determine her/his ability to type and will assign that student to the appropriate lesson as indicated by the student timed-writing, denoting placement, to be filed in the office of the Project Director.

Documentation

Timed-writing tests completed by students were reviewed from the files in the Director's office, indicating that during the 1971-72 Project year the teacher administered the three-minute writing test to the students to determine typing ability; students were then assigned to the appropriate lesson as evidenced by the class enrollments.

Conclusion

Process objective #5 was completed.

Process Objective #6

During the 1971-72 Project year, the teacher will monitor the students' learning activities weekly and record their progress on flow sheets as evidenced by the completed form to be placed in student folders located in the Center.

Documentation

Completed student flow sheets reviewed in the student folders in the Project Director's office demonstrated that, during the 1971-72 Project year, the teachers did monitor students' learning activities on a weekly basis, and recorded their progress on the student flow sheet (see Appendix M).

Conclusion

Process objective #6 was completed.



### Process Objective #7

Individual daily assignment sheets will be prepared for each student by the teacher during the Project year as evidenced by information contained in the student flow sheet on file in the Center.

### Documentation

Review of the student flow sheets indicated that teachers prepared individual daily assignment sheets for each student during the Project year.

### Conclusion

Process objective #7 was completed.

### Process Objective #8

During the week of May 15-19, 1972, the pre-vocational typing teacher will administer the following instruments:

1. Instrument to measure knowledge of keyboard
2. Instrument to measure speed and accuracy of typing
3. Basic literary skills instrument

as evidenced by student responses to each instrument on file in the Center.

### Documentation

Student responses to a basic literary skills instrument and instruments which measured knowledge of keyboard and speed and accuracy of typing were reviewed in the files of the Center. These data were utilized by the evaluator to conduct the performance objective summative assessment.

### Conclusion

Process objective #8 was completed.

## Clothes Construction

### Program Description

The clothes construction course consisted of one class in beginning sewing. The curriculum, as it was originally conceptualized, was to provide instruction in basic sewing skills. Specifically, the students received instruction relating to:

1. pattern study,
2. fabric facts,
3. preparation of fabrics,
4. cutting of fabrics, and
5. use of the sewing machine.

Performance and process objectives were developed for the clothes construction class. However, this evaluation procedure was not adhered to during the Project year. As a result, there was no measurement instrument developed to assess student performance.

The clothes construction class was conducted on a daily basis. No enrollment nor attendance figures were submitted to the Project Director to confirm the number of students who received instruction.

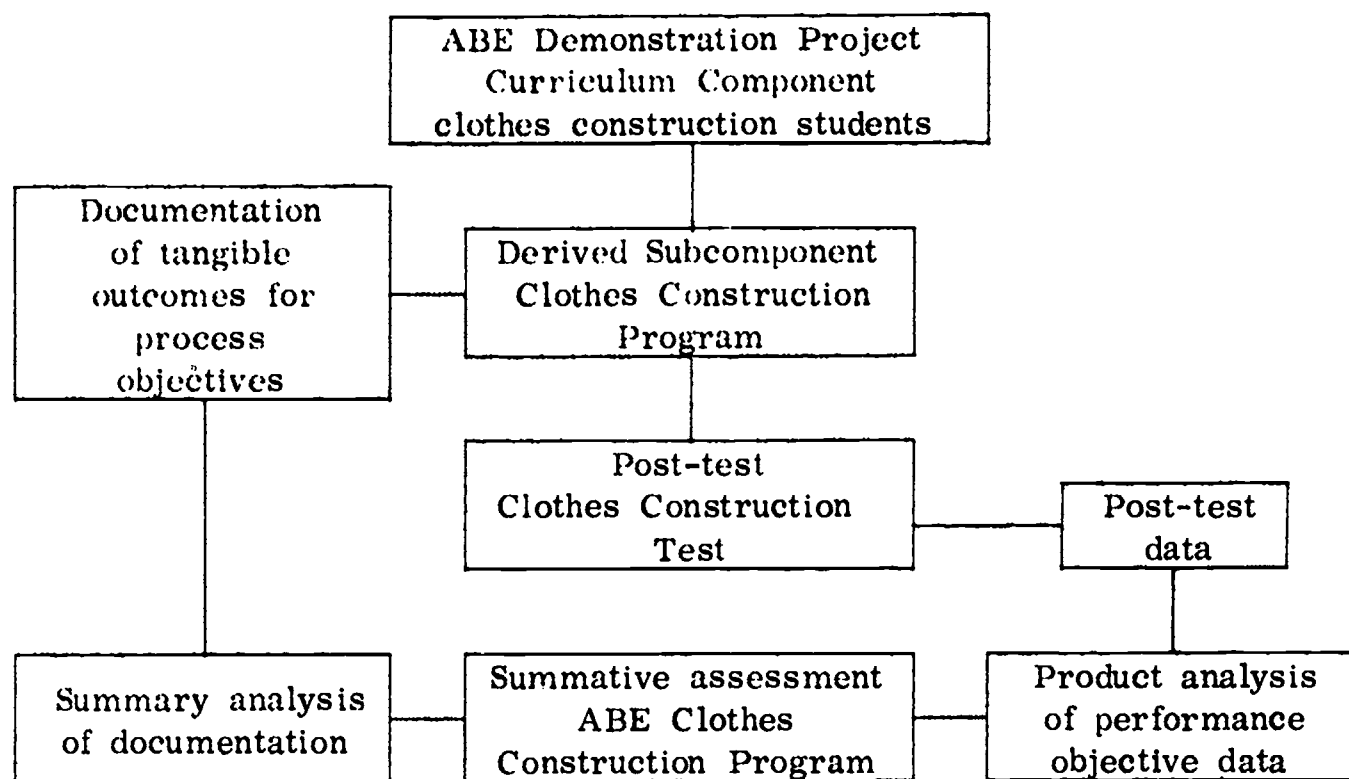


FIGURE 4

## CLOTHES CONSTRUCTION PROGRAM EVALUATION SCHEMATIC

Data Analysis for Performance ObjectivesPerformance Objective #1

Students in the clothes construction course receiving at least twenty hours of instruction will demonstrate their knowledge of clothes construction skills by responding correctly to at least forty-five items on a sixty-item teacher-made test.

Analysis

The teacher-made test was not developed. Therefore, no test data were available to assess the attainment of the objective.

Conclusion

Performance objective #1 was not attained.

Documentation for Process ObjectivesProcess Objective #1

By May 31, 1972, a selected aide responsible for the clothes construction course will develop a sixty-item test in clothes construction as evidenced by the test on file in the Center office.

Documentation

No test was developed.

Conclusion

Process objective #1 was not completed.

Process Objective #2

Between May 15 and 19, 1972, the selected aide for the clothes construction course will administer a sixty-item test in clothes construction as evidenced by student responses on file in the office of the Center.

Documentation

No test was administered.

Conclusion

Process objective #2 was not completed.

Generic Subcomponent

This subcomponent contained instructional activities in reading, hand-writing, arithmetic, and spelling. Performance objectives were developed for each of these activities as a means of assessing student behavioral changes.

ReadingProgram Description

The reading program was designed to include instruction in the following reading skills:

1. oral reading.
2. vocabulary.
3. word attack.
4. comprehension.

A wide range of commercially- and teacher-prepared materials were utilized. Students were referred to the appropriate material and/or given individual instruction, depending upon the Gates Survey reading level score and subject area of interest expressed by the student.

Instruction was almost entirely on an individual basis because of the nature of the attendance patterns of the students and the wide span in individual differences. Those at fourth grade level and above spent much of their time utilizing the various reading kits, but also read in subject matter areas and worked on vocabulary development exercises (a "crash" course created by one of the laboratory teachers). Students operating on a level below third grade were given individual help from a teacher or aide, and also worked independently for short periods using the Language Master or tape recorders. As their reading level rose, they were gradually given more responsibility for their own learning activities in line with the self-management philosophy. Some students at fourth grade level were able to function with a reading kit, but some were not. Care was taken not to push a student beyond his capabilities because of the danger of discouraging him (and causing him to drop out).

Group work was sometimes done in phonics in which students on varying levels were striking the same phonetic snag. At no time was a student "put on the spot" in front of a group. For the most part, however, instruction was on an individual basis.

Those students who were capable of progressing independently often needed vocabulary enrichment in addition to the reading kits. Teacher-made material of this nature was created and used by the staff. Also, reading materials for recreational reading, homemaking, vocational guidance, consumer education, and in science, history, social studies, and geography were provided. The Center subscribed to periodicals of wide-ranging interests

(for both men and women) as well as the daily newspaper. Students were encouraged to expand their reading horizons and their vocabularies.

Supplementary teacher-made materials were provided when a reading kit's presentation of a particular reading skill proved inadequate for a certain student's needs.

Normally, a minimum of two teachers and from two to three aides were on duty in the learning laboratories (Centers). The teachers have had elementary and/or secondary school experience.

Certain lower-level students did not respond positively to audiovisual equipment. These students were given picture-word cards and simple teacher-made exercises which they could handle independently, since the goal of self-management was desired for all students.

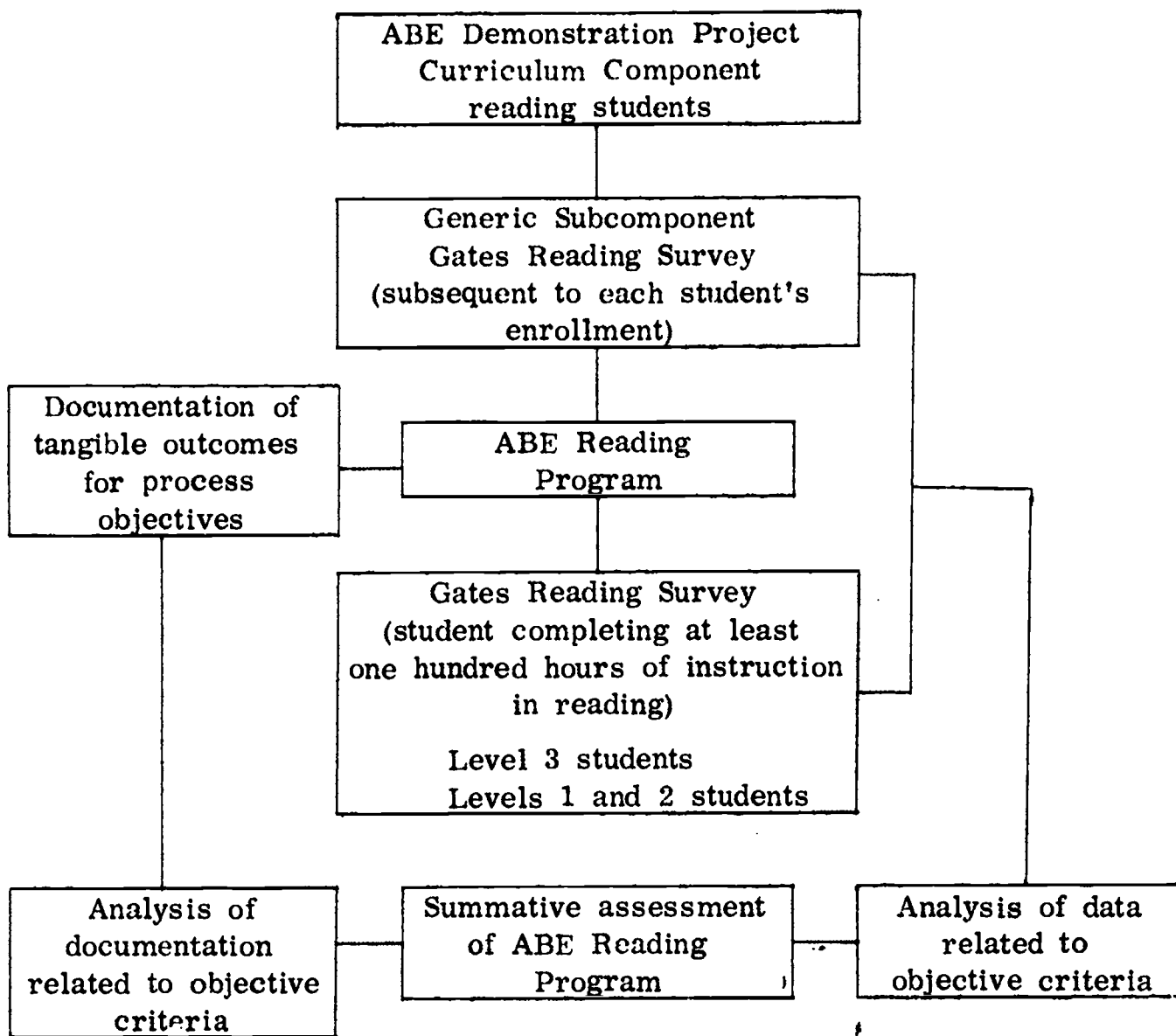


FIGURE 5

## READING PROGRAM EVALUATION SCHEMATIC

## Data Analysis for Performance Objectives

### Performance Objective #1

During the 1971-72 Project year, upon completion of at least one hundred hours of individualized instruction, classified students on at least the third grade level will increase their reading comprehension by an average of at least two grade levels as measured by the Gates Reading Survey (pre/post-testing).

### Analysis

The Gates Reading Survey was administered as a pre- and post-test to nineteen third grade level students who had completed one hundred hours of instruction. Another fourteen students who received the GED during the year were not post-tested with the Gates Survey. The results of the Gates Survey on a pre- and post-test basis are as displayed;

<u>N</u>	<u>Desired performance*</u>	<u>Actual performance*</u>
19	+2.0	+.95

The data submitted for evaluation reflected only average grade equivalent gains, so there were no reports of average pre- and post-test scores (see recommendation #6). As the results indicate, the desired performance was not attained.

### Conclusion

Performance objective #1 was not attained.

### Performance Objective #2

During the 1971-72 Project year, upon completion of at least one hundred hours of individualized instruction in the area of reading, students scoring at the first and second grade levels will increase in reading comprehension on the average of at least one grade level as measured by the Gates Reading Survey (pre- and post-testing).

---

\*Performance is expressed as average grade equivalent scores.



Analysis

There were only two second grade level students (no first grade level) in the reading program. These two students were given the Gates Reading Survey on a pre- and post-test basis. One student demonstrated a 1.5 grade level gain; the other student demonstrated a .4 grade level gain.

Conclusion

Performance objective #2 was partially attained.

Performance Objective #3

During the 1971-72 Project year, upon completion of twenty hours of reading readiness instruction using flash cards and the Language Master, non-readers will be able to display their knowledge of the alphabet by naming the letters in and out of sequence with 95 percent accuracy as measured by teacher observation (checklist).

Analysis

This objective was developed prior to the completion of the student diagnoses which revealed no non-reading students. All students who were pre-tested with the Gates Reading Survey were found to be at least at the second grade level. Therefore, this objective was not implemented.

Conclusion

Performance objective #3 was deleted (no assessment required).

Documentation for Process ObjectivesProcess Objective #1

During the 1971-72 Project year, after student orientation, a Master Teacher will administer the Gates Reading Survey and assign the student the appropriate reading materials with placement results being forwarded weekly to the Counselor.

