A CASE STUDY OF ADULT BASIC EDUCATION PROGRAMS IN NORTH CAROLINA AND IN VIRGINIA

by

Tony Lotito, Jr.

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements
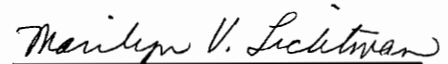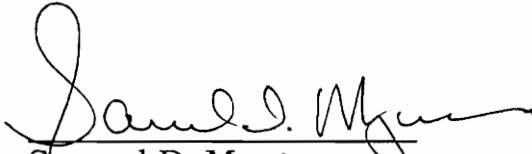for the degree of

DOCTOR OF EDUCATION

in

Community College Administration

APPROVED:

James L. Hoerner, Chairman

Darrel A. Clowes

Marilyn V. Lichtman

Samuel D. Morgan

Gerald F. Robinson

April 1990

Blacksburg, Virginia

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Committee Chairman:
James L. Hoerner

(ABSTRACT)

Public school systems have historically been responsible for the delivery of Adult Basic Education programs. However, recent amendments to the Adult Education Act have allowed for administration of Adult Basic Education programs to be expanded throughout the public and private sector. This expansion has created competition among potential providers of Adult Basic Education, particularly public schools and community colleges, regarding who should have responsibility for delivery of services (Cross & McCartan, 1984).

Data available from the North Carolina Department of Community Colleges and the Virginia Department of Education revealed significantly higher participation rates of enrollees in Adult Basic Education in North Carolina than in Virginia. In North Carolina, delivery of ABE programs is the responsibility of community colleges, whereas in Virginia the primary delivery system is the public school divisions within the state.

The specific purpose of this study was to ascertain why there are more enrollees in Adult Basic Education programs administered through community colleges than in Adult Basic Education programs

administered through the public school systems. This purpose was achieved by conducting case studies of ABE programs in four sites, two in North Carolina and two in Virginia; the informants in each site consisted of the local ABE administrator, ABE faculty, and ABE students.

The study addressed the following research questions:

1. What are the differences and similarities in: administrative structure; recruiting policies; program funding; and overall commitment of institutional and state leadership of Adult Basic Education programs in North Carolina as compared to Virginia?
2. What are the differences and similarities in attitudes and factors that motivate Adult Basic Education students to enroll in Adult Basic Education classes in North Carolina as compared to Virginia?
3. What are the differences and similarities in attitudes of Adult Basic Education faculty toward adult illiteracy, Adult Basic Education programs, and Adult Basic Education students in North Carolina as compared to Virginia?
4. How do the identified differences and similarities influence student participation rates in Adult Basic Education classes in North Carolina and Virginia, and what are the practical implications suggested by the findings for the administration of Adult Basic Education programs?

The data revealed major differences in administrative organization of ABE programs delivered through community colleges and ABE programs delivered through public school systems, which were shown to have a profound effect on ABE enrollment. In each of the identified differences, the researcher found community colleges to be both inherently and organizationally better equipped to attract larger numbers of ABE enrollees than are public school systems.

ACKNOWLEDGEMENTS

I wish to thank each member of my research committee for lending their scholarship, guidance, and support to a middle-age scholar who at times progressed excruciatingly slowly through the academic labyrinth. My deepest respect and admiration is expressed to my chairman, Dr. Jim Hoerner, for his willingness to assume the chairmanship and for offering the advice, patience, flexibility, and structure needed to lead me through this study. A special note of thanks goes to Dr. Marilyn Lichtman for her expertise, guidance, and friendly persuasion in assimilating the proper research methodology to complete this investigation.

No difficult task is achieved without the cooperation, assistance, encouragement and nurturing of others. Much appreciation goes to the informants who sacrificed their time to contribute to this study. I would be remiss not to mention the cooperation of the state directors of Adult Basic Education, Dr. Florence Taylor in North Carolina, and Dr. Lennox McLendon in Virginia, for their assistance in this research project.

I wish to extend recognition to my boss and friend, Dr. Harold Van Hook, who supported my return to academe and who was aware of the challenges encountered in my dual role as worker and student. I also extend thanks to Dr. Michael Bishara for his technical assistance in constructing various figures and appendices within the document and to my college president, Dr. Charles King, for his unyielding support and encouragement.

DEDICATION

I dedicate this work to my two children, Katie and Marty. I hope the persistence I have exhibited in completing this dissertation might set an example for them to be bold and unceasing in their efforts to develop their talents fully and then to use their talents to serve God and mankind.

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CHAPTER I
INTRODUCTION

Adult literacy has been defined as the ability to read, write, and compute adequately within the context of one's life situation for everyone over 16 years of age (Harman, 1986). Yarrington (1982) pointed out that an informed populace is the foundation for active citizen participation. The larger the number of citizens who communicate well and make decisions based on available information, the better the democracy and the government will function. Kozol (1985) quoted from James Madison, "A people who mean to be their own governors must arm themselves with the power knowledge gives. A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy or perhaps both" (p. 22). Therefore, it is in the public interest to achieve the highest possible adult literacy level. In addition to being the bedrock for citizen participation in a democracy, literacy is a necessity for individual success in a post-industrial society with its emphasis on knowledge, service, and employment in high technology. There is considerable concern in the business world about whether there will be enough literate workers to meet the technological demands of the future (Anderson, 1985).

Research in the 1970's concluded that approximately 23 million persons in the United States were unable to read and write well enough to perform daily tasks such as reading want ads in newspapers

(Duffy, 1986). According to a U.S. Department of Education study done in 1985, more than 27 million Americans 17 years of age or older cannot read or write well enough to perform basic requirements of everyday life. Another 45 million are considered barely competent in basic academic skills. In summary, more than 72 million--one out of three adults--may lack the reading and writing skills needed to function effectively. The U. S. Department of Education also estimates that illiteracy is growing at the rate of 2 million each year (Duffy, 1986).

Cross and Zusman (1979) identified one of the geographic areas in the United States with the highest rate of adult illiteracy as the rural South. Sullins, Vogler, and Mays (1987) noted that the rural South has long been among the most poorly educated regions in the country, with half of the adults twenty-five years and over having high school diplomas. By most measures of economic growth and development and educational attainment, the South is near the bottom of the scale. Cross and McCartan (1984) found evidence suggesting that adults with high levels of education are more likely to participate in adult learning than their less well-educated peers. Thus, states with well-educated citizens are likely to pull ahead of states where the overall adult educational level is lower (Cross and Zusman, 1979).

Despite the vast dimensions of illiteracy and semi-literacy, it has been quite properly referred to as America's hidden problem. There are at least two reasons for this. The first reason is that those who are illiterate do not advertise that fact. Being illiterate in this modern

society can be such an embarrassment that secrecy is usually maintained. Illiterates, therefore, are the very opposite of a literate vocal constituency (Kozol, 1985).

The second reason is society can live with this problem placidly and, for the most part, be unaware of it. If a random survey were taken among the literate population, most respondents would not rank illiteracy as one of the most significant problems this nation faces. However, this situation is rapidly changing. Demographic trends, the percentage of illiteracy, and the pace of technological change are combining to produce a scenario that makes living comfortably with the problem of adult illiteracy no longer possible (Duffy, 1986).

Not only does illiteracy drain individual success, but it also drains the public purse. Research at the Institute for the Study of Adult Literacy at Pennsylvania State University found that the cost of work place illiteracy is more than $225 billion a year. Adult illiterates earn 44 percent less than those with a high school diploma, are more likely to resort to crime, and are highly dependent on welfare. Consequently, adult literacy in the United States has been elevated to the status of a national social problem (Bluefield Daily Telegraph, February 26, 1988).

The passage of the Adult Education Act of 1966 and its subsequent amendments represented the first major funding effort of the federal government to reduce adult illiteracy (Grede and Friedlander, 1981). For the past 22 years, federal policy for adult literacy has been contained principally in the Adult Education Act and

in the administration of the program it supports. The Act authorized 90 percent federal funding with states matching 10 percent in order to encourage states to develop adult literacy education programs (Ellis, 1984). Funded under the Adult Education Act, Adult Basic Education is the largest single program to reduce adult illiteracy. Federal funding for this program, after sixteen years of growth, has been frozen at existing levels for the past seven years and, therefore, in constant dollars has diminished. The $100 million budget allocated to Adult Basic Education needs to be viewed in the context of the $20 million a year adult illiteracy costs taxpayers (Kozol, 1985).

Delker (1984) emphasized that the original authorization of Adult Basic Education gave much discretion to state and local agencies and clearly required states to bear the responsibility of developing adult literacy education programs. The 1978 amendments to the Adult Education Act contained several significant new policies. These amendments required that services to adults be expanded throughout the public and private sector, including community colleges, instead of relying so heavily on the public schools as had been done previously. The 1978 amendment also established expenditures for target populations and described how the program would reach those groups who needed ABE the most. This trend toward more directive legislation was reversed in the 1984 amendments, which were intended to streamline ABE and give states more discretion to operate their own ABE programs based on their individual needs (Ellis, 1984).

Increased Need for Research Data on Delivery
Systems Used in Adult Basic Education Programs

Paul Delker (1986), Director of the Division of Adult Education, United States Department of Education, provided data which revealed in fiscal year 1986 that every state used existing delivery systems-- public schools, community colleges, or a combination for the majority of its Adult Basic Education program sites. Cross and McCartan (1984) pointed out that in several states, the community colleges, with their open admission policies and active recruitment of adult part-time learners, have developed innovative and comprehensive remedial programs for adults. These actions have brought community colleges and local school districts into direct competition regarding who should have primary responsibility for adult basic education programs. States could profit from more information to determine what is distinctive about the mission of these two providers of Adult Basic Education classes, how much overlap exists, and which segments of the population are being serviced and by whom (Cross and McCartan, 1984).

Research Problem Statement

Data available from the North Carolina Department of Community Colleges and the Virginia Department of Education revealed significantly higher participation rates of enrollees in Adult Basic Education programs in North Carolina than in Virginia (see Table 1). In North Carolina, delivery of Adult Basic Education programs is the responsibility of community colleges. In Virginia, the primary delivery system used for Adult Basic Education programs is the public school system within the state. There has been little research, nationally or in North Carolina or Virginia, on which delivery system, the public school or the community college, is most likely to reduce barriers and make access to Adult Basic Education programs more readily available to adults. Nor have factors been identified that make one delivery system more attractive to potential ABE enrollees than another. The majority of research completed regarding participation in adult education programs has been survey research in which data-gathering has been forced into preset categories and has been concerned with who participates and why, or why some individuals do not participate in adult basic education (Imel, 1986).

TABLE 1

**ABE Enrollment
in North Carolina and Virginia
1985-86**

NORTH CAROLINA POPULATION			
Enrollees Male	Enrollees Female	Enrollees TOTAL	*Total Servable Population* *
23,968	29,815	53,783	*835,620*

VIRGINIA POPULATION			
Enrollees Male	Enrollees Female	Enrollees TOTAL	*Total Servable Population* *
8,866	14,130	22,996	*677,968*

* Servable Population denotes individuals 25 years
or older with less than 9 years of education (Source
U.S. Department of Commerce, Bureau of Census, 1980,
Washington, D.C.)

Cross and McCartan (1984) classified barriers to adult participation as situational, dispositional, or institutional. Situational barriers are those arising from one's situation in life at a given time. Lack of time because of responsibilities on the job or at home, for example, deters large numbers of potential learners age 25 to 45.

Institutional barriers consist of all those practices and procedures that exclude or discourage adults from participating in educational activities--inconvenient schedules or locations, for example. Dispositional barriers relate to peoples' attitudes and perceptions of themselves as learners. Adults with poor educational backgrounds, for example, frequently lack interest in learning or confidence in their ability to learn. Sullins, Mays, and Vogler (1987) listed an additional category, known as policy barriers, which identified a poor quality of education, inability to attract local funds, and lack of community leader development.