Documentation

A review of student folders indicated that Master Teachers administered the Gates Reading Survey and assigned the student to the appropriate

reading materials. The data did not reflect that the Gates Reading Survey was administered to each student enrolled.

### Conclusion

Process objective #1 was partially completed.

### Process Objective #2

During the 1971-72 Project year, Master Teachers and/or Center Assistants will instruct and assist students in the proper utilization of the reading materials to which he has been assigned and submit monthly student flow sheet reports to the Counselor.

### Documentation

Monthly student flow sheet reports reviewed from the files indicated that students were instructed and assisted in the proper use of their assigned reading materials (see Appendix M).

### Conclusion

Process objective #2 was completed.

### Process Objective #3

On January 31, 1972, selected Master Teachers and Center Assistants will revise the student flow sheet form to include time participated in each activity as evidenced by the revised form on file in the office of the Project Director.

### Documentation

A revised student flow sheet was prepared (see Appendix M).

### Conclusion

Process objective #3 was completed.

### Process Objective #4

During the 1971-72 Project year, the teacher assistants will make a daily check of the students' flow sheets to determine the materials used and number of hours spent as evidenced by weekly reports of such information on file in the office of the Counselor.

Documentation

The weekly reports reviewed from the files in the Counselor's office indicated that teacher assistants made a daily check of student flow sheets to determine hours spent; however, no mention was made consistently of the materials used.

Conclusion

Process objective #4 was partially completed.

Process Objective #5

By May 31, 1972, upon completion of one hundred hours or more in reading instruction, the Master Teacher will administer the Gates Reading Survey to students, submitting the results of each student's progress (as indicated by post-test data) to the Counselor.

Documentation

Post-test data reviewed indicated that the Master Teacher administered the Gates Reading Survey to nineteen third grade level students and two second grade level students. This did not reflect the total ABE student enrollment in reading.

Conclusion

Process objective #5 was partially completed.

Process Objective #6

During the 1971-72 Project year, daily attendance sheets will be submitted to the Counselor weekly as evidenced by attendance reports on file in the Counselor's office.

Documentation

Attendance reports seen in the files in the Counselor's office indicated that daily attendance sheets were submitted to the Counselor on a weekly basis (see Appendix C).

Conclusion

Process objective #6 was completed.

Process Objective #7

During the 1971-72 Project year, Master Teachers will prepare supplemental exercises and tests for the reading course as evidenced by such data on file in the office of the Center.

Documentation

Master Teachers prepared supplemental exercises and tests for the reading course as reviewed in the office of the Director (see Appendix O).

Conclusion

Process objective #7 was completed.

Process Objective #8

By May 31, 1972, a selected Master Teacher will develop a checklist for determining a student's knowledge of the alphabet as evidenced by the checklist on file in the office of the Center.

Documentation

The checklist was viewed in the files in the office of the Director (see Appendix N).

Conclusion

Process objective #8 was completed.

HandwritingProgram Description

Handwriting instruction was given to those students who expressed interest and who lacked precision in letter printing and cursive writing.

The skills which were emphasized included:

1. letter printing.
2. letter cursive writing.
3. writing words.
4. writing sentences.

The course began by practicing individual letters in manuscript printing or cursive writing, depending upon initial writing sample. Students

progressed to words, then sentences. The basic emphasis was on legibility, smoothness of connecting letters, and proper spacing between words.

The handwriting program was based on the programmed text, Handwriting with Write and See. Teacher-made materials also supplemented the basic text.

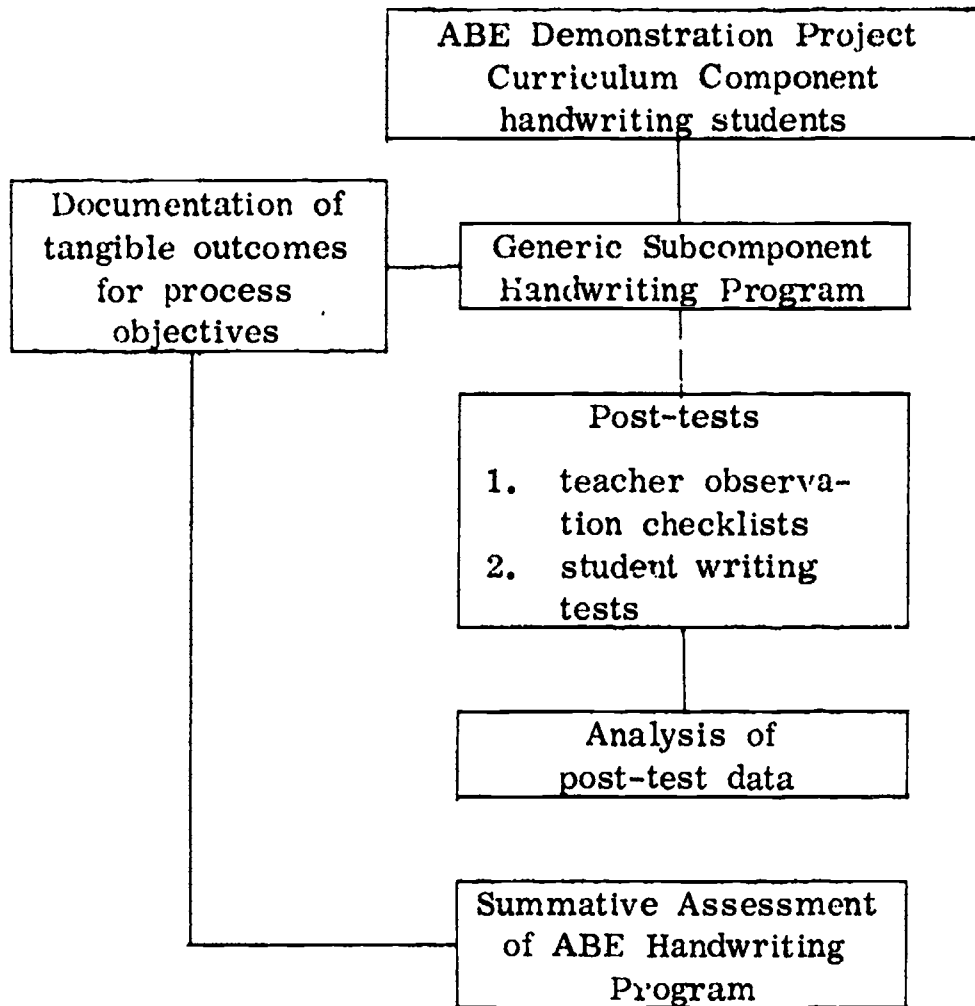


FIGURE 6

HANDWRITING PROGRAM EVALUATION SCHEMATIC

## Data Analysis for Performance Objectives

### Performance Objective #1

During the week of May 15 to 19, 1972, upon completion of fifty or more hours of instruction, students (initially classified as non-writing) will demonstrate writing precision by printing legibly all letters (upper and lower case) of the alphabet in and out of order with 95 percent proficiency as evidenced by a teacher observation checklist and student writing samples on file in the Center attended.

### Analysis

Initially, four students were classified as non-writers. Student writing samples were collected by the teacher and graded according to a checklist which rated students as "good," "fair," or "poor."

According to the teacher-scoring of the writing samples, all four of the students rated in the "good" category after instruction. It must be assumed that the "good" category (the highest score possible) related to scores of 95 percent and higher. No numerical scores were coded in the other three categories.

### Conclusion

Performance objective #1 was attained.

### Performance Objective #2

During the week of May 15 to 19, 1972, upon completion of fifty hours or more of instruction, a student who can at least print the upper and lower case letters of the alphabet will demonstrate writing precision by writing letters (upper and lower case of the alphabet) in cursive writing with 75 percent accuracy based on teacher observational reports and student writing samples on file in the Center attended.

### Analysis

Cursive writing tests were administered to ten students. According to teacher-scoring of the student writing samples after instruction, all ten students rated in the "good" category ( $\geq 95$  percent), the highest possible category.

The desired proficiency level in the performance objective should have been stated in terms that relate to types of student scores on the tests which were administered (e.g., test scores should be expressed in percentages if they are to be gauged against desired proficiency levels described in percentages).

### Conclusion

Performance objective #2 was attained.

### Performance Objective #3

During the 1971-72 Project year, upon completion of fifty hours or more of instruction in writing, an advanced cursive writing student will demonstrate precision in writing words and sentences legibly and neatly with 80 percent accuracy as evidenced by written teacher observations and the student writing samples on file in the Center attended.

### Analysis

There were nine students tested in writing words and sentences. According to teacher-scoring of the student writing samples after instruction, all nine students rated in the "good" category ( $\geq 95$  percent), the highest possible category. Refer to performance objectives #1 and #2 for comments on proficiency levels and test scores.

### Conclusion

Performance objective #3 was attained.

### Documentation for Process Objectives

#### Process Objective #1

During the 1971-72 Project year, ABE students (classified as non-writing) will practice printing letters (upper and lower case) of the alphabet--in and out of sequence--as evidenced by student writing samples on file in the Center attended.

Documentation

Writing samples and scores for the ABE students' practice of printing upper and lower case letters of the alphabet were viewed in the files in the Center.

Conclusion

Process objective #1 was completed.

Process Objective #2

During the 1971-72 Project year, students (who are able to print legibly all upper and lower case letters of the alphabet), utilizing commercial and teacher-made materials, will practice writing upper and lower case cursive letters as evidenced by student writing samples on file in the Center attended.

Documentation

The teacher-made Handwriting Evaluation Guide and the commercially prepared text, Handwriting with Write and See, were used during the Project year by the appropriate students to practice upper and lower case cursive letters. Their handwriting samples were viewed in the files in the Center.

Conclusion

Process objective #2 was completed.

Process Objective #3

During the 1971-72 Project year, students will practice legibility and neatness in reproducing words and sentences as evidenced by handwriting samples on file in the Center attended.

Documentation

Students practiced legibility and neatness in reproducing words and sentences as shown by handwriting samples on file in the office of the Director.

Conclusion

Process objective #3 was completed.



#### Process Objective #4

By May 31, 1972, the Master Teacher responsible for instruction in handwriting skills will develop a checklist for recording teacher observations of students' precision skill in writing.

#### Documentation

No checklist was available on file to review, and discussion with Project staff revealed that the checklist had not been developed.

#### Conclusion

Process objective #4 was not completed.

#### Process Objective #5

During the week of May 15 to 19, 1972, the Master Teacher responsible for the instruction on handwriting skills will assess each student's precision skill in writing utilizing an observation checklist as evidenced by student performance ratings on file in the office of the Center.

#### Documentation

As evidenced by student performance ratings viewed in the files in the office of the Project Director, the students' precision skill in handwriting was assessed, based upon teacher evaluation. However, no observational checklist was used to conduct the ratings.

#### Conclusion

Process objective #5 was partially completed.

#### Arithmetic

#### Program Description

The following outline is a description of the arithmetic program. Commercially-prepared materials, as well as teacher-made materials, were utilized. Students were referred to appropriate material and/or given individual instruction, depending upon placement. An outline of the program appears below:

1. **Addition, Subtraction, and Multiplication**
  - a. Working with sets
  - b. Addition, subtraction, and multiplication computation
  - c. Properties of addition, subtraction, and multiplication
  - d. Rounding numbers
  - e. Geometry: areas of a parallelogram
  
2. **Number Theory and Division of Whole Numbers**
  - a. Division computation
  - b. Elementary number theory
  - c. Working with measures
  - d. Properties of division
  - e. Using averages
  - f. Geometry: properties of polygons
  
3. **Addition and Subtraction of Fractions**
  - a. Concepts of fractions
  - b. Addition and subtraction of fractions
  - c. Properties of addition and subtraction of fractions
  - d. Working with measures
  
4. **Multiplication and Division of Fractions**
  - a. Multiplication and division of fractions
  - b. Properties of multiplication and division of fractions
  - c. Working with measures
  - d. Understanding ratio
  
5. **Working with Decimals**
  - a. Decimal notation
  - b. Computation with decimal numerals
  - c. Working with money and measures
  
6. **Decimals, Percents, and Graphs**
  - a. Decimals and percents
  - b. Tables and graphs
  - c. Interest
  - d. Working with money and measures

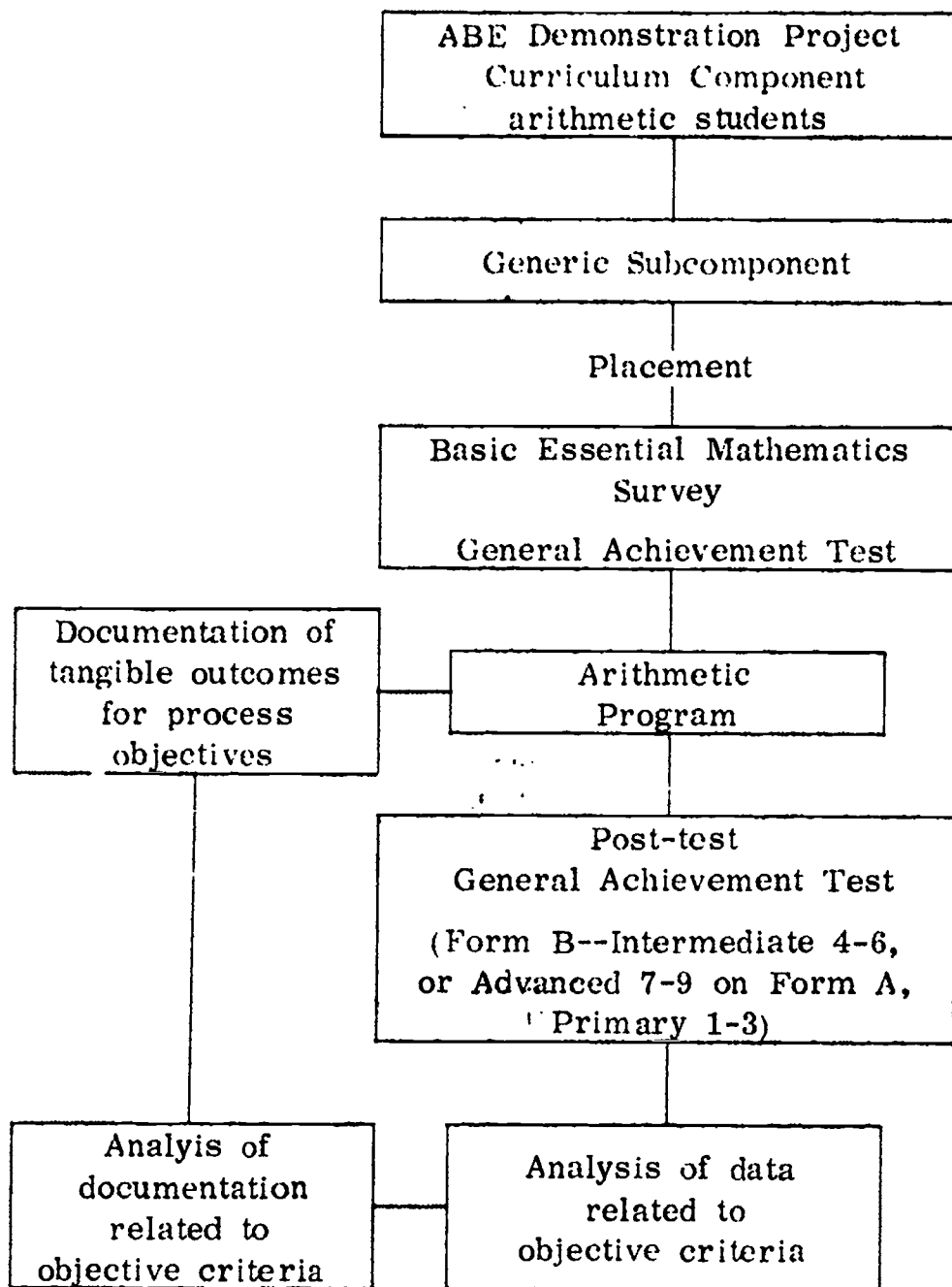


FIGURE 7

## MATHEMATICS PROGRAM EVALUATION SCHEMATIC

## Data Analysis for Performance Objectives

### Performance Objective #1

During the week of May 15 to 19, 1972, upon completion of one hundred hours or more of arithmetic instruction, using both programmed instructional materials and individualized instruction, third grade level and above students will increase their mathematical knowledge of problem-solving by an average of at least two grade levels as measured by the General Achievement Test (Form B--Intermediate 4-6 or Advanced 7-9).