The problem concerns the two delivery systems used in Adult Basic Education programs (community colleges and public schools) and the reasons why one delivery system is able to attract more enrollees than another. Data from this study may generate knowledge useful in helping adult educators identify factors which influence adults to enroll in ABE programs and to determine if these factors are associated more with community colleges or with public schools as the primary delivery system.

Purpose of the Study

The specific purpose of this study was to determine why there are more enrollees in ABE programs administered through community colleges than in ABE programs administered through the public school systems. This purpose was achieved by a comparison of differences

and similarities relating to factors that influence adults' participation in ABE classes using two different modes of delivery in North Carolina and Virginia. These factors gleaned from research on adults' participation in organized learning by Cross and McCartan (1984) and Sullins, Vogler, and Mays (1987) include: (a) administrative structure of Adult Basic Education programs (institutional barriers); (b) student recruiting efforts (structural barriers); (c) student attitudes concerning adult illiteracy (dispositional barriers); (d) faculty attitudes concerning adult illiteracy and Adult Basic Education programs (policy barriers); (e) commitment of state and institutional leadership toward Adult Basic Education programs (policy barriers); (f) state and local program funding (policy barriers); plus other factors that may be identified in the process of conducting this research.

Research Questions

This study was designed to address four broad research questions that are appropriate to the case study form of naturalistic inquiry:

1. What are the differences and similarities in: administrative structure; recruiting policies; program funding; and overall commitment of institutional and state leadership of Adult Basic Education programs in North Carolina as compared to Virginia?

2. What are the differences and similarities in attitudes and factors that motivate Adult Basic Education students to enroll in Adult

Basic Education classes in North Carolina as compared to Virginia?

3. What are the differences and similarities in attitudes of Adult Basic Education faculty toward adult illiteracy, Adult Basic Education programs, and Adult Basic Education students in North Carolina as compared to Virginia?

4. How do the identified differences and similarities influence student participation rates in Adult Basic Education classes in North Carolina and Virginia, and what are the practical implications suggested by the findings for the administration of Adult Basic Education programs?

Significance of the Study

Sticht (1984) found that a major issue in examining adult illiteracy is the need to understand various delivery systems used for Adult Basic Education programs. Only scant descriptive data exists relating to various delivery systems used for ABE and on why some delivery systems seem to be more successful in encouraging adults to return to school than others. The question that is now surfacing in many states is not whether attention and support should be given to Adult Basic Education, but where the primary responsibility to reduce barriers and make access to Adult Basic Education available to adults throughout the nation should lie (Sticht, 1984). If delivery systems can be identified that reduce barriers to participation and that

encourage adults to enroll in ABE programs, and if factors can be identified which make these delivery systems successful in attracting enrollees, it may then be possible through the implementation of new theory grounded in these delivery systems to begin to decrease the percentage of illiterate adults in America.

Definition of Terms

Certain terms throughout the study need to be defined for clarity of presentation. A definitive terminology is thus presented to provide clarity throughout the study:

Adult: A person who is sixteen years of age or older.

Adult Basic Education Programs (ABE): Federally-funded programs intended for persons sixteen years of age or older, who are out of school, and have not completed high school. These programs include courses from the first through eighth grade levels in reading, language, mathematics, and English as a second language. ABE was originally funded through the Office of Economic Opportunity in 1964 and was transferred to the Office of Education in 1966.

Adult Illiteracy: Persons sixteen years of age or older who are out of school and whose basic skills of reading, writing, simple arithmetic, ability to speak English, and oral communications are so poor that they cannot function effectively in such daily tasks as reading a job notice, filling out a job application, or writing a check or letter (Adult Performance Level Project, 1977).

Case Study: "The study of a bounded system (the case) which features descriptions that are complex, holistic, and involve a myriad of interrelated variables; data that are likely to be gathered at least partly by personal observation, and a writing style that is similar to a narrative" (Stake, 1978, p. 5).

Community College: A two-year public college which offers the associate degree as the highest degree awarded. For the purpose of this study, community college is synonymous with "junior college," "technical college," and "technical institute."

Delivery System: Institutions or agencies whose responsibility it is to make adult basic education available to intended recipients.

Informant: A person who provides information relevant to a situation and concepts under study and is "native" to the "cultural scene" being explored (Spradley, 1979).

Naturalistic Inquiry: An inductive approach that documents "slice-of-life" episodes in "natural" language, with minimal investigator manipulation of the study setting and no prior determination of outcomes (Guba and Lincoln, 1981).

Limitations of the Study

The findings of case study research should be generalized with caution to other populations or samples with similar characteristics. The value of such a study is to explain different theories currently in

vogue and to generate information useful in forming hypotheses to be tested in further research with larger and broader populations.

CHAPTER II
REVIEW OF THE LITERATURE

The review of literature is organized in five sections. These divisions are meant to facilitate the presentation of relevant descriptive and empirical research that provide a conceptual background for questions addressed by the study, as well as illuminate the need for the study. These sections are: (1) definitions of adult literacy, (2) research on adult illiteracy both as a social problem and as an economic problem in the United States, (3) an historical perspective of applications to alleviate adult illiteracy in the United States focusing on the Adult Basic Education program particularly in North Carolina and Virginia, (4) factors affecting adults' participation in organized learning, and (5) the relationship of the community college to the Adult Basic Education program.

Adult Literacy Defined

Because literacy is historically and culturally relative, it is impossible to define in isolation from a specific time, place and culture (Imel and Grieve, 1985). Rosenwasser (1986), in a position paper, reported the adult literacy problem ranges from educating adults whose basic skills are below eighth-grade level, to those who are struggling to learn English as a second language, to those whose skills need strengthening in order to succeed in vocational programs.

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Committee on the Standardization of Education Statistics, an individual is literate when one has acquired the essential knowledge and skills which enable one to engage in all activities in which literacy is required for effective functioning in one's group and community (DiPerna, 1982).

In 1970, the Division of Adult Education of the United States Office of Education (USOE) adopted the following as the official definition of literacy: "the challenge to foster through every means the ability to read, write, and compute with the functional competence needed for meeting the requirements of adult living" (Cervero, 1980, p. 23).

More recent definitions of adult literacy have focused not solely on reading, writing, and computational skills but on the effective application of these skills. The concept of "functional literacy" has emerged to describe the use of basic skills in specific contexts. Because functional literacy is determined by external standards and criteria, the literacy judgement factor is removed from the individual's cultural group and social setting. The concept of functional literacy is controversial because such external criteria tend to reflect the bias of their developers rather than the value and norms of the individual's social and cultural group (Mark, 1983).

Practically speaking, Harman's (1986) definition of adult literacy seemed to be the most popular and emphasized the misery that millions of adult illiterates experience each day within the course of their routine existence in the United States. Illiterates cannot read instructions on medicine bottles; illiterates cannot read letters that their children bring home from the teachers; illiterates cannot read notices that they receive from welfare offices or the IRS. Illiterates cannot look up telephone numbers and must depend almost entirely upon label recognition to distinguish one item or product from another (Kozol, 1985).

Kozol (1986) identified 15 myths about illiterate America. These along with Kozol's response are:

1. Illiterate people suffer an affliction. Their status constitutes an epidemic. This language is an insult to non-readers. An epidemic is an Act of God. Illiteracy is an Act of Man. The task is not to heal affliction, but to redress injustice.

2. Illiterates are reluctant to come forward. Their hesitation is the greatest obstacle faced. Illiterates do face high risks of humiliation. The fact that millions overcome their fears and ask for help, only to be turned away due to lack of funds, is testimony to their courage and our parsimony. Blaming the victim is particularly unkind when the victims have been waiting, but lack the verbal skills to contradict those who accuse them of a lack of motivation.

3. <u>Illiterates are mostly immigrants and non-white people</u>. The largest number of illiterates are white and native-born. There would be a serious literacy crisis in this nation even if there were no recent immigrants.

4. <u>Illiterates are people who, by oversight, somehow fell through the cracks</u>. Illiterates did not fall through the cracks, because due to unequal allocation of resources, they never had a floor to stand on in the first place.

5. <u>With the use of phonics, there would be no literacy crisis</u>. Phonics has respected advocates. Fanatical excess discredits a good cause.

6. <u>America has the world's best education system</u>. <u>It is the students, not the system, that are at fault</u>. It would be more accurate to say that education in America is at its best unexcelled, but at its worse is inferior to that afforded to most citizens in comparable wealthy and developed social orders.

7. <u>There has been a drive for excellence for several years</u>. <u>Tougher tests and higher standards have begun to raise the reading levels of the students now emerging from the public schools</u>. Affluent children may have done somewhat better on test scores, but a large number of the pcor have been excluded from the competition altogether.

8. <u>If illiteracy rates are high, it is the fault of parents who do not read to their kids</u>. To blame or scapegoat an illiterate parent is

useless. Literacy training for illiterate parents would make more sense and be more productive.

9. <u>Television is to blame</u>. Rather than condemn television, ways should be sought to explore the use of it to bring people back to print.

10. <u>Computerized communications and some other aspects of technology has rendered literacy obsolete</u>. Computers rely on written words. People instruct computers, and other people are obliged to read them. Technology intensifies the need for people with competence to be its masters.

11. <u>The problem is not that people cannot read, but that they do not want to</u>. Illiterates do not elect to forfeit what they cannot possess.

12. <u>Illiteracy is not the cause of poverty, injustice, and unemployment</u>. <u>It is naive to try to solve this problem without first attempting to alter the conditions that impoverish millions of people</u>. The argument that literacy will not solve all of America's problems is valid. However, among the multitude of problems, illiteracy is one of the few that can be addressed and even alleviated. A wise society will not allow itself to lose this chance.

13. <u>The problem can be met at local levels</u>. <u>States and cities have the means to face this on their own</u>. Local groups can do a great deal. But those who feel that local groups can solve the illiteracy crisis on their own are not being realistic. To be successful,

local, state, and national efforts must co-exist collectively to alleviate illiteracy.

14. <u>If the money simply isn't there, let the burden of the task be left to volunteers</u>. The most effective use of volunteers is in conjunction with paid professionals. The choice is not between the dollar or the volunteer because without the dollar the leverage needed to make use of volunteers is lost.

15. <u>We need more information</u>. <u>Research is needed to find out what works</u>. The research needed next is that research which measures progress toward an expanded effort to alleviate literacy.

Adult Illiteracy as a Social Problem

Literacy and illiteracy are cultural; the need to read, to write, and to compute comes from values placed on these functions by the cultural or social groups in which one lives. They are also intergenerational. This intergenerational factor should be turned around so that parents transmit literacy to children (Mark, 1984).

Hirsch (1984) described cultural literacy as demanding more than mere linguistic skills; it demands participation in and knowledge about a shared body of knowledge. When the cultural content is determined, when society has decided what a citizen needs to know to be literate in the 1980's, then adult literacy can be achieved.

During the past 40 years, the definition of literacy and the needs of adult literacy education have changed. Before World War II, adult literacy programs focused on teaching totally illiterate adults to read and to write at the simplest levels. Now, however, a reading level of twelfth-grade is needed for adults to function in an increasingly complex society (Chall, 1984).

Arlene Fingeret (1982), in a qualitative study, examined the way in which illiteracy is perceived by illiterate adults. While the adults interviewed agreed it would be nice to know how to read and to write, some of those surveyed feared that the development of literacy skills and the subsequent increase in independence that literacy brings may entail losing one's place in the fabric of social life that exists in largely illiterate subcultures.

Adult illiteracy is a problem that is particularly recalcitrant. Eighteen years ago, in his inaugural address as governor of Georgia, a future President of the United States proclaimed his dedication to the crisis of illiteracy in America. He said if Switzerland and Israel can end illiteracy, then so can we. Today the number of identified non-readers is three times greater than the number Jimmy Carter had in mind when he described his challenge (National Commission on Excellence in Education, 1983).