### Analysis

There were thirty-two third grade level arithmetic students. Pre- and post-tests were administered to eighteen of the students using the appropriate General Achievement Test (GAT). Fourteen students passed the GED during the year and were given a score of 12.0 GE (see recommendation #5). The results of pre- and post-testing are as displayed below:

<u>N</u>	<u>Expected performance*</u>	<u>Actual performance*</u>
32	+2.0	+3.7

The results indicate that actual performance (+3.7 GE) exceeded that which had been specified in the performance objective (+2.0 GE). The data submitted to the evaluator reflected only average grade equivalency gains; therefore, no pre- and post-test scores are displayed (see recommendation #6).

### Conclusion

Performance objective #1 was attained.

### Performance Objective #2

During the week of May 15 to 19, 1972, upon completion of one hundred hours or more of mathematics instruction using programmed and individual instruction, the first and second grade level students will increase their mathematical knowledge of problem-solving by an average of at least one grade

---

\*Performance is expressed as average grade equivalency gain.

level as measured by the General Achievement Test Form A (Primary 1-3).

### Analysis

There were three second grade level arithmetic students. Pre- and post-tests utilizing the appropriate General Achievement Test (GAT) were administered to each of the students. The results of this testing are as displayed:

<u>N</u>	<u>Expected performance*</u>	<u>Actual performance*</u>
3	+1.0	+2.5

According to the proficiency level stated in the objective (+1.0 GE), the objective was attained as demonstrated by an average gain of 2.5 GE. The data submitted to the evaluator reflected average grade equivalency gains; therefore, no average pre- and post-test scores are reflected (see recommendation #6).

### Conclusion

Performance objective #2 was attained.

### Performance Objective #3

During the week of May 15 to 19, 1972, upon completion of at least twenty hours of mathematics instruction, beginning mathematics students will demonstrate knowledge of computational skills by subtracting one-digit numbers with 95 percent accuracy as measured by a teacher-made test.

### Analysis

From the General Achievement Test pre-test scores, it was determined by the ABE staff that no students would be placed in the program as beginning mathematics students requiring instruction in one-digit computational skills. All students pre-tested with the General Achievement Test tested at least at the second grade level. Therefore, this objective was not implemented.

---

\*Performance is expressed as average grade equivalency gain.

Conclusion

Performance objective #3 was deleted (no assessment required).

Documentation for Process ObjectivesProcess Objective #1

During the 1971-72 Project year, subsequent to each student's registration, Master Teacher and Center Assistants will administer the General Achievement Test (level to be selected by staff member--instrument to be used as of February 1, 1972) or the Mastery Test for Basic Essentials of Mathematics for placement purposes as evidenced by test results and student placement on file in the office of the Counselor.

Documentation

Test results and student placement viewed in the files in the Counselor's office indicated that, subsequent to registration, each student was given a General Achievement Test for placement purposes by the Master Teacher and Center Assistants.

Conclusion

Process objective #1 was completed.

Process Objective #2

Prior to May 15, 1972, a Master Teacher will develop test material to determine subtraction skills of beginning students as evidenced by the test material on file in the Center.

Documentation

Test material was reviewed in the office of the Director. This material was utilized to assist in the accomplishment of process objective #7.

Conclusion

Process objective #2 was completed.

Process Objective #3

During the 1971-72 Project year, a Master Teacher and Center Assistants will enroll students in the program as evidenced by completed enrollment forms on file in the office of the Counselor.

Documentation

Completed enrollment forms reviewed in the Counselor's office demonstrated that students were enrolled in the program by Master Teachers and Center Assistants (see Appendix J).

Conclusion

Process objective #3 was completed.

Process Objective #4

By May 30, 1972, a selected Master Teacher will develop a format designed for placement of students in the mathematics program as evidenced by submission of the form to the Counselor.

Documentation

The General Achievement Test was used to place students in the mathematics program. This test form was viewed in the files in the Counselor's office.

Conclusion

Process objective #4 was completed.

Process Objective #5

During the week of May 15 to 19, 1972, Master Teachers will administer the General Achievement Test (Form B--Intermediate 4-6 or Advanced 7-9) to students completing at least one hundred hours of instruction and placed initially at third grade level or above as evidenced by test results on file in the office of the Counselor.

Documentation

Test results reviewed on file in the Counselor's office indicated that Master Teachers administered the appropriate form of the General Achievement Test to third grade level students.

Conclusion

Process objective #5 was completed.

Process Objective #6

During the week of May 15 to 19, 1972, Master Teachers will administer the General Achievement Test (Form A--1-3) to students previously placed in the first and second grade levels as evidenced by student responses on file in the office of the Counselor.

Documentation

Master Teachers administered Form A, General Achievement Test, to students in the first and second grade levels; the student scores were reviewed in the files in the Counselor's office.

Conclusion

Process objective #6 was completed.

Process Objective #7

By May 15, 1972, a Master Teacher responsible for student instructional mathematics will administer test materials to determine subtractational skills of beginning students as evidenced by the developed instrument on file in the office of the Center.

Documentation

Students were tested on computational skills in mathematics. The developed test and student scores were viewed in the files in the Center office.

Conclusion

Process objective #7 was completed.



### Process Objective #8

By May 31, 1972, Master Teachers will develop a criterion-referenced test of computational skills (subtraction) as evidenced by student responses on file in the office of the Counselor.

### Documentation

After determining that no students would be placed in the program as beginning mathematics students requiring instruction in one-digit computational skills, this objective was deleted.

### Conclusion

Process objective #8 was deleted.

### Spelling

#### Program Description

The spelling program centered around basic skills considered important and appropriate for each individual enrolled in the program. Various commercially-prepared and teacher-made materials were periodically used for word-building activities and other exercises designed to promote the application of phonetic and structural generalization to a wider vocabulary.

Students were screened upon entry using a staff-developed spelling placement survey. From their scores on this diagnostic instrument, assignments were made to specific levels and progress was measured using the appropriate performance objective (coded to the various student levels).

Instructional activities focused on the following skill areas:

1. Compound words.
2. Dividing words into syllables.
3. Suffixes.
4. Adjectives and verbs ending in "y."
5. Common noun endings.
6. Prefixes and roots and suffixes.
7. Dictionary usage.

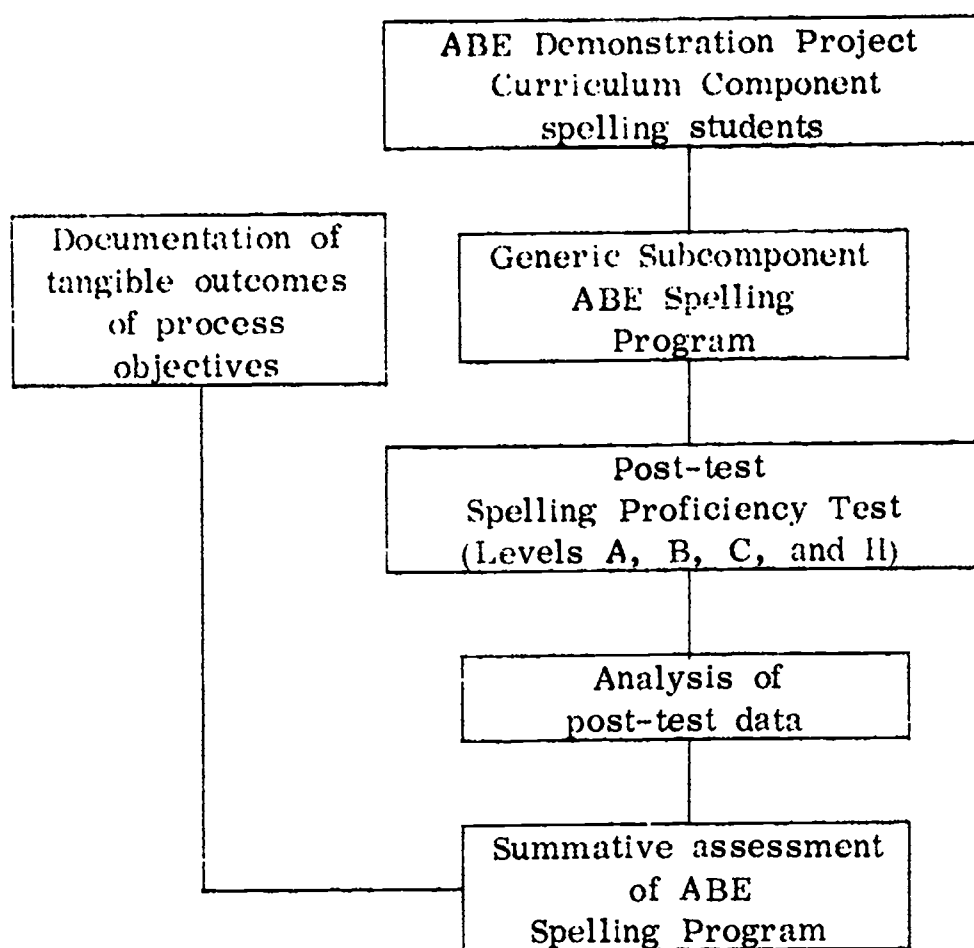


FIGURE 8

## SPELLING PROGRAM EVALUATION SCHEMATIC

Data Analysis for Performance ObjectivesPerformance Objective #1

By May 31, 1972, students who are able to spell in "A" or "B" level (as determined by the staff-designed spelling placement survey) will have progressed at least one level after thirty hours or more of individualized instruction as demonstrated by spelling correctly at least 80 percent of the words presented (on a staff-designed spelling test) reflecting knowledge of spelling skill.

Analysis

There were twenty-two "A" and "B" level spelling students tested after instruction with the staff-developed spelling tests (Spelling Proficiency

Survey--A level and Spelling Proficiency Survey--B level). These post-test results are as displayed below:

<u>N</u>	<u>Expected performance*</u>	<u>Actual performance*</u>
22	80.0	90.3

As indicated, the actual performance (90.3 percent) exceeded the expected performance (80.0 percent). It should be noted, however, that the "A" and "B" level students were tested with "A" and "B" level tests. The individual scores from the two levels were not compiled separately to distinguish between performance of "A" and "B" level students (see recommendation #5).

### Conclusion

Performance objective #1 was partially attained.

### Performance Objective #2

By May 31, 1972, students who are able to spell at "C" level or above (based upon spelling placement survey results) will demonstrate their knowledge of spelling by having advanced at least three levels after receiving thirty hours or more of independent study and individualized instruction, as evidenced by correctly spelling at least 80 percent of the words presented on a staff-designed spelling test.

### Analysis

There were thirteen students at the "C" level of spelling tested after instruction with the staff-developed test (Spelling Proficiency Survey--C level). The results are as displayed below:

<u>N</u>	<u>Expected performance*</u>	<u>Actual performance*</u>
13	80.0	96.9

According to the actual performance (96.9 percent), the objective was exceeded.

---

\*Performance is expressed as average percentage of correct words.

Conclusion

Performance objective #2 was attained.

Performance Objective #3

By May 31, 1972, students who initially demonstrate (on a staff-developed spelling survey) the ability to correctly spell on "H" level will demonstrate their knowledge of spelling by reproducing with at least 80 percent accuracy the words from the teacher-made test after fifteen hours or more of independent study.

Analysis

There were nine "H" level spelling students tested after instruction utilizing the Spelling Proficiency Survey--level H. The results of this post-test are presented in Table 2.

TABLE 2

LEVEL H SPELLING STUDENTS KNOWLEDGE OF SPELLING  
PERCENTAGE OF CORRECT WORDS

Spelling Proficiency Survey

<u>Expected proficiency level = 80.0 percent*</u>	
<u>Student</u>	<u>Actual proficiency level*</u>
1	92.0
2	92.0
3	88.0
4	88.0
5	88.0
6	48.0
7	40.0
8	84.0
9	60.0
Group mean	75.6

\*Proficiency level is expressed as percentage of correct words

The table indicates that actual student performance did not reach the expected student performance level. The individual student scores ranged from 40.0 to 92.0 percent. This included six students with scores of 84.0 percent or higher. Therefore, 67 percent of the students actually surpassed the proficiency level specified in the objective. Three student scores of 60.0 percent, 48.0 percent, and 40.0 percent caused a skewed distribution, resulting in a depressed average score.

### Conclusion

Performance objective #3 was partially attained.

### Documentation for Process Objectives

#### Process Objective #1

By May 15, 1972, a selected ABE Master Teacher will develop a spelling test to determine the proficiency level attained by students placed on the "A" or "B" level as evidenced by the instrument on file in the Center.

#### Documentation

A spelling test designed by an ABE Master Teacher to determine the proficiency of "A" and "B" level students was reviewed in the files of the Center (see Appendix P).

### Conclusion

Process objective #1 was completed.

#### Process Objective #2

By May 15, 1972, a selected ABE Master Teacher will develop a spelling test to determine the proficiency level attained by students placed on the "C" level as indicated by the instrument on file in the Center.

#### Documentation

A Master Teacher developed a spelling test to determine the proficiency level of "C" level students. This test was reviewed in the files of the Center (see Appendix P).

Conclusion

Process objective #2 was completed.

Process Objective #3

By May 15, 1972, a selected ABE Master Teacher will develop a spelling test to determine the proficiency level attained by students placed in the "H" level as evidenced by the instrument on file in the Center.

Documentation

A Master Teacher-developed spelling test designed to determine the proficiency of level "H" students was in the files of the Center (see Appendix P).

Conclusion

Process objective #3 was completed.

Process Objective #4

During the week of May 15, 1972, the Master Teacher responsible for spelling instruction will administer each of the spelling tests developed to determine the proficiency level of students as evidenced by student responses on file in the office of the Counselor.