Saying that illiteracy is a national priority is equivalent to saying that Americans must acquire the competencies and knowledge to face the tasks confronting them in the context of their role as family member, parent, producer or consumer, and citizen (Delker, 1986).

This is the nation we live in. This is the society that most of us did not create, but which we have been willing to sustain by virtue of benign neglect (Kozol, 1985).

In view of how difficult it has been to make significant headway on the problem of illiteracy in the past, the goal of abolishing illiteracy in the near future is an extremely ambitious one. There appears to be virtually no possibility of realizing this goal or even coming close unless (1) very substantial national resources are committed to its attainment, and (2) methods of teaching literacy are developed that are more effective than those that have been used in the past (Nickerson, 1985).

The United States currently ranks forty-ninth in literacy among the 158 members of the United Nations (Brown, 1985). In his book, The Other America, Michael Harrington (1969) described the situation as:

> There is a third world hidden in the first world. Within the borders of America there exists an underdeveloped nation whose occupants must be surrounded by constant, visible reminders of the comfort and the opportunities of which they are denied; their suffering may very well be greater than that which is undergone by those who live with none of those reminders in a nation where illiterate existence is accepted as the norm (p. 40).

Current statistics indicate adult literacy in the United States is alarming. The Coalition for Literacy (1985) reports that 27 million Americans, approximately 1 adult in 5, cannot read a job application or

a street sign. An additional 47 million adults are able to function minimally but not proficiently. Furthermore, 61 million of the non-high school population who are 16 years of age and older have less than a high school diploma (Mark, 1985).

Kozol (1986), in an address to the American Society of Newspaper Editors, reported that approximately 25 million adults read today below the fifth-grade level. Only a few million may be labeled "absolute non-readers;" most read at levels between the second and fourth grades. Another 35 to 40 million read between fifth and eighth grade levels. These numbers do not refer to years of school completed but to levels of achieved skill. The two groups total over 60 million adults in an adult population of almost 180 million. Kozol (1986) was not saying that one-third of all adults in the United States cannot read; he was saying that these people read at levels that deny them access to some very basic forms of education.

What criteria are used to determine if an adult is illiterate? Prior to 1975, grade completion data were used to determine the adult literacy level. As school attainment level is only one of several indicators of illiteracy, the U.S. Office of Education commissioned the Adult Performance Level Project (1977) to develop a more relevant measure. In order to identify how many adults were unable to cope with the responsibilities of everyday life, the project participants developed a list of 65 areas of competencies associated with their definition of "adult success." This research represented a major

breakthrough in defining functional illiteracy by American standards (Carper, 1987).

Based on the Adult Performance Level findings, researchers from the U.S. Office of Education estimated that 57 million adults did not have the literacy skills to complete the most basic tasks (Coalition of Literacy, 1985). Hunter and Harman (1979) used grade completion and census criteria to determine functional illiteracy and concluded that 64 million adults had not completed school and were not presently in school. Aker and Grant (1980) found 60 million adults, who were not enrolled in high school, have less than a high school education, and 16 million adults have less than an eighth grade education. There seems to be reasonable agreement among researchers concerning the number of functional illiterates in American society.

The whole illiteracy picture, including functional illiterates, may include as many as 74 million adults (Wellborn, 1982). Regretfully, despite efforts to curb it, illiteracy is a growing problem. Each year an estimated 2.3 million persons join the pool of adults considered functionally illiterate. This number includes high school dropouts, pass-along graduates, legal and illegal immigrants, and refugees (Business Council for Effective Literacy, 1984).

Imel and Grieve (1985) found the concept of functional literacy to be controversial. Because functional literacy is determined by external standards and criteria, the literacy judgement factor is removed from the cultural group and social setting of the individual.

Critics feel such external criteria tend to reflect the bias of their developers rather than the values and norms of the individual's social and cultural group.

Adult functional illiterates are found in every neighborhood and region of the United States, but the highest rates of illiteracy are in the inner cities and in the rural South (National Alliance for Business, 1986).

Recent research has established that rural adult learners look like, act like, and learn like urban adult learners, but their opportunities for participation in adult educational programs are limited because of access, distance and travel, self-confidence, and affordability (Barker, 1985). Neilson (1986) discovered that Adult Basic Education programs in rural communities must gain access to people in their communities; develop local involvement; determine needs and relate them to program/institutional mission; facilitate communication among learners, staff, and institutions; and use creative planning and strategies.

The problem of illiteracy is most concentrated among minorities (Wellborn, 1982). Wellman found 56 percent of Hispanics in the United States are considered functionally illiterate, as are 44 percent of Blacks, compared with 16 percent of Caucasians. Women are likely to be more illiterate than men (National Alliance for Business, 1986). Statistics indicate that persons with low educational levels are much more likely to be involved in crime, to receive public assistance, to live in poverty, and to be unemployed (Jackson and Harris, 1983).

Adult Illiteracy as an Economic Problem

What does illiteracy cost America in dollars? The Senate Select Committee on Equal Educational Opportunity estimated a figure of $237 billion in unrealized lifetime earnings forfeited by men 25 to 34 years old having less than high school level skills. That estimate, done in 1972, obviously needs updating. According to the Coalition for Literacy (1985), the federal government spends $6 billion for child welfare costs and unemployment compensation caused directly by the numbers of illiterate adults and spends another $7 billion to keep 750,000 illiterates in prison. The New York State Senate (1984) reported that the approximate 2,040,000 functionally illiterate citizens of that state cost millions of dollars in welfare payments and unrealized tax revenues.

There is concern in the business world whether there will be enough literate workers to meet the technological demands of the future. As competencies needed for employment continue to increase, academic competencies decline, causing a serious gap between work place needs and work place capabilities. If this trend continues, the results could bring economic catastrophe to the work place (Anderson, 1985).

To the illiterate adults themselves, the cost of their plight is greater than even the economic costs. Illiterate citizens seldom vote, and those who do cast a vote of questionable worth because they

cannot make informed decisions based on serious print information. Anguish, humiliation, embarrassment, dependency, lost pleasures, lost opportunities; these are the prices paid by men and women who cannot read, write, and handle numbers (Kozol, 1985).

The economic cost of illiteracy is high, and the loss of human potential is enormous. What makes the situation even more tragic is the fact that illiteracy is a solvable problem that can be overcome with a combination of public awareness, increased funding for new and existing literacy programs, and better planning (Henry and Raymond, 1984).

An Historical Perspective of Applications to Alleviate
Adult Illiteracy in the United States

Four major national efforts now exist to alleviate the illiteracy crisis in America: the government's official program, Adult Basic Education; the program of the U.S. military for remediation of its own recruits; Laubach Literacy Training; and Literacy Volunteers of America (LVA). Both Laubach and LVA are privately-supported. The federally funded Adult Basic Education program provides the largest scope with regard to population served of the illiteracy programs studied.

The federal action to alleviate the illiteracy crisis in America has its roots in the "War on Poverty" program of President Lyndon B. Johnson. The Economic Opportunity Act, passed by Congress in

1964, represented action by the federal government to combat poverty by allocating money to encourage states to deal with the problem (Statewide Awareness Campaign for Literacy, 1984).

Cook (1977) labeled the 1960's as a time when the federal government took an unprecedented interest in the problem of illiteracy. For the first time, concern was expressed in the form of federal legislation, programs, and funds. The following identifies some of the more significant actions reported by Labunski (1985):

1. Manpower Development and Training Act (MDTA) of 1962 formed a partnership between the Department of Health, Education, and Welfare, and the Department of Labor. Programs were aimed at providing further schooling for unemployed adults in an effort to prepare them for vocational positions.

2. Economic Opportunity Act of 1964 (EOA) provided the first direct funds from the federal government for literacy education.

3. Adult Basic Education (ABE) program resulted from Title 11B of the Economic Opportunity Act of 1964.

4. Higher Education Act of 1965 provided indirect benefits for literacy education. Title V funded a National Teachers Corps to train people to teach in educationally deprived areas.

5. Adult Education Act of 1966 provided a National Advisory committee on ABE to review the effectiveness of federally-supported adult basic education programs (p. 41).

In September of 1983, the Reagan administration created the National Adult Literacy Initiative. As articulated by President Reagan, the Initiative has two goals: to raise all adults in the country to a functional reading level and to focus on promoting literacy among adults (Sticht, 1984). Vines (1983) described the Adult Literacy Initiative as a collaborative effort among the public, private, voluntary, and military sectors to address illiteracy through adult education. The Department of Education, as part of the Initiative, established the National Adult Literacy Project. This project identified model literacy programs and developed and tested new materials (Bell, 1984). In addition, the Adult Literacy Initiative encouraged literacy efforts from the following segments of society: state and local officials, minority communities, special education groups, and groups serving disabled persons.

Other efforts to alleviate adult illiteracy also exist. Project PLUS (or Project Literacy U.S.) is a project whereby the American Broadcasting Company (ABC) and the Public Broadcasting System (PBS) agreed to telecast commercial spots as well as several documentaries emphasizing the plight of illiterate adults and urging those in need of help to seek it (Vanis and Mills, 1987). Duffy (1986) emphasized that both ABC and PBS are not experts on this or any other problem in education. The role of the broadcaster is to communicate, and it is hoped that PLUS would raise the awareness level of illiteracy as a problem and encourage participation from all segments of society to help solve the problem.

Horrell (1983) described a group in Gloucester County, Virginia, known as People Organized for Worthwhile Education of Residents (Project POWER). The two goals of Project POWER were: the establishment of a volunteer tutorial program to instruct adult ESL and ABE students and to improve the existing adult education program. Philadelphia's Center for Literacy (CFL) is an effort to improve recruitment and retention for volunteers for programs in tutorial literacy and English as a second language (ENO, 1981).

Efforts to address the problems of functional illiteracy among adults in rural areas are also underway. From 1910 to 1935, a campaign termed Opportunity Schools was waged in the southern United States to eradicate adult illiteracy. This program used volunteers as teachers, and it revolved around night, summer, or cotton mill schools. Clay and Jackson counties in Tennessee have current efforts underway modeled somewhat after the Opportunity Schools. Unfortunately, the scope of the problem far exceeded the resources committed to the problem (Akenson, 1984).

Undereducated older adults constitute another group that must be addressed when building strategies for alleviating adult illiteracy. Bradley (1982) and others found that a curriculum model for adult basic education among the senior adult population must consider at least four important factors: (1) the heterogeneous nature of the senior citizen population; (2) their specific information and interest needs; (3) the specific nature of the learning activities; and (4) the specific barriers and facilitators pertinent to this population.

The passage of the Adult Education Act of 1966 and its subsequent amendments represented the first major funding effort of the federal government to reduce adult illiteracy (Grede and Friedlander, 1981). The Act authorized 90 percent federal funding with states matching 10 percent in order to encourage states to develop their own adult literacy education programs (Ellis, 1984). Funded under the Adult Education Act, Adult Basic Education is the largest single program to reduce adult illiteracy.

The Adult Basic Education program has been the most significant force to alleviate adult illiteracy in both North Carolina and Virginia. There are, however, differences in the way the ABE programs are administered in the two states.

North Carolina was the first state to submit a state plan under the Economic Opportunity Act of 1964. Since the approval of this Act, North Carolina has maintained an active ABE program administered through the Department of Community Colleges. Local ABE programs are operating in each of the 58 community colleges and technical schools at no charge to participants. Programs operate within the broad guidelines of the federal and state governments, but because this tends to be enabling rather than prescriptive regulation, programs are designed by the local institution in an effort to meet the needs of the local population.

North Carolina's ABE programs have suffered from the same shortage of funds that has plagued the field nationally since the inception of ABE. Recently, however, the state legislature of North

Carolina approved state funds for ABE programs in addition to the matching percentage required for federal money. This is called FTE funding and is based upon the number of adults each program serves. Thus, there is now a potentially powerful incentive and resource for ABE program development and expansion in North Carolina (Fingeret, 1985).