Documentation

Spelling proficiencies were determined for "A," "B," "C," and "H" level students as evidenced by the student responses to the tests on file in the Counselor's office. Those scores were utilized to conduct a summative assessment of the spelling performance objectives.

Conclusion

Process objective #4 was completed.

### Life Style Subcomponent

This subcomponent contained instructional activities in arts and crafts and student participation in field trips.

No performance objectives were developed for this subcomponent. Therefore, assessment emphasis was placed upon accomplishment of processes rather than upon student behavioral changes.

### Arts and Crafts

#### Program Description

The arts and crafts class was conducted under the direction of a Center Assistant (staff aide) who possessed a talent for application of arts and crafts skills.

The projects were designed to provide creative outlets for study-weary students and therapy for students who were incapable of much success in core academic skills.

Students were given the opportunity to construct various types of projects including:

1. paintings.
2. household accessories.
3. profile silhouettes.
4. other craft-related projects.

Materials were either free or inexpensive and were provided by the students and/or the ABE Demonstration Project. Each student was given individual assistance with project design and construction by the staff aide. Projects were periodically displayed in ABE Centers.

### Documentation for Process Objectives

#### Process Objective #1

Throughout the 1971-72 Project year, the Center Assistants responsible for the arts and crafts class will work with individuals and groups in project design and construction as evidenced by periodic display of materials produced by students.

Documentation

A display at one of the Learning Centers was observed as evidence that, during the Project year, Center Assistants for the arts and crafts class had worked with individuals and groups in project design and construction.

Conclusion

Process objective #1 was completed.

Process Objective #2

ABE students in arts and crafts will make household accessories during the 1971-72 Project year as evidenced by photographs of projects completed by students on file in the office of the Center.

Documentation

Photographs on file in the Center office depicted the household accessories being made by arts and crafts students during the Project year.

Conclusion

Process objective #2 was completed.

Field TripsProgram Description

Working in a cooperative spirit, the staff and students planned activities which brought the students into closer contact with related educational experiences. Field trips were utilized to emphasize points of interest, beauty, and value in the community and neighborhood areas. Family participation was encouraged, which brought about a greater awareness of individuals and families.

Some of the field trips included such activities as (1) a shopping trip to a neighboring city and local shopping centers, (2) a field trip to an astrological observatory and a government installation, (3) tours throughout the community to observe the environmental conditions of the Model Cities Area with emphasis being placed upon conditions of vacant lots, junked cars, drainage systems, and apparent conditions of individual dwellings.



## Documentation for Process Objectives

### Process Objective #1

By May 31, 1972, the ABE Director will plan with staff members the development of a Field Trip Planning Form for school year 1972-73 to include space for justification, time, location, estimated costs, and estimated number of participants as evidenced by the Field Trip Planning Form on file in the office of the Director of Adult Education and Extended Services.

### Documentation

The Field Trip Planning Form was on file in the office of the ABE Project Director.

### Conclusion

Process objective #1 was completed.

### Process Objective #2

Throughout the Project year, the ABE staff members responsible for planning and implementing field trip activities will present in memorandum form a description of the activities, number of participants, name of responsible staff member, and an evaluation of the field trip as evidenced by field trip memorandums submitted to the Project Director.

### Documentation

Material on file gave descriptions of the five field trips taken during the Project year, including numbers of participants and names of the responsible staff members. However, an evaluation of each field trip was not prepared and available for review.

### Conclusion

Process objective #2 was partially completed.

## SUPPORTIVE SERVICES ACTIVITIES

### Recruitment

#### Program Description

Recruitment activities for the ABE Demonstration Project were conducted by all members of the Project staff. Specific activities allotted to particular members on the staff were outlined in the support process objectives for recruitment.

A need for recruitment activities became evident after a survey of the Model Cities residents (conducted by a Model Cities Task Force) showed that approximately 53 percent (4,734) of adult Model Cities residents sixteen years and older had less than nine years of education. Many factors were associated with such low educational attainment, including:

1. feelings of inferiority relative to educational attainment.
2. negatively-valenced experience in previous school settings.
3. financial problems necessitating dropping out of school in order that survival might be maintained for the individual and/or family.
4. unemployment.

Recruitment involved such activities as submitting news articles to the local papers (Times and News-Free Press) describing openings of Centers and announcements of new developments within the ABE Program.

The local radio stations (WNOO, WODO, and WDXB) were used for periodic public service announcements. The local television talk shows were used for further projecting the image of the Project based on the available time allowed by the television stations' program schedule.

Other techniques for recruitment included door-to-door canvassing, and preparation and distribution of Project brochures.

Prospective students were contacted with telephone calls, letters, cards, and personal contacts. Through the Community Aide Fund, provisions were made for community recruiters to join the ABE staff in recruiting eligible students.

### Documentation for Support Process Objectives

#### Process Objective #1

Periodically, during the 1971-72 Project year, the ABE staff will submit certain news articles for publication in the local newspapers (Times and News-Free Press) as evidenced by the articles being on file with the Project Director.

#### Documentation

Articles on file in the Project Director's office were evidence of the periodic submission of news articles to local newspapers by ABE staff.

#### Conclusion

Process objective #1 was completed.

#### Process Objective #2

Periodically, during the 1971-72 Project year, the ABE staff will request the local newspapers (Times and News-Free Press) to take pictures and write appropriate articles for publication as evidenced by the articles on file with the Project Director.

#### Documentation

During the Project year, ABE staff requested local newspapers to take pictures and write appropriate articles for publication. The resulting articles were on file in the Project Director's office.

#### Conclusion

Process objective #2 was completed.

Process Objective #3

A monthly newspaper, Adult Informer, consisting of information and articles submitted by staff and students will be published by the ABE staff and edited by a selected Master Teacher as evidenced by copies on file in the office of the Project Director.

Documentation

Beginning with the April 1, 1971, issue, a monthly newspaper, Adult Informer, containing staff- and student-submitted articles, was published by the ABE staff. These issues were reviewed in the Project Director's office.

Conclusion

Process objective #3 was completed.

Process Objective #4

The Adult Informer will be distributed monthly by Center Assistants during the 1971-72 Project year by being placed in designated locations and mailed as evidenced by a distribution location list and mailing list of recipients on file in the office of the Curriculum Secretary.

Documentation

Mailing lists were on file in the office of the ABE Curriculum Secretary.

Conclusion

Process objective #4 was completed.

Process Objective #5

During the 1971-72 Project year, the Model Cities Monitor will be utilized monthly for the purpose of disseminating recruitment information (program activities and enrollment forms) supplied by the Project Director as evidenced by Monitors on file in the office of the Project Director.

Documentation

The Monitors which were on file in the Project Director's office contained recruitment information.

Conclusion

Process objective #5 was completed.

Process Objective #6

During the 1971-72 Project year, local radio and television stations will be used periodically for conducting interviews and making public service announcements as evidenced by written requests submitted to the Project Director by the ABE staff members and students. Requests will be on file in the office of the Project Director identified as approved or not approved.

Documentation

Data reviewed indicated that interviews were conducted primarily by telephone. There was no evidence available that the radio or television media were utilized. Available documentation made it difficult to determine whether the objective was actually completed.

Conclusion

Process objective #6 was partially completed.

Process Objective #7

During the 1971-72 Project year, brochures prepared by ABE staff and/or Center aides depicting Project activities will be periodically used in recruitment efforts as evidenced by brochures on file in the office of the Project Director.

Documentation

The brochures on file in the Project Director's office, which depicting Project activities, had been prepared during the Project year by staff and Center aides for use in recruiting.

Conclusion

Process objective #7 was completed.

Process Objective #8

Periodically, during the 1971-72 Project year, cards and/or letters will be sent to former and prospective students by the Counselor as evidenced by carbon copies of cards and/or letters and lists of recipients filed in the office of the Counselor.

Documentation

Copies of cards and lists of recipients on file in the Counselor's office indicated that the Counselor had sent cards to former and prospective students.

Conclusion

Process objective #8 was completed.

Process Objective #9

Periodically, during the 1971-72 Project year, the ABE staff will participate in door-to-door canvassing of the Model Neighborhood Area as evidenced by recruitment reports filed with the Project Director.

Documentation

The recruiting information forms on file in the Project Director's office during the Project year demonstrated that the ABE staff periodically participated in door-to-door canvassing in the Model Neighborhood Area (see Appendix H).

Conclusion

Process objective #9 was completed.

CounselingProgram Description

Counseling services in the ABE Demonstration Program stressed purposeful, face-to-face relationships involving the counseling staff, Director, teachers, and students. This involvement also included concentration upon possible solutions to the student's problems or needs.

The counselor provided both individual and group counseling for adult students enrolled in the Centers. Various counseling procedures were used in working effectively with the total student population.

Services were provided to students relative to the individual student's development of self-managed learning objectives. These services also included adequate student placement, student referral, and student participation.

Concerning student personnel services in the ABE Project, counseling services also involved the following:

1. Orienting students to the Learning Center concept.
2. Assessing entering behavior.
3. Maintaining student records.
4. Counseling students in regard to personal, vocational, and educational goals.

Techniques used in counseling the individual student included such activities as:

1. counseling relative to the individual's development of self-managed learning objectives (student-counselor conferences).
2. serving as liaison during meetings with Master Teachers, staff, and Director in terms of student needs, growth, and achievement.
3. interpretation to students of objectives and policies of the Project as developed by the Chattanooga Public Schools.
4. assistance to the adult student, through individual counseling, in understanding and accepting himself as an individual, making it possible for the student to express and develop an awareness of his own ideas, feelings, values, and needs.
5. provision of individual orientation in order that the student can gain a satisfying, pertinent relationship which can aid his search for a better education.
6. frequent home visitation to ABE students and frequent contact by telephone for the purpose of creating an environment conducive to continued student learning.
7. referral (as necessary) to other agencies such as:
 

a. Model Cities	e. C. E. P.
b. New Careers	f. C. A. P.
c. Urban Renewal	g. Jobs
d. Tennessee State Rehabilitation	

Group counseling sessions were developed and arranged according to the needs of the students. They included such activities as the following:

1. Lectures.
2. Demonstrations.
3. Debates.
4. Group discussions.
5. Slide and film presentations.

### Data Analysis for Performance Objectives

#### Performance Objective #1

ABE students meeting at least five times with the Counselor will display increased confidence in counseling sessions as a resource for problem solution, evidenced by demonstration of positive values toward the counseling sessions as measured by a Counseling Service checklist on which the students will score three or higher on a four-point Likert scale.

#### Analysis

There were thirty students who were given the affective instrument, Student Questionnaire for Counseling Services (see Appendix V). The results of this questionnaire are as displayed below:

<u>N</u>	<u>Expected performance</u>	<u>Actual performance</u>
30	3.0	3.1

The affective instrument used to measure this objective utilized a Likert scale construction based on a score range of one through four, with four as the highest possible score. As indicated, actual performance (3.1) exceeded expected performance.

#### Conclusion

Performance objective #1 was attained.



Documentation for Support Process ObjectivesProcess Objective #1

During the 1971-72 Project year, the Counselor will counsel students relative to the individual student's self-managed learning objectives as evidenced by documented student learning objectives on file in the office of the Counselor.

Documentation

The documented student self-managed learning objectives, on file in the Counselor's office, indicated that the Counselor counseled students during the Project year.

Conclusion

Process objective #1 was completed.

Process Objective #2

The Counselor will submit monthly enrollee referral data to the Project Director as evidenced by referral information contained in the monthly project status report.

Documentation

Information in the monthly project status report on file indicated that the Counselor submitted enrollee referral data to the Project Director on a monthly basis (see Appendices G and Q).

Conclusion

Process objective #2 was completed.

Process Objective #3

Prior to July, 1972, the Counselor will develop guidelines for counseling students as evidenced by a counseling manual on file in the Counselor's office.

Documentation

According to the counseling manual on file in the Counselor's office, the Counselor developed guidelines for counseling students.

Conclusion

Process objective #3 was completed.

Process Objective #4

The counseling guide will be revised bi-monthly by the Counselor as evidenced by a revised copy of the guidelines in files in the Counselor's office.

Documentation

A copy of the revised guidelines was on file in the Counselor's office.

Conclusion

Process objective #4 was completed.

Process Objective #5

The Counselor will conduct a student follow-up campaign during the 1971-72 Project year (prior to June 30, 1972) as documented by the student follow-up survey instrument with the follow-up data report being forwarded to the Project Director and placed in the file.

Documentation

Follow-up information on file in the Project Director's office was evidence that, during the Project year, the Counselor conducted a follow-up campaign with students. Student follow-up survey questionnaires and follow-up data reports were reviewed (see Appendix K).

Conclusion

Process objective #5 was completed.

Process Objective #6

On a monthly basis, during the 1971-72 Project year, the Counselor will maintain an occupational file of staff and student placement as evidenced by the occupational file in the Counselor's office.

Documentation

The Counselor's monthly occupational file of staff and student placement was on file in the Counselor's office (see Appendix R).

Conclusion

Process objective #6 was completed.

Process Objective #7

Prior to June 30, 1972, the Counselor will provide liaison with Master Teachers and the Project Director in terms of student needs, growth, and achievement periodically as evidenced by memorandums on file in the office of the Counselor.

Documentation

Memorandums on file in the Counselor's office indicated that the Counselor had periodically provided liaison with Master Teachers and the Project Director in dealing with student needs, growth, and achievement.

Conclusion

Process objective #7 was completed.

Process Objective #8

During the 1971-72 Project year, the Counselor will arrange guidance and counseling workshops for ABE students on a monthly basis as evidenced by reports of such sessions reported by memorandum to the Project Director.

Documentation

According to the reports on file, during the Project year, the Counselor held monthly guidance and counseling workshops for ABE students.

Conclusion

Process objective #8 was completed.

Process Objective #9

Subsequent to the administration of the General Achievement Test (GAT) by Master Teachers, the Counselor and aide will hand-score each student response as evidenced by GAT Results Form on file in the office of the Counselor.

Documentation

The GAT Results Forms on file in the Counselor's office indicated that the Counselor and aide had hand-scored each student response subsequent to the GAT's administration by Master Teachers (see Appendix S).

Conclusion

Process objective #9 was completed.

Process Objective #10

During the 1971-72 Project year, the Counselor will meet with other agency representatives regarding implementation of the counseling functions of the Project on a monthly basis as evidenced by a profile data report (narrative section) with a copy being forwarded to the Project Director.

Documentation

According to interviews and discussions conducted randomly with various agency representatives (ABE staff), the Counselor had met with them in regard to implementation of counseling functions (see Appendix V).

Conclusion

Process objective #10 was completed.

Process Objective #11

Information for the profile report will be completed monthly by the Counselor as evidenced by copies of profile reports filed in the office of the Counselor.

Documentation

The reports on file in his office demonstrated that the Counselor had completed profile reports on a monthly basis (see Appendix T).

Conclusion

Process objective #11 was completed.

### Process Objective #12

A referral data information report will be completed on a monthly basis by the Counselor as evidenced by referral data information reports on file in the office of the Counselor.