In Virginia, the Adult Basic Education program is funded under the Adult Basic Education Act of 1966 and is administered by the Adult Education Service, Division of Vocational Research and Adult Services of the Virginia Department of Education, primarily through Virginia's 159 public school systems. The program is operated with part-time supervisors, part-time teachers, and inadequate counseling and support services. Total funds for the ABE program have remained fairly constant since 1980, although student enrollments and populations have steadily increased. Program participation is limited by geographical inaccessibility and scheduling. In general, the program is failing because illiteracy is not taken seriously and funded adequately at the federal or state levels (Sherron, 1985).

Factors Affecting Adults' Participation
in Organized Learning

Because it is usually the people who need education most who fail to participate in adult education, understanding the barriers to

participation has been a subject of special interest to researchers and policy-makers.

Adults participate in educational activities for a variety of reasons. Adults in ABE programs are no different. Mezirow, Darkenwald, and Knox (1975) noted that ABE participants usually arrive individually, leave individually, and largely fail to socialize even during class break. Therefore, ways need to be found to assist adult students in developing the concept of self-work, coping skills, and an enjoyment of the educational process since many of them come to class having experienced failure in so many ways.

Charner and Fraser (1986) focused on improving assessment of the sociopsychological, situational, and structural deterrents to participation in adult education. Cross and McCartan (1984) identified three barriers to participation in adult education: situational barriers, institutional barriers, and dispositional barriers. Situational barriers are those arising from one's situation in life at a given time. Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities. Dispositional barriers relate to people's attitudes and perceptions of themselves as learners. Research by Leonard et al. (1986) indicated that self-reported reasons for dropouts among surveyed GED programs were largely situational (trouble getting to class, child care, job responsibilities) rather than institutional or dispositional, following Cross's topology of barriers to participation.

Reece (1985) pointed out the need to consider new practices and procedures to expand and improve services to adult learners. Foremost among his recommendations are: (1) Development of creative delivery systems. Most adult classes have traditionally been scheduled during the evening to accommodate the traditional student who worked during the day. Today a need exists for more flexibility in scheduling. Classes should be held in the morning or afternoon in addition to evenings. Weekend classes also seem to be becoming more popular among adult students. (2) Building alliances between existing and new providers of adult education. As the demand for educational services grows, so will the influx of new providers. Collaboration needs to expand at the local, state, and national levels. Such alliances serve to produce program content that is more likely to be relevant to the needs of the client group, and they often reduce the amount of time and effort invested in program planning and promotion. In addition, working together increases the credibility of the program. (3) Giving more attention to the selection, orientation and training of adult instructors. The instructor must become aware of the learning needs of each class member and find ways to relate to students who vary greatly in their characteristics as learners and reasons for enrolling in the course. One way to prepare teachers to teach adults is to schedule teaching methods workshops for part-time instructors. In some cases, an experienced member of the adult staff coaches the new instructor one-on-one. Another approach is to arrange a new

instructor to observe an experienced adult instructor in an actual teaching situation.

Scanlan and Darkenwald (1984) explored the underlying structure of the many reasons adults give for not participating in formal education. In particular, among these items which had commonly been subsumed by Cross (1981) and others under the "situational" category of deterrents, three distinct source variables emerged: one related to occupational constraints, one to family constraints, and one to cost. Three other deterrent factors which emerged were: lack of benefit (what will be gained from he program, disengagement (uncertainty, apathy, boredom, and alienation with the education process), and lack of quality of the program. Of practical importance for providers of adult education is the fact that four of the six factors identified (i.e., lack of quality, cost, lack of benefit, and work constraints) reflect, in part, perceptions related to program characteristics.

Darkenwald and Valentine (1985) identified factors that deter the general public from participating in organized adult education. An instrument was developed and mailed to a randomly-selected sample of households and yielded six factors of deterrence. These were: lack of confidence, lack of course relevance, time constraints, low personal priority, cost, and personal problems. Obviously, some deterrents were within the control of program planners (e.g., course location or the provision of on-site child care), while others were beyond their control (e.g., lack of interest or employer reimbursement).

Scanlan (1986) examined factors associated with adults' nonparticipation in organized learning. His research concluded that programs that are successful in overcoming deterrents possess the following characteristics: careful planning, selection, and design of appropriate methods of recruitment and programming; use of theoretical knowledge of participation and its practical manifestations; and attention to the needs, expectations, concerns, and characteristics of the prospective clients.

Bova and Zelazek (1984) analyzed data to see if reasons for participation given by 85 females and 72 males enrolled in ABE classes in New Mexico were related to age or sex. Findings revealed that the factors "escape" and "stimulation" were of moderate importance to students between the ages of 18 and 45, of little to those in the midlife stage, and of above moderate importance to those over age 55. Based on these findings, the researchers recommended that ABE instructors make more use of small group instruction, mentoring programs, field trips, and community awareness programs.

A study of the adult literacy program at Seminole Community College in Sanford, Florida, used a survey of GED examinees' assessment of the quality of the program and identified those methods of advertisement which were most productive in recruiting students. Findings revealed: (1) the main reason for taking the GED test was job related; (2) the most effective advertising appeared to be "word-of-mouth" from relatives and friends; and (3) over 80 percent of the

participants would strongly recommend the program to others (Mize, 1983).

Researchers discovered that large numbers of older adults with minimal education have a low level of participation in adult basic education. It is estimated that the level of illiteracy among older adults ranges from 10 percent to 50 percent (Fisher, 1987). Although persons over 65 represent 16.1 percent of the adult population, the U.S. Office of Education estimated that only 3.5 percent of the total 1977 adult basic education enrollees were adults over 65 years of age (Kasworm, 1981).