### Documentation

Referral data information reports were on file in the Counselor's office (see Appendix Q).

### Conclusion

Process objective #12 was completed.

### Process Objective #13

During the 1971-72 Project year, the Counselor will meet with the Model Cities staff and other educational agencies in regard to student placement, student referral, and student participation on a monthly basis as shown on the Beneficiary and Status Reports with copies being forwarded to the Project Director.

### Documentation

Monthly Beneficiary and Status Reports on file indicated that, during the Project year, the Counselor met monthly with Model Cities staff and other educational agencies regarding student placement, referral, and participation (see Appendix E).

### Conclusion

Process objective #13 was completed.

### Process Objective #14

On a bi-monthly basis, during the 1971-72 Project year, the Counselor will assist ABE students in self-evaluation as evidenced by the student self-rating forms on file in the Counselor's office.

Documentation

According to the student self-rating forms on file in the Counselor's office, the Counselor assisted ABE students in self-evaluation on a bi-monthly basis (see Appendix U).

Conclusion

Process objective #14 was completed.

Process Objective #15

By May 31, 1972, the Counselor will develop an ABE attitude inventory checklist based on a four-point Likert scale as evidenced by the instrument on file in the office of the Counselor.

Documentation

The ABE attitude inventory checklist was developed by the Counselor using a four-point Likert scale as evidenced by the instruments on file in the Counselor's office.

Conclusion

Process objective #15 was completed.

## LIMITATIONS AND RECOMMENDATIONS

In addition to the specific suggestions and comments contained within the report, there were others which pertain to the various areas of the Project more generally. These are as follows:

### 1. Process Objective Documentation

The assessment of a process objective relies on documentation of the specific target activity of that objective. It is difficult to extend credit for an activity being accomplished when the documentation is not clearly related to the process objective.

It is recommended that, when developing process objectives, documentation relating to a specific process objective be utilized to assess the outcome of the activity. For example, if in-service training activities were to be developed by a certain date, a list of the in-service training activities might be compiled as documentation for that process objective. It is difficult to determine the extent to which these activities took place if they are merely included as part of another document whenever they occurred.

### 2. Instructional Process Objectives

Three types of process objectives may be identified. These are administrative, support, and instructional process objectives. The elements used in writing each type are identical and all three types could be relevant to all educators regardless of their position in an educational structure. The emphasis placed on one type versus the other two will be determined by the person's job description and the relationship to the learner. Instructional process objectives define activities which take place in direct communication with the intended learner.

It is recommended that each instructional program utilize instructional process objectives to describe those activities which are occurring to

facilitate the student behavioral changes specified in the related performance objectives. For example, there are eight administrative and/or support process objectives stated for the pre-vocational typing program. However, there are no instructional process objectives describing the learning experiences or classroom activities which are designed to effect the achievement of the stated performance objectives of the pre-vocational typing program.

### 3. Testing Policy

Two methods may be used to assess behavioral changes in students--self-report and observation. It is the opinion of the evaluator that, whichever method is used, data should be collected on as many students in the program as possible in order to determine behavioral changes and the effectiveness of the instructional activities. During the 1971-72 Project year, according to the test data and enrollment figures, there were many more students enrolled in the program than were tested.

It is recommended that procedures be implemented which would enable testing of each student receiving instruction in the ABE Demonstration Project. This will pose a problem because of the different amounts of instruction received by various students due to irregular attendance, dropouts, etc. However, some means of entry- and exit-testing should be established in order to assess achievement by students receiving instruction or completing work in the various skill areas.

### 4. Coding Test Items

Continued emphasis should be placed on the congruence of test items with the curriculum (performance objectives). If the measurement of behavioral changes is to provide valid and reliable information, the measurement instruments must be related to the specific level of behavior desired and the skill areas specified in the performance objectives.

### 5. Pre- and Post-testing

Pre- and post-testing may be used to determine the degree of behavioral change which a student displays in a particular skill area. It is



difficult to assess behavioral change, however, if different instruments are utilized for pre- and post-testing. An increase with one instrument may not be synonymous with an increase with another instrument. The tests must be specifically related to one another by skill area and level of behavior if validity is to be maintained.

It is recommended that tests with the same skill areas and degrees of difficulty (e.g., two forms of the same test) be utilized when pre- and post-testing students. This will hold the test variable constant when assessing student achievement. For example, if the target goal of one Project objective was student attainment of a certain grade level according to the General Achievement Test (GAT), then two forms of the GAT should be used pre and post. If the objective of the Project was to pass the GED test, then the GED should be given on a post-test basis to assess that type of objective.

#### 6. Preparation of Data for Analysis

It is recommended that test score data be computed to provide average pre- and post-test scores for each student group (class). Then the relative level of performance (e.g., grade equivalency or percentage) could be viewed as well as any average increase or degrees (gain or loss) in performance.

#### 7. Affective Behavior

Valuable information may often be collected in the affective behavioral domain. Certain subject areas do not present ideal opportunities for testing students' cognitive behavior. Such an area, with no cognitive behavioral measurement, is the ABE Demonstration Project which includes field trips, arts and crafts, and recruitment.

It is recommended that affective measurement be considered for those areas which do not lend themselves to cognitive skill development. For example, it might be interesting to assess the ABE students' affective

behavior toward the Project field trips. This would provide the Project staff with an insight into students' attitudes toward such trips and the value placed on them.

#### 8. Monitoring

It is recommended that the Project monitoring system be refined to include feedback on instructional activities which are taking place during the year. Presently, emphasis appears to have been placed on monitoring the administrative and support activities.

#### 9. Calendar of Events

No master calendar of events was established for the Project during the 1971-72 Project year. It is recommended that this be accomplished for the coming year. Most of the necessary information could be obtained from the time element of the process objectives. These dates and time periods could then be included in a Gantt Chart, which would provide Project staff with an illustrated time series analysis of each major activity of the Project.

#### 10. Levels of Behavior

Performance objective #2 dealt with improvement in precision of typing. The definition of precision and articulation levels of psychomotor skills, as defined by Dr. R. H. Dave (National Institute of Education, New Delhi, India), include the following relationships:

**Precision:** involves accuracy of neuromuscular coordination.

**Articulation:** involves accuracy plus elements of speed and time contained in neuromuscular coordination.

The precision level of psychomotor behavior does not involve the elements of speed or time. It should therefore be noted that the Typing Precision Test should have been a non-timed test to properly code the test to the specified level of behavior in the objective. If time was a desired element, then the level of behavior should be specified as articulation.

sn

**BEST COPY AVAILABLE**

**APPENDIX A**  
**TEACHER EVALUATION RECORD**  
**AIDE EVALUATION FORM**  
**RATING SCALE**

Grade Level or  
Subject Taught \_\_\_\_\_

Probationary \_\_\_\_\_  
Non-Tenure Position \_\_\_\_\_

TEACHER EVALUATION RECORD

School \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_ Finishing \_\_\_\_\_ year(s) of teaching

RATING KEY: O = Outstanding; superior competence; among the top 10% that I have ever known  
 A = Acceptable; competent performance--may use + or - to indicate levels  
 N = Needs to improve; somewhat below expectations for a teacher  
 S = Sufficiently below expectations to the extent of limiting effectiveness of the educational program to which assigned

(Check (✓) in one of the four columns following each characteristic.)

	O	A	N	S		O	A	N	S
<u>PERSONAL COMPETENCE</u>					<u>INSTRUCTIONAL SKILL</u>				
Health: Physical					Pre-planning and daily preparation				
Emotional					Ability to secure positive response from students in:				
Voice					(a) Behavior				
Grooming					(b) Cognitive areas				
Use of English					(c) Affective areas				
Tact					Organization of instructional program				
Resourcefulness					Interest in new and improved methods of teaching				
Initiative					Use of varied methods and media				
Sense of Values					Use of current materials, teaching aids, community resources, etc.				
Leadership					Understanding of, and ability to work positively with children of varying backgrounds and achievement levels				
<u>PROFESSIONAL COMPETENCE</u>					Use of available consultant services				
Understanding of child growth and development					<u>CLASSROOM MANAGEMENT</u>				
General Education					Ability to guide pupils toward self-discipline				
Interest in professional growth					Care of physical property				
Knowledge of area of specialization					Attention to heat, light, ventilation				
Loyalty to profession and co-workers					Accuracy and promptness in handling reports				
Cooperation with co-workers					Maintenance of neat, attractive classroom				
Cooperation with administration									
Understanding and support of educational programs in this school									
Willingness to assume share of additional responsibilities									



AIDE EVALUATION FORM

Name \_\_\_\_\_ Date \_\_\_\_\_

Job Title \_\_\_\_\_ Immediate Supervisor \_\_\_\_\_

Center \_\_\_\_\_ Rated By \_\_\_\_\_

\_\_\_\_\_

## Purposes of this Employee Evaluation:

To take a personal inventory, to pin-point weaknesses and strengths, and to make plans for improvements. Conducted semi-annually, evaluations will provide a history of development and progress

## Instructions to Evaluator:

Following are a number of traits, abilities, and characteristics that are important for success as an aide. You are to circle a number from a low of "1" to a high of "6", according to your evaluation of how the employee being rated measures on each point. (If this form is being used for self-evaluation, you will be describing yourself.)

Carefully evaluate each of the qualities separately. Remember that every person has strong points and weak points, and these should be indicated on the rating scale by marking the extreme ends of the scale, as well as the middle. It is recommended that teachers working with aides should be involved in the evaluation.

A conference should be held with the employee for the purpose of fully discussing the evaluation and making suggestions for strengthening areas that most need improvements.

The evaluation at the end of the school year must include the administrator's recommendation. Each evaluation is to include the signature of evaluators and the employee. The employee's signature is not an indication of agreement but is to indicate that the evaluation has been discussed with her.

RATING SCALE  
(Rate from low of 1 to high of 6)

I. PERSONAL JOB RELATED COMPETENCIES

1. Physical Health - Ability to work consistently and with moderate fatigue.

1                      2                      3                      4                      5                      6

2. Emotional Health - Ability to perform job duties adequately during periods of emotional stress.

1                      2                      3                      4                      5                      6

3. Attendance - Faithfulness in coming to work daily and conforming to work hours.

1                      2                      3                      4                      5                      6

4. Personal Appearance - The personal impression an individual makes on another. (Consider cleanliness and neatness.)

1                      2                      3                      4                      5                      6

5. Voice - Uses appropriate tone of voice in classroom.

1                      2                      3                      4                      5                      6

6. Speech - Speaks clearly and correctly when talking with children.

1                      2                      3                      4                      5                      6

7. Tact - Ability to express feelings and beliefs easily, but in a manner not offensive to others.

1                      2                      3                      4                      5                      6

8. Resourcefulness - The ability to find new and better ways of doing things.

1                      2                      3                      4                      5                      6

9. Initiative - Ability to see what needs to be done in job performance and to go ahead and do it.

1                      2                      3                      4                      5                      6

10. Leadership - Does not wait for others to set the pace; willing to give direction and guidance to peers, willing and able to assume share of additional responsibilities

1                      2                      3                      4                      5                      6

11. Loyalty - Supportive of school and co-workers in community; gives only constructive criticism in school to those who can benefit from it.

1                      2                      3                      4                      5                      6

12. Cooperation - Willingness to work cooperatively with co-workers, parents and administration
- 1                      2                      3                      4                      5                      6
13. Dependability - Ability to do required job with a minimum of supervision.
- 1                      2                      3                      4                      5                      6
14. Communication - Ability to talk easily and effectively with children.
- 1                      2                      3                      4                      5                      6
- Ability to talk easily and effectively with parents.
- 1                      2                      3                      4                      5                      6
15. Use of Time - Makes wise use of time on job at all times.
- 1                      2                      3                      4                      5                      6
16. Growth - Is interested in improving knowledge and skills, takes advantage of opportunities for further training, both on the job and special classes.
- 1                      2                      3                      4                      5                      6

## II. INSTRUCTIONAL SKILL AND CLASSROOM MANAGEMENT

1. Has good understanding and is supportive of the total school program.
- 1                      2                      3                      4                      5                      6
2. Actively involved in pre-planning and daily preparation.
- 1                      2                      3                      4                      5                      6
3. Able to secure interest and participation of pupils.
- 1                      2                      3                      4                      5                      6
4. Attentive to needs of individual children.
- 1                      2                      3                      4                      5                      6
5. Able to guide pupils toward self-discipline.
- 1                      2                      3                      4                      5                      6
6. Assumes equal share of responsibility of neat, attractive classroom.
- 1                      2                      3                      4                      5                      6



7. Has good understanding of children and their needs.

1                      2                      3                      4                      5                      6

8. Possesses adequate knowledge in area of job specialization.

1                      2                      3                      4                      5                      6

Summary of evaluation including suggestions for improvement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal's Recommendation Concerning Employment (contingent upon availability of position): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Supervising Teacher's Signature

A copy of this report has been discussed with me.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**APPENDIX B**  
**MONTHLY ACTIVITIES REPORT**

February 28, 1972

Mr. Eddy Echols and Model Cities Staff

Rodney S. Claybrook

## Activities Report of the Chattanooga ABE Model Cities Demonstration Project

This report consists of data and information which includes the period from January 26, 1972, to February 25, 1972. This period saw a continuation of project activities and the initiation of certain other activities.

### I. Counseling

Conferences and orientation were held with 60 new students during this period. There were also conferences and meetings with the project director and staff members in regard to discussing, planning and implementing new procedures in measuring student gain in all areas to see how close the students are to being prepared for their G.E.D. Exams.

These procedures were initiated during the week of January 31 - February 4, 1972, when the counseling staff began administering the GAT. This instrument will be used on a continuous basis to aid the instruction of our students.

Three students from the Dodson Avenue Center passed their G.E.D. Exams. They were Mr. Marty Holdaway, Mrs. Rose Clark and Mrs. Velma Puttman.

There were various referrals during this period to the following agencies:

NYC Out-of-School Program  
FE-JOB Project  
Model Cities  
CEP  
Center for Continuing Education

As of Friday, February 25, 1972, the enrollment and participation of students in our project are as follows:

Dodson Center	-	248
Wilson Center	-	<u>170</u>
Total		418

The above figures include laboratory and basic skills. The enrollment for Derived and Life Style ABE remained the same as the previous report.

Due to recent instructions, 157 have been dropped from the active enrollment rosters of the Generic Component. Follow-up data on these students are located in the counselor's files. If perchance any of these students re-enter, we shall re-enroll them and place them along with other active students. The dismissal of these students is based on follow-up data and the directive to drop any student not attending prior to July 1, 1971, which was the beginning of our First Action Year.

The total number of students enrolled and participating in the various components to date is 829

The total number of instructional hours during this period was  
2,108

The percentage of our student population in regard to ethnic groups are  
20% White  
80% Black

#### Monitoring and Evaluating

- A. Conferences were held with Miss Linda Cannon of Model Cities and Mr. William D. Osborne of Osborne Associates in regard to discussing procedures for an In-Depth Evaluation of the Project.

An In-Depth Evaluation of the ABE Project was held on February 15, 1972. by Mrs. Constance Williams and Mr. Morris Chapman of Model Cities.

- B. Procedures were initiated through meetings, workshops and conferences to begin formulating plans for an evaluation of our project by Chattanooga Public Schools. This evaluation will consist of using the EPIC Approach for evaluating and monitoring. More information will be forthcoming concerning this evaluation.

## II. Professional Growth of Staff

During this period, the project staff participated in evaluation-training workshops. These workshops were conducted by Mr. Eddy Echols. Knowledge gained from these workshops consisted of information in writing and developing Performance and Process Objectives as outlined by EPIC. This knowledge and information will be used by the staff in our forthcoming evaluation by Chattanooga Public Schools.

### III. Dissemination of Information and Knowledge

Information and knowledge of our project have been forwarded to the community in several ways:

- 3,000 Adult Informers were distributed
- Weekly radio broadcasts over Radio Stations WNOO and WDXB
- several staff members attended community meetings informing the residents of the project

### IV. Activities

A Consumer Education Workshop was held on February 1-2, 1972, by the Model Cities staff and consultants from the Georgia Consumer Services Program. ABE students and staff members attended this activity, and they gained valuable knowledge in the following areas:

1. Discussion of consumer resources
2. Money Management
3. Credit and Loans
4. Insurance
5. Contracts

A Public Speaking class, with emphasis on our Life Style ABE Component, began at the Dodson Center on February 23, 1972.

### V. Curriculum Materials

Certain curriculum materials continued to be developed for individualized instruction of the students. Procedures were initiated in preparing and organizing instruments that will be used in our project evaluation.

### VI. Recruitment

Due to an increase in our enrollment, there was no formal door-to-door recruitment during this period. A continuing effort was made to inform the community about the program offering by way of dissemination of information.

**APPENDIX C**

**DAILY ATTENDANCE RECORDS**

DAILY ATTENDANCE REPORT  
 A. B. E. DEMONSTRATION PROJECT  
 CHATTANOOGA PUBLIC SCHOOLS

NAME OF CENTER \_\_\_\_\_

DATE \_\_\_\_\_

	NAME	TIME IN	TIME OUT	READING	MATH	ENGLISH	SPELLING	OTHER	TOTAL HOURS
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									



NAME	TIME IN	TIME OUT	READING	MATH	ENGLISH	SPELLING	OTHER	TOTAL HOURS
31.								
32.								
33.								
34.								
35.								
36.								
37.								
38.								
39.								
40.								
41.								
42.								
43.								
44.								
45.								
46.								
47.								
48.								
49.								
50.								
51.								
52.								
53.								
54.								
55.								
56.								
57.								
58.								
59.								
60.								

TOTAL NUMBER OF STUDENTS \_\_\_\_\_ TOTAL NUMBER OF HOURS \_\_\_\_\_



**APPENDIX D**

**PAYROLL REPORT FOR TEACHER AIDE  
AND HEADSTART AIDE PERSONNEL**

**TABULATION OF EXCEPTION SHEETS FOR INSTRUCTIONAL PERSONNEL**





**APPENDIX E**

**MONTHLY BENEFICIARY GROUP PROFILE REPORT**

PAGE \_\_\_ OF \_\_\_ Monthly Beneficiary Group Profile Report PREPARED BY \_\_\_\_\_

PROJECT TITLE \_\_\_\_\_ PROJECT DIRECTOR \_\_\_\_\_  
PROGRAM COMPONENT \_\_\_\_\_ PERSON RESPONSIBLE FOR REPORT \_\_\_\_\_  
OPERATING AGENCY \_\_\_\_\_ ADDRESS \_\_\_\_\_  
AGENCY DIRECTOR \_\_\_\_\_ TELEPHONE NUMBER \_\_\_\_\_

INSTRUCTIONS: This report will indicate which people are directly benefitting from the operation of the project. The Beneficiary Group Profile Report will delineate the characteristics of the people being served. In addition, the Report will classify the service delivered to the people. This report is the responsibility of the Project Director. Please prepare the report in triplicate. Send two (2) copies to the Chattanooga Model Cities Agency, Department of Information, no later than the 29th of each month. Your information cut-off date is the 25th of each month. Thus, this report should contain information starting at the 26th of the previous month. Accuracy is essential; however, if an estimate must be used, please denote it with an asterisk (\*). Please retain one (1) completed copy of this report each month for reference. If you need assistance in preparing this report, please call the Information Section of the Chattanooga Model Cities Program at 698-6971, Ext. 28.



CHARACTERISTIC CATEGORIES		KEY ELEMENTS											
			Planned Total										
		Actual Total											
RESIDENCY	MNR												
	Non-MNR												
	TOTAL												
SEX	Male												
	Female												
	TOTAL												
RACE	Afro-American												
	Caucasian												
	Other												
	TOTAL												
EMPLOYMENT STATUS	Employed full time												
	Employed part time												
	Unemployed												
	Other												
	TOTAL												
MARITAL STATUS	Single												
	Engaged												
	Separated												
	Divorced												
	Married												
	Other												
	TOTAL												
FAMILY ROLE	Household head Male												
	Household head Female												
	Non-head												
	TOTAL												



		Actual Total							
CATEGORIES									
DEPENDENTS	0								
	1-3								
	4-7								
	More than 7								
	TOTAL								
EDUCATION (HIGHEST LEVEL COMPLETED)	No previous education								
	Kindergarten								
	First grade								
	Second grade								
	Third grade								
	Elementary school dropout								
	High school dropout								
	College dropout								
	College graduate (2 years)								
	College graduate (4 years)								
	Vocational training								
TOTAL									
AID STATUS	AFDC								
	General Public Assistance								
	Other								
	None								
	TOTAL								
INCOME	Under \$3,000								
	\$3,000 or more								
	TOTAL								
PHYSICAL CONDITION	Physically handicapped								
	Mentally handicapped								
	Infirm								
	TOTAL								

Actual Total								
CATEGORIES								
6 weeks to 1 year								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19 - 26								
27 - 31								
32 - 47								
48 - 62								
63 - 65								
Over 65								

**APPENDIX F**

**INTERVIEW RATING SHEET**

Mr.  
 NAME Miss \_\_\_\_\_  
 Mrs. Surname Given name Middle name

PERSONAL APPEARANCE | | | | | | | | | | | | | | | | | | | | | |  
 Exceptionally well-groomed and attractive | Acceptably groomed and dressed | Careless in dress and appearance

VOICE | | | | | | | | | | | | | | | | | | | | | |  
 Clear, well modulated | Reasonably pleasant and well modulated | Harsh, loud, weak, nasal

COMMAND OF ENGLISH LANGUAGE

Pronunciation | | | | | | | | | | | | | | | | | | | | | |  
 Precise | Free of serious error | Faulty accent

Vocabulary | | | | | | | | | | | | | | | | | | | | | |  
 Excellent | Adequate | Meager, Slang

Enunciation | | | | | | | | | | | | | | | | | | | | | |  
 Clear | Acceptable | Indistinct

Use of sentences | | | | | | | | | | | | | | | | | | | | | |  
 Smooth flow | Responds with single words of phrases | Jerky or disjointed

PERSONALITY | | | | | | | | | | | | | | | | | | | | | |  
 Dynamic | Agreeable | Unattractive

POISE AND MANNER | | | | | | | | | | | | | | | | | | | | | |  
 Excellent | Acceptable | Hesitant, timid, uncertain

PROFESSIONAL ATTITUDE | | | | | | | | | | | | | | | | | | | | | |  
 Exceptional | Acceptable | Unacceptable (teaching is just a job)

KNOWLEDGE OF TEACHING | | | | | | | | | | | | | | | | | | | | | |  
 Exceptional--unusual insights | Normal understanding | Limited

ACADEMIC AVERAGE \_\_\_\_\_ NTE SCORE \_\_\_\_\_ STUDENT TEACHING GRADE \_\_\_\_\_

OVERALL RATING  
 Outstanding Above Average Average Below Average Inferior

RECOMMENDED FOR  
 Primary Intermediate Junior High Senior High

REMARKS:

Interviewer \_\_\_\_\_ Date Interviewed \_\_\_\_\_

APPENDIX G

MONTHLY PROJECT STATUS REPORT

121

118

FOR PERIOD ENDING \_\_\_\_\_ CHATTANOOGA MODEL CITIES DATE PREPARED \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_ Monthly Project Status Report PREPARED BY \_\_\_\_\_

PROJECT TITLE Demonstration & Experimental Adult Basic Education PROJECT DIRECTOR \_\_\_\_\_

PROGRAM COMPONENT Education PERSON RESPONSIBLE FOR REPORT \_\_\_\_\_

OPERATING AGENCY Chattanooga Public Schools ADDRESS \_\_\_\_\_

AGENCY DIRECTOR Rodney Clabrook TELEPHONE NUMBER \_\_\_\_\_

INSTRUCTIONS: This report indicates the progress of the project in terms of output measures and time. The report is the responsibility of the Project Director. Please prepare the report in triplicate. Send two (2) copies to the Chattanooga Model Cities Agency, Department of Information, no later than the 29th of each month. This report is a complement to the Monthly Narrative Report. Your information cut-off date is the 25th of each month. Thus, this report should contain information starting at the 26th of the previous month. Accuracy is, of course, essential; however, when estimates must be used, please identify them with an asterisk (\*). Please retain one (1) completed copy of this report each month for reference. If you need assistance in preparing this report, please call the Information Section of the Chattanooga Model Cities Program at 698-6971, Ext. 28. This information sheet is not cumulative.



FOR PERIOD ENDING \_\_\_\_\_

CHATTANOOGA MODEL CITIES

DATE PREPARED \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_

Monthly Project Status Report

PREPARED BY \_\_\_\_\_

PROJECTS & OUTPUT MEASURES	OUTPUT ACHIEVEMENTS	TIME PERIOD																					
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March										
ESTABLISH A PROJECT ADVISORY BOARD WHICH WOULD MEET ON A REGULAR BASIS TO MAKE POLICY DECISIONS GOVERNING IMPLEMENTATION OF THE PROJECT WITHIN SPECIFICATIONS SET FORTH IN THE PROPOSAL	Planned																						
	Actual																						
Number of meetings	Planned																						
	Actual																						
Number attending each meet.	Planned																						
	Actual																						
RECRUIT AND TRAIN ADULT BASIC EDUCATION PROJECT PERSONNEL	Planned																						
	Actual																						
Number of applicants	Planned																						
	Actual																						
Number of Model Neighborhood applicants	Planned																						
	Actual																						
Number employed	Planned																						
	Actual																						

NOTES AND COMMENTS:

FOR PERIOD ENDING \_\_\_\_\_ DATE PREPARED \_\_\_\_\_

CHATTANOOGA MODEL CITIES

Monthly Project Status Report

PREPARED BY \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_

PROJECTS AND OUTPUT MEASURES	OUTPUT ACHIEVEMENTS	TIME PERIOD																						
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March											
Number of Model Neighborhood Area residents employed	Planned																							
	Actual																							
Amount of training provided	Planned																							
	Actual																							
Pre-Service	Planned																							
	Actual																							
In-Service	Planned																							
	Actual																							
PREPARE FOUR (4) CENTERS IN THE MODEL NEIGHBORHOOD AREA AND TO SECURE EQUIPMENT AND MATERIALS FOR THE CENTERS	Planned																							
	Actual																							
Number of Adult Basic Education Centers in operation	Planned																							
	Actual																							
Breakdown of attendance in each center	Planned																							
	Actual																							

NOTES AND COMMENTS:





FOR PERIOD ENDING \_\_\_\_\_

CHATTANOOGA MODEL CITIES

DATE PREPARED \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_

Monthly Project Status Report

PREPARED BY \_\_\_\_\_

SUBPROJECTS AND OUTPUT MEASURES	OUTPUT ACHIEVEMENTS	TIME PERIOD															
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March				
Number of employees assigned to each center	Planned																
	Actual																
TO CONTINUALLY DISSEMINATE INFORMATION TO THE GENERAL PUBLIC RELATIVE TO THE ADULT BASIC ED. PROJECT	Planned																
	Actual																
Different Media Used	Planned																
	Actual																
How Often	Planned																
	Actual																
How Long	Planned																
	Actual																
TO RECRUIT AND ENROLL AT LEAST 100 MODEL NEIGHBORHOOD AREA RESIDENTS OVER 16 YRS. OF AGE IN THE ADULT BASIC ED. PROJECT DURING THE FIRST ACTION YEAR	Planned																
	Actual																
Number of Model Neighborhood Area Residents applying	Planned																
	Actual																



FOR PERIOD ENDING \_\_\_\_\_

CHATTANOOGA MODEL CITIES

DATE PREPARED \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_

Monthly Project Status Report

PREPARED BY \_\_\_\_\_

SUBPROJECTS AND OUTPUT MEASURES	OUTPUT ACHIEVEMENTS	TIME PERIOD															
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March				
Number of actual Model Neighborhood Area enrollees	Planned																
	Actual																
Daily Attendance by hours	Planned																
	Actual																
IN THE FIRST ACTION YEAR PROVIDE GENERAL ADULT BASIC EDUCATION ENROLLEE AND ENABLE AT LEAST 40 ENROLLEES TO COMPLETE HIGH SCHOOL OR EARN AN EQUIVALENCY DIPLOMA THROUGH INSTRUCTIONAL ACTIVITIES	Planned																
	Actual																
Number of Adult Basic Education Dropouts	Planned																
	Actual																
Number of Enrollees applying for GED Test	Planned																
	Actual																
Number of Enrollees passing GED Test or Equivalent	Planned																
	Actual																

NOTES AND COMMENTS:



FOR PERIOD ENDING \_\_\_\_\_ DATE PREPARED \_\_\_\_\_  
 PAGE \_\_\_\_\_ OF \_\_\_\_\_ CHATTANOOGA MODEL CITIES  
 Monthly Project Status Report PREPARED BY \_\_\_\_\_

SUBPROJECTS AND OUTPUT MEASURES	OUTPUT ACHIEVEMENTS	TIME PERIOD																
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March					
PROVIDE REFERRAL SERVICES TO ADULT BASIC EDUCATION ENROLLEES FOR SUPPORTIVE & ADDITIONAL SERVICES SUCH AS DENTAL CARE, HEALTH, & SOCIAL SERVICES	Planned																	
	Actual																	
Number of enrollees using other agency services	Planned																	
	Actual																	
Number of Referrals by Adult Basic Education personnel for enrollees	Planned																	
	Actual																	

NOTES AND COMMENTS:



**APPENDIX H**

**RECRUITER FORM  
RECRUITER REPORT  
RECRUITER LETTER**

RECRUITER FORM

I. RECRUITER'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

PROSPECTIVE STUDENT'S NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

II. WILL YOU BE INTERESTED IN:

Reading	Spelling	Typing	English
Writing	Science	Arts and Crafts	
Math	History	Sewing and Knitting	

III. EXTRA ACTIVITIES:

Bus Trips	How to Help your Child Study
Special Speakers	How to use your Money Wisely
	Know your Community

IV. WOULD YOU LIKE TO GO ON OUR MAILING LIST?

V. WILL YOU NEED TRANSPORTATION?

VI. WILL YOU NEED CHILD CARE SERVICE?

VII. CHILDREN SHOULD BE WALKING AND TOILET TRAINED.

VIII. WHAT IS THE MOST CONVENIENT TIME FOR YOU TO ATTEND THE CENTER?

DOES STUDENT HAVE ANY SPECIAL SKILLS HE OR SHE WOULD LIKE TO SHARE WITH OTHERS?

RECRUITER REMARKS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A. B. E. DEMONSTRATION PROJECT  
Rodney S. Claybrook, Director

MEMORANDUM (INTER-OFFICE CORRESPONDENCE)

DATE November 3, 1971

TO: Mr. Rodney S. Claybrook

FROM: James E. Jones

SUBJECT: Recruiting Report

This report covers the period October 4, 1971 through October 31, 1971 considering 18 possible recruiting days.

Number of contacts	- 1332
Number of contacts interested	- 279
Number of contacts not at home	- 643
Number of contacts not interested	- 381

Percentage of contacts not at home	- 48%
Percentage of contacts interested	- 21%
Percentage of contacts not interested	- 29%
Percentage of contacts vacant	- 1.5%
Percentage of contacts presently enrolled	- 1.3%

Individual Effort

	<u># Stops</u>	<u>Average # Stop/Recruiting day</u>
Walton	249.6	15
Britt	229.5	12.8
Williams	173.8	9.6
Douglas	162.1	9.5
Sewell	162.1	9.5
Springer	157.1	8.7
King	115.4	6.4
Kelley	26.5	1.8
Johnson	22.5	1.3
Masengil	9.5	.6
Morris	9.5	.6
* Kilpatrick	5	5.0

Dear :

We have been missing you at the Adult Learning Center, and are eagerly looking forward to your return.

We do hope that whatever the problems keeping you away from the Center are no longer problems, and that we will see your face shortly.

REMEMBER, We provide free transportation and child care services. If we can be of further help, please do not hesitate to call us because we are here to serve you.

Sincerely yours,

ABE Staff

ELB:bt

1

**APPENDIX I**

**CUMULATIVE HOURS OF PARTICIPATION REPORT**





**APPENDIX J**

**STUDENT ENROLLMENT INFORMATION**

ADULT BASIC EDUCATION DEMONSTRATION PROJECT

Wilson Street A.B.E. Center

2000 Wilson Street

STUDENT ENROLLMENT INFORMATION

Name \_\_\_\_\_ Date Enrolled \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Phone number where you can be reached \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Age classification

Check one:

Birthday \_\_\_\_\_ Sex \_\_\_\_\_

16-20 \_\_\_\_\_

36-40 \_\_\_\_\_

21-25 \_\_\_\_\_

41-50 \_\_\_\_\_

26-30 \_\_\_\_\_

51-60 \_\_\_\_\_

31-35 \_\_\_\_\_

61-above \_\_\_\_\_

Social Security Number \_\_\_\_\_ Number of Children \_\_\_\_\_

MARITAL STATUS: (check one)

Single \_\_\_\_\_

Married \_\_\_\_\_

Widowed \_\_\_\_\_

Divorced \_\_\_\_\_

EMPLOYMENT:

Employed by \_\_\_\_\_ Telephone Number \_\_\_\_\_

Occupation \_\_\_\_\_

EDUCATION:

Last Grade Completed in School \_\_\_\_\_

How did you hear of this center? \_\_\_\_\_

Interests: (check subjects and/or areas that interest you)

BASIC EDUCATION: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Spelling \_\_\_\_\_

Arithmetic \_\_\_\_\_ English \_\_\_\_\_ History \_\_\_\_\_

Geography \_\_\_\_\_ Science \_\_\_\_\_ Other \_\_\_\_\_

Will attend classes: Days \_\_\_\_\_ Night \_\_\_\_\_ Hours \_\_\_\_\_

APPENDIX K

FOLLOW-UP OF ABSENTEES

A. B. E. DEMONSTRATION PROJECT  
CHATTANOOGA PUBLIC SCHOOLS

(IN A MODEL CITIES SETTING)

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FOLLOW-UP OF ABSENTEES

CENTER: \_\_\_\_\_ DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ ADDRESS: \_\_\_\_\_

TELEPHONE NO.: \_\_\_\_\_ RACE: \_\_\_\_\_

DATE OF ENROLLMENT: \_\_\_\_\_ DATE LAST ATTENDED: \_\_\_\_\_

GOALS OF STUDENT: \_\_\_\_\_

REASONS FOR ABSENCE (Check areas):

REASONS FOR TERMINATION (Check areas):

- A. Illness in Home \_\_\_\_\_
- B. Moved from Neighborhood \_\_\_\_\_
- C. Change in Working Hours \_\_\_\_\_
- D. Problems in Learning Center:

- A. Job \_\_\_\_\_
- B. Passed G.E.D. \_\_\_\_\_
- C. Moved from City \_\_\_\_\_
- D. Another School \_\_\_\_\_
- E. Change in Working Hours \_\_\_\_\_
- F. Personal Problems \_\_\_\_\_
- G. Did not give Reason \_\_\_\_\_

1. Inadequate Material \_\_\_\_\_

2. Teacher Assistance \_\_\_\_\_

3. Child-Care \_\_\_\_\_

4. Transportation \_\_\_\_\_

5. Learning Atmosphere \_\_\_\_\_  
(Comfortable, relaxed,  
etc. -Student/Teacher  
Relationships).

6. Other \_\_\_\_\_

NOTES: \_\_\_\_\_

E. Do you plan to continue your studies at your Center? \_\_\_\_\_

F. What can we do to assist you in returning to the Center? \_\_\_\_\_

G. Called by Phone: \_\_\_\_\_ Personal Visitation: \_\_\_\_\_

Sent Letter or Post Card: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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FOLLOW-UP QUESTIONNAIREConfidentialABE DEMONSTRATION PROJECT  
CHATTANOOGA, TENNESSEEPROJECT EVALUATION  
OF  
STUDENTS

1. NAME \_\_\_\_\_ 2. AGE \_\_\_\_\_
3. SEX & RACE \_\_\_\_\_ 4. EMPLOYMENT \_\_\_\_\_
- 
5. Program Evaluation (teaching and instructional techniques):
- Likes \_\_\_\_\_
- 
- Dislikes \_\_\_\_\_
- 
6. Progress assessment (does student feel he has made any significant gains while enrolled in this program?)
7. Educational Goals (both short-range and long-range objectives).
8. Occupational and Vocational Interests.

OBSERVATION - (Interviewer's Observation of student's behavior during Interview) (On the back, please.)

APPENDIX L

TRANSPORTATION RECORD SHEET





APPENDIX M

STUDENT FLOW SHEETS

STUDENT FLOW SHEET

NAME \_\_\_\_\_

SUBJECTS \_\_\_\_\_

DATE	START	FINISH	DATE	START	FINISH

STUDENT FLOW SHEET

NAME \_\_\_\_\_

SUBJECTS \_\_\_\_\_

DATE	START	FINISH	DATE	START	FINISH

STUDENT FLOW SHEET

Name \_\_\_\_\_

Goal(s) \_\_\_\_\_

Date	Time		Date	Time	
	In	Out		In	Out

STUDENT FLOW SHEET

Name \_\_\_\_\_

Goal(s) \_\_\_\_\_

Date	Time		Date	Time	
	In	Out		In	Out

**APPENDIX N**

**ALPHABET RECOGNITION CHECKLIST**

## ALPHABET RECOGNITION CHECKLIST

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_  
E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_  
J \_\_\_\_\_  
K \_\_\_\_\_  
L \_\_\_\_\_  
M \_\_\_\_\_

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_  
e \_\_\_\_\_  
f \_\_\_\_\_  
g \_\_\_\_\_  
h \_\_\_\_\_  
i \_\_\_\_\_  
j \_\_\_\_\_  
k \_\_\_\_\_  
l \_\_\_\_\_  
m \_\_\_\_\_

N \_\_\_\_\_  
O \_\_\_\_\_  
P \_\_\_\_\_  
Q \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_  
T \_\_\_\_\_  
U \_\_\_\_\_  
V \_\_\_\_\_  
W \_\_\_\_\_  
X \_\_\_\_\_  
Y \_\_\_\_\_  
Z \_\_\_\_\_

n \_\_\_\_\_  
o \_\_\_\_\_  
p \_\_\_\_\_  
q \_\_\_\_\_  
r \_\_\_\_\_  
s \_\_\_\_\_  
t \_\_\_\_\_  
u \_\_\_\_\_  
v \_\_\_\_\_  
w \_\_\_\_\_  
x \_\_\_\_\_  
y \_\_\_\_\_  
z \_\_\_\_\_

bt 6/5/72

Marilyn Hales, Master Teacher  
ABE Demonstration Project of the  
Chattanooga Public Schools

APPENDIX O

DICTIONARY USAGE AND VOCABULARY MATERIALS

161

145



## DEMONSTRATION IN DICTIONARY USAGE

### I. Use of Dictionary

- A. Words arranged alphabetically.
- B. Opening the dictionary properly.
- C. Find the guide words.
- D. Choose the correct meaning for a word.
- E. Check for correct spelling.
- F. Find the correct pronunciation.
- G. Use dictionaries for extra help.
  1. Synonyms -- words nearly the same meaning.
  2. Parts of speech.
  3. Plurals and parts of verbs.

### II. Using Websters' New World Dictionary (Copyright 1968)

- A. Turn to pages 2 and 3
  1. Note two columns of words
  2. Arrange alphabetically
    - a. AB
    - b. AC, etc.
- B. Top of page (above each column)
  1. Guide words
  2. First and last words on page.
- C. Locate word: Pages 1 and 2
  1. Abnormal - not normal, average, or typical, irregular. (shows basically, a single meaning)
  2. Academic - (1) of schools or colleges; (2) having to do with liberal arts rather than technical education; (3) formal, pedantic. (showing more than one meaning)

THE ABOVE PROCEDURES CAN BE FOLLOWED THROUGHOUT THE DICTIONARY

Jimmy Jones,  
Master Teacher

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## THE CRAZIEST DAY IN THE YEAR

By 2:00 p.m., Benjamin Hollowhy knew it was not the usual kind of Wednesday. When he got up that morning, it had looked like any old Wednesday. The paper boy was late, as usual. The weather was gray and wet like the Wednesday before. His wife burned the eggs and toast as she did every Wednesday (and Tuesday and Monday and Sunday and Saturday and Thursday). He almost missed the 8:00 o'clock bus, as usual. When he got to work, the boss (called "Smiley" because he never did), told him it was after 8:30. Yes, everything was very normal--up until about 10:00 o'clock, to be exact--about 10:08 a.m.; that was when he he heard the first voice. He had been working on a report that was already late. He had skipped his coffee break to finish it up. The voice was angry at first, "Those stupid idiots--running off for coffee and three weeks behind in their work! Only Hollowhy's stuck around to do his job--guess maybe I should think about giving him a raise!" This last remark brought Benjamin's head up sharply in surprise. He looked around but did not see anyone near him or even in the same room. Through the large glass window he could see into Smiley's office. The boss was there all right; but--how could he have heard Smiley's voice that far away? It didn't make sense!

Suddenly, a jumble of voices (all female) was heard. He looked around. No females in sight. One voice said, "That Cat! Making fun of my shape when I ordered that doughnut! Who does she think she is!" A different voice began, "Fat old Cow! Thinks she's so great because she makes more money than I do!" Benjamin was trying to think but more voices kept interrupting his thoughts. "Boy, Old Smiley really is crazy if he thinks I'd go out with the likes of him!" and, "That Benjamin Hollowhy! Trying to make us look lazy by not taking coffee breaks!" This time Benjamin really looked for the speaker--but the room was still empty. Then a new voice broke in, "If that bum doesn't quit putting his feet on me and burning holes all over my top, I'll \_\_\_\_\_." "Quit complaining--at least no one sits on you all day!" Then--still another voice--"I'm tired of being pushed around all the time and being turned upside down to erase other people's mistakes."

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Benjamin's head began to ache. He tried not to listen--there were so many voices now--"How would you like to sit in one place and have people throw trash and garbage in you?" "Well, it's no worse than having someone poke you all day with their fingers just to put some stupid marks on a sheet of paper!"

Benjamin had had enough! "STOP," he shrieked. His boss looked up, shocked into silence for once. Could that outburst have come from quiet little Hollowy? Amazing! Just then the office girls came back from their coffee break--also silent for once. Their backs were stiff with anger and they went to their own desks without speaking. But Benjamin heard their thoughts. Still the voices came--but no mouths were even open, much less moving. Benjamin felt almost like crying, which was something he hadn't done for about 47 years. All day long, he heard voices. Even when no one was anywhere near him. He was at his wit's end by the time five o'clock came. He was nearly running by the time he got to the door. He did run all the way to the bus stop. On the way home, he held his head between his hands and rolled his eyes in panic. At last, he stumbled off the bus, nearly home now. As he came up the walk he heard, "I wonder if Benjamin asked for that raise yet?" He felt like running away but he couldn't think of any place to go. So he went in and ate supper, trying desperately to ignore the noisy jumble of words in his head. After supper, he left the table abruptly and headed for the living room couch. As he lay down, he heard, "Ouch! Another darn heavy-weight! When is this family going to start dieting?" In seconds Hollowy was asleep, relieved at last from the chaos inside his head. At 12:01 a.m., his wife woke him to get him in to bed. He staggered into the bedroom, sat down carefully on the bed, waiting for the loud protest--but none came--Not a voice did he hear! Not even a squeak from the springs.

WEDNESDAY WAS OVER!

BUILD YOUR VOCABULARY #2

1. The fury of the storm made her feel uneasy.  
Uneasy means: (a)-angry (b)-worried (c)-relaxed.
2. His ancestors came to this country from Germany.  
Ancestors means: (a)-enemies (b)-forefathers (c)-friends.
3. She was very impressed with his excellent manners.  
Impressed means: (a)-strongly affected (b)-excited (c)-unhappy.
4. The old woman was very cross and irritable.  
Irritable means: (a)-forgetful (b)-ill (c)-touchy.
5. Growing boys always have enormous appetites.  
Enormous means: (a)-huge (b)-fussy (c)-tiny
6. They were famous for their warm hospitality.  
Hospitality means: (a)-uniforms (b)-nurses (c)-welcomes
7. The troops had to defend themselves from the enemy.  
Defend means: (a)-hide (b)-protect (c)-remove.
8. I hope you gave her accurate directions.  
Accurate means: (a)-correct (b)-misleading (c)-silly
9. The accident occurred soon after his return.  
Occurred means: (a)-remained (b)-was repeated (c)-happened
10. John mentioned that he would be late.  
Mentioned means: (a)-means (b)-said (c)-screamed.
11. How much money did you contribute to the Salvation Army?  
Contribute means: (a)-donate (b)-refuse (c)-collect.
12. Fortunately, we arrived before the play began.  
Fortunately means: (a)-unhappily (b)-luckily (c)-at first.
13. The rain ruined his best brown hat.  
Ruined means: (a)-cleaned (b)-dampened (c)-spoiled.
14. There could be a disaster if the dam were to break.  
Disaster means: (a)-tragedy (b)-investigation (c)-surprise.
15. The spectators cheered when the basket went through the net.  
Spectators means: (a)-players (b)-coaches (c)-watchers.

Marilyn Hales, Master Teacher  
ABE Demonstration Project of the  
Chattanooga Public Schools

bt 3/10/72 -Original

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VOCABULARY DEVELOPMENT  
(Subjects and Verbs)

## 4.41

**DIRECTIONS:** In the following sentences, underline the being verbs twice and the subjects once. There may be more than one subject and one verb in a sentence.

1. The Mexicans are a happy, fun-loving people.
2. We will be late if you are slow.
3. I am sure that I am your best friend.
4. The work seems difficult, but it is not too hard.
5. All of the hotel were large and luxurious.
6. Has the family been kind to the adopted son?
7. Edward became king; his kingdom was prosperous.
8. Dwaine grew taller and taller.
9. The houses were large, but they were not overly expensive.
10. The soup tastes salty, and it looks thick.

**DIRECTIONS:** In the following sentences, underline the subject once and the action verb twice.

1. I showed her the music box from Switzerland.
2. The speaker made a good impression on all who listened.
3. At the end of the round, the referee gave the decision.
4. When they announced a five-minute intermission, we went to the lounge.
5. The foreman posted the new schedule.
6. The shelter that we found gave us little protection.
7. With a modest smile on his face, he received the congratulations of friends.
8. When we reached the beach, Mel ran into the water.
9. Climb this small hill and look toward the east.
10. Steve laughed too much and spoiled the comedian's punch line.

**DIRECTIONS:** Underline all verbs, being and action, in these sentences. Underline both parts of an interrupted verb phrase. Sentences may have more than one verb.

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1. Have you heard the saying, "Rome was not built in a day"?
2. More than three thousand species of snakes are known, but no species is native in Hawaii.
3. As we returned our tools, our names were checked off the list.
4. Tomorrow is the first day of spring, but the weather remains cold.
5. This work has been carelessly done; I cannot accept it.
6. In the 1960 census, Alaska had 226,167 inhabitants; most of the population came from other countries.
7. You cannot expect to learn to skate when you sit on the bench.
8. We were seeing the Rocky Mountains for the first time; we were speechless.
9. Robert was a pessimist; he lost hope too quickly.
10. Were you told of his lack of ability and his carelessness?

W. Morant, Master Teacher  
ABE Demonstration Project of the  
Chattanooga Public Schools

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APPENDIX P

SPELLING PROFICIENCY SURVEYS (LEVELS A, B, C, AND H)

SPELLING PROFICIENCY LEVEL.

A Level

1. today
2. just
3. call
4. with
5. come
6. into
7. they
8. give
9. read
10. going
11. went
12. find
13. now
14. where
15. only
16. open
17. have
18. down
19. has
20. fly
21. yes
22. stop
23. get
24. take
25. before



## SPELLING PROFICIENCY SURVEY

B Level

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1. summer
2. begin
3. near
4. city
5. send
6. children
7. drink
8. poor
9. head
10. table
11. cannot
12. each
13. store
14. color
15. seven
16. doing
17. better
18. hand
19. place
20. winter
21. clean
22. paper
23. year
24. large
25. morning

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Level C

1. life
2. nothing
3. everyone
4. April
5. listen
6. women
7. family
8. north
9. quick
10. inch
11. Sunday
12. picture
13. happen
14. January
15. West
16. suppose
17. young
18. without
19. believe
20. season
21. wash
22. Tuesday
23. Friday
24. wonder
25. earth

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Level H

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1. liability
2. premium
3. language
4. burden
5. amount
6. continent
7. decimal
8. Chattanooga
9. deduction
10. divorce
11. multiplication
12. capacity
13. bargain
14. disability
15. benefit
16. maximum
17. retail
18. grammar
19. create
20. equation
21. daughter
22. Tennessee
23. policy
24. finance
25. election

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APPENDIX Q

REFERRAL DATA INFORMATION

177

157

A.B.E. DEMONSTRATION PROJECT  
Chattanooga Public Schools

CENTER

REFERRAL DATA INFORMATION

DATE	NAME OF STUDENT	ADDRESS OF STUDENT	NAME OF AGENCY	REFERRAL	ACTIONS TAKEN OR REASONS FOR REFERRAL	PERSON(S) RESPONSIBLE FOR REFERRAL	FOLLOW-UP

REFERRAL CODE: \*Referred to A.B.E.  
                  \*\*Referred by A.B.E.

APPENDIX R

OCCUPATIONAL OPPORTUNITIES FOR ABE STUDENTS  
JOB PROFILE

A.B.E. DEMONSTRATION PROJECT  
CHATTANOOGA PUBLIC SCHOOLS

Chattanooga, Tennessee

CENTER \_\_\_\_\_

MONTH \_\_\_\_\_

OCCUPATIONAL OPPORTUNITIES FOR A.B.E. STUDENTS

DATE	NAME OF JOB	POSITIONS AVAILABLE	JOB DESCRIPTION	CONTRACTING AGENCY	SALARY	STUDENTS INTERVIEWED	PERSON(S) RESPONSIBLE FOR INTERVIEW	FOLLOW-UP



JOB PROFILE  
Monthly Report  
(Agency to CDA)

Component \_\_\_\_\_  
Project \_\_\_\_\_

Agency \_\_\_\_\_  
Date \_\_\_\_\_

Staff	Title	MNR	Age	Sex	Race	Full Time	Part Time	No. Hrs. Per Week	Date Emp.	Salary raises		Training			Up-Grade Form:	Can be up-graded for:	Civil Service
										No.	Amt.	Asst. by CDA	Current Pre Service	Involved In Service			
1.																	
2.																	
3.																	
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46.																	
47.																	
48.																	
49.																	
50.																	



**JOB PROFILE  
CONSTRUCTION EMPLOYMENT**

Component \_\_\_\_\_ Name of Agency \_\_\_\_\_  
 Project \_\_\_\_\_ Monthly Reports \_\_\_\_\_ or Construction  
 (Construction Contractor to CDA) Date \_\_\_\_\_

Employees	Craft	MNR	Age	Race	Hourly Wage	no. Hours Per Week	Apprentice Status & Progress	Salary Raises		Up-grade Position	Union Status	Training Status
								No.	Amount			
Craftsman												
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
Apprentices												
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
Laborers												
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

APPENDIX S

TEST RESULT FORM

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NAME

EDUCATIONAL GRADE FOR  
VARIOUS SUBJECT AREAS

GATES SURVEY	PRE-TEST (TYPE)	TOTAL EDUCATIONAL GRADE	ELEMENTARY SCIENCE	LANGUAGE	LITERATURE	SPELLING	READING VOCABULARY	READING COMPREHENSION	SOCIAL STUDIES	HEALTH & SAFETY	ARITHMETIC REASONING	ARITHMETIC COMPREHENSION



APPENDIX T

DATA FOR PROFILE REPORTS

ABE DEMONSTRATION PROJECT  
Chattanooga, Tennessee

Date \_\_\_\_\_

Center \_\_\_\_\_ Location \_\_\_\_\_

DATA FOR PROFILE REPORTS

Categories                      General adult      Remedial      Other  
   basic education      education (GED)      areas

Residency - MNR \_\_\_\_\_

   Non MNR \_\_\_\_\_

Sex - Male \_\_\_\_\_

   Female \_\_\_\_\_

Race - Afro-American \_\_\_\_\_

   Caucasian \_\_\_\_\_

   Other \_\_\_\_\_

Age - Males \_\_\_\_\_

   16 - 31 \_\_\_\_\_

   32 - 46 \_\_\_\_\_

   47 - 61 \_\_\_\_\_

   62 and above \_\_\_\_\_

Females \_\_\_\_\_

   16 - 31 \_\_\_\_\_

   32 - 46 \_\_\_\_\_

   47 - 61 \_\_\_\_\_

   62 and above \_\_\_\_\_

Employment Status - Employed full time \_\_\_\_\_

   Employed part time \_\_\_\_\_

   Unemployed \_\_\_\_\_

Marital Status - Single \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_ Married \_\_\_\_\_

   Other \_\_\_\_\_

Family Role - Household Head Male \_\_\_\_\_

   Household Head Female \_\_\_\_\_

   Non-head \_\_\_\_\_

Page 2

## Categories

## Dependents - Number

0 \_\_\_\_\_  
 1 - 3 \_\_\_\_\_  
 4 - 7 \_\_\_\_\_  
 More than 7 \_\_\_\_\_  
 Total \_\_\_\_\_

Aid Status - Public Assistance \_\_\_\_\_  
 Other \_\_\_\_\_  
 Total \_\_\_\_\_

Income - Under \$3,000 \_\_\_\_\_  
 \$3,000 or more \_\_\_\_\_  
 Total \_\_\_\_\_

Physical condition - Physically handicapped \_\_\_\_\_  
 Mentally handicapped \_\_\_\_\_  
 Informec. \_\_\_\_\_  
 Total \_\_\_\_\_

## Referral Data - Agencies

Men \_\_\_\_\_  
 Women \_\_\_\_\_  
 Total \_\_\_\_\_

Attendance - A.M. \_\_\_\_\_ P.M. \_\_\_\_\_ Total \_\_\_\_\_

Recruitment - Enrollees recruited \_\_\_\_\_  
 Persons entering \_\_\_\_\_

Transportation - Persons needing transportation \_\_\_\_\_  
 Persons receiving transportation \_\_\_\_\_

APPENDIX U

STUDENT SELF-RATING FORM

B. E. DEMONSTRATION PROJECT  
CHATTANOOGA PUBLIC SCHOOLS  
(IN A MODEL CITIES SETTING)

MEMORANDUM (INTER-OFFICE CORRESPONDENCE)

April 26, 1972

TO: Mr. Rodney S. Claybrook, Director, ABE Master Teachers  
and Staff

FROM: Ernest Buffington and Erma Morris, Counseling Staff

SUBJECT: Results of the Student Self-Rating Forms

We have recently allowed fifty (50) of our regular students from the Dodson and Wilson Centers to complete the student self-rating forms. We shall continue to allow all students to rate themselves as time permits.

All of the individual rating forms are located in the counselor's office. If, perchance, you would like to view the individual forms, feel free to contact us.

The attached results indicate how the students rate themselves and our program. We suggest that you review the results and forward your comments, ideas, and suggestions to us.

ELB/EM:bt



**A. B. E. DEMONSTRATION PROJECT  
CHATTANOOGA PUBLIC SCHOOLS**

**BEST COPY AVAILABLE**

**STUDENT SELF-RATING FORM**

Results of 50 ABE Students

**NAME** \_\_\_\_\_ **CENTER** DODSON AND WILSON

**DATE** April 20, 1972

<b>QUESTIONS</b>	<b>OFTEN</b>	<b>SOMETIMES</b>	<b>NEVER</b>
Do you have a set time for studying?	13	28	9
Do you finish what you start to do?	31	17	2
Do you limit your breaks?	20	18	12
Do you study different subjects?	24	22	4
Do you find it difficult to study with others?	8	9	33
Does noise (other voices, doors banging, etc.) disturb you?	9	18	23
Does a teacher's presence make you nervous while studying?	7	15	28
Do you ever read the newspaper during your breaks or between subjects?	6	21	23
Do you know how to locate the book(s) you are using?	30	17	3
Do you have a specific time period for studying various subjects?	13	18	19
Do you thoroughly read directions before beginning a new subject or part of a subject?	30	17	3

170



QUESTIONS	OFTEN	SOMETIMES	NEVER
Do you ask questions of someone in the Learning Lab when you don't understand (directions, a problem, etc.)?	24	20	6
Do you earnestly work at your best ability?	28	20	2
Do you go to a dictionary when you don't know the meaning of a word or when you see an unfamiliar one?	23	20	7
Do you review work that you may have had difficulty with before?	18	26	6
Do you feel that you are progressing in your subject?	35	12	

APPENDIX V

COUNSELOR EXAMINATION  
STUDENT QUESTIONNAIRE

201

172

ABE DEMONSTRATION PROJECT of the

CHATTANOOGA PUBLIC SCHOOLS

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COUNSELOR EXAMINATION  
ADULT BASIC EDUCATION

1. What is your belief in the proper manner of eliciting student feed-back regarding his own objectives and motives for instruction?
2. What is meant by "Re-Education" as defined by the Tennessee State Department of Education?
3. How do you see the role of the Counselor related to the development of self-learning objectives by students?
4. What is meant by "experience Situations"?
5. What is considered to be the chief significance of micro-teaching with TV as determined by accepted ABE practices?
6. What is meant by an "Educational Learning System"?
7. What is your assessment of the individualized instruction approach to ABE?
8. What are the objectives of the Model Cities Program?
9. How do you relate yourself and the school system to the present Model Cities Program of Chattanooga?
10. In what field did you earn your degree? If you do not possess a degree, how does your experience qualify you for the "In lieu" provisions?

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STUDENT OBSERVATION SHEET

Student Name \_\_\_\_\_ Class \_\_\_\_\_

Dates and Times of Observation \* \_\_\_\_\_

Teacher (or Aide) \_\_\_\_\_

BEHAVIORS OBSERVED

1. Needs Expressions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Distress Signals (Anxiety Cues) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Expressions of Boredom \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Expressions of Involvement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Verbal Substitutions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Other Observations \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* Each Student to be observed for no less than 25 minutes.



A. B. E. DEMONSTRATION PROJECT  
 CHATTANOOGA PUBLIC SCHOOLS  
 (IN A MODEL CITIES SETTING)

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CENTER: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

STUDENT QUESTIONNAIRE  
 for  
 COUNSELING SERVICES

**INSTRUCTIONS:** Check ( √ ) one of the four terms that best describe your reaction to each question.

- SD = Strongly Disagree
- D = Disagree
- A = Agree
- SA = Strongly Agree

Number		SA	D	A	SA
1.	Upon entering the center, the counseling staff was helpful in explaining and describing the activities of the ABE Program.				
2.	A general tour of the facilities was provided to me by the counseling staff.				
3.	During my orientation period, I was given an opportunity to ask questions concerning the ABE Project.				
4.	The counseling staff is willing to listen as I explain my personal and educational problems.				
5.	The counseling staff is anxious to aid in providing worthwhile suggestions and advice concerning my personal, economic and social problems.				
6.	Employment opportunities were clearly discussed and explained to me concerning job placement and openings in the community.				
7.	The counseling staff was helpful regarding referrals to other agencies such as Model Cities, Public Health Department, CAP, CEP, NYC, etc.				
8.	Group Counseling Sessions are held by the Counseling staff as they are related to improving and solving community problems.				
9.	The counseling staff provides an opportunity for the student to participate in a self-evaluation of the activities in the center.				

Number		SA	D	A	SA
10.	The counseling staff has been instrumental in aiding me to understand the progress toward my educational goals.				

COMMENTS and SUGGESTIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ELB:bt 4/21/72