It may be necessary to consider the literacy needs of older adults separate from those of the adult population in general (Kasworm, 1982). Fisher (1987) reported on a study that identified the distinguished characteristics of active older adults who participate in educational activities and measured factors that motivate participation. It was found that respondents participated in learning activities because they enjoyed being with other people, liked the challenge of learning, and were attracted by the usefulness of the subject matter. Those who did not participate mentioned the following as deterrents: lack of transportation, night classes, uninteresting courses, high cost, and lack of time. Through demographic and other data collected in the study, Fisher concluded that participation is related to prior educational experiences, confidence in relationships with others, propensity to engage in self-directed learning activities, awareness of the availability of educational programs and interest in topics for future

learnings. In light of these findings, he suggested that programs for older adults should use self-directed learning activities and should concentrate on helping older adults build dependable relationships with others.

Rural adults participate in post-secondary education at a lesser rate than their suburban counterparts, particularly in the rural South (Sullins, Vogler, and Mays, 1987). Lick (1985) identified several barriers that rural schools face, which generally apply to post-secondary schools as well. These include: distance to be traveled to attend class, inability to finance support systems such as shops and libraries, and higher poverty levels of potential students. Sullins, Vogler, and Mays, using the same classification of barriers that were used by Cross and McCartan (1984), identified barriers to literacy that adults in rural Appalachia face.

In addition to the situational, dispositional, and institutional barriers that Cross and McCartan described, Sullins, Vogler, and Mays (1987) listed an additional category known as policy barriers. This category includes: lack of legislative support (rural vs. urban), absence of public empathy, inability to attract local funds and partnership initiatives, poor quality secondary education, lack of consensus from agencies and resources to focus on rural problems, lack of community leader development, and lack of cooperation among institutions and agencies.

The Relationship of the Community College
to the Adult Basic Education Program

Grede and Friedlander (1981) found that an increasingly-large number of community colleges are beginning to offer Adult Basic Education as part of their curricula. As stated earlier, in the past the public school system was the primary provider of ABE, as mandated by the state departments of education.

With a few exceptions, community colleges have been primarily concerned with addressing basic skill problems of their own students through in-house developmental programs. These programs tend to serve students who are marginally, rather than functionally, illiterate (Cohen and Brawer, 1982). Furthermore, developmental programs represent one of the most rapidly growing functions of the community college (Roueche and Armes, 1980). According to Lombardi (1978), by the late 1970's, community colleges in almost all states were given at least some jurisdiction over Adult Basic Education. Lombardi also predicted that by 1990, Adult Basic Education programs will be transferred to community colleges in all states. Cohen (1987), using telephone interviews, sought information concerning enrollment trends and funding issues from 95 randomly selected, public two-year colleges in the United States. ABE was found, in terms of past and projected enrollments, to be the fastest-growing area. Cohen also found that ABE and vocational training were the programs most often subsidized with state and federal monies.

Cross and McCartan (1984) noted that as more providers, including community colleges, became involved in delivering ABE, more care must be taken to reduce overlap and competition, while making access to basic educational opportunities available. Examples of three states trying to resolve overlap and competition are as follows:

In California, both community collages and local school districts have responsibilities for adult education; however, the primary responsibility for non-collegiate work is assigned to the public school districts. The situation becomes complicated because community colleges may offer adult basic education and other non-collegiate courses if mutual agreement exists between school districts and community colleges (Cross and McCartan, 1984).

In Illinois, Wallhous and Rock (1983) found that community colleges provided the majority of ABE programs, although in some regions of the state, high schools have taken over the responsibilities. Legislation provided that planning documents agreeable to both high schools and community colleges be submitted to the state board of education before funds would be provided.

In Florida, the Adult General Education Act of 1981 specifies that all adults must have the opportunity to acquire basic literacy skills necessary to function in society. The role of the state in this process has been to create financial incentives and to encourage local resolution of local disputes (Bing, 1982).

There are a variety of reasons why community colleges desire to include Adult Basic Education in their curricula. Three of the most

obvious are: (1) Adult Basic Education fell within their educational mission (Lombardi, 1979); (2) community colleges chose to expand their educational mission to provide services needed by disadvantaged students; and (3) Adult Basic Education programs increased the amount of state and federal funding received by the community college (Grede and Friedlander, 1981).

According to Moore (1970), most of the criticism of Adult Basic Education programs in community colleges is related to funding issues. Literacy programs, including ABE, are frequently administered by local secondary school systems who "guard their turf" in regard to management of these programs. Community college administrators in these states are reluctant to move into an area that has been the responsibility of secondary school systems and to argue that availability of dollars to support these programs is not adequate justification for a new initiative. Furthermore, Moore exhorted that few community college teachers can or want to teach remedial students. Lombardi (1978) countered that argument through research which shows in community colleges part-time faculty are generally employed to teach remedial students.

Community colleges which have included Adult Literacy as part of their curricula have been able to develop exemplary programs. The following are examples of some of the institutions and their progress:

In July, 1979, Rio Salado Community College established a countywide Adult Basic Education program for the citizens of Maricopa County, Arizona. Between 1979 and 1987, enrollments rose from 729

students to over 5,700 students. A major contributing factor to this growth lies in the ability of the program to help satisfy the diversity of multilevel, multicultural adult students by having the classes in comfortable and familiar places such as churches, shopping malls, and community-based agencies and centers. Other special features of the program include: (1) its emphasis on staff development activities; (2) the use of volunteer support systems to recruit students and aid instructors; and (3) the use of demonstration projects such as computer-assisted adult literacy classes (Vanis and Mills, 1987).

When it was discovered that fewer than 75 residents out of 650 illiterate adults in urban subsidized communities in Pensacola, Florida, were enrolled in ABE programs, Pensacola Junior College decided to develop an outreach program for those people not enrolled. The program operated out of mobile classrooms. After obtaining needs' assessment data from the area housing commission, the project planners included promotional materials in tenant and community newsletters. Then, two demonstration/preregistration sessions were held in each housing community. Enrollment in the program was so large that offerings were expanded beyond ABE into areas such as teaching home economic skills, as well as consumer education and family relations (Grant, 1986).

The Mississippi State Department of Education (1986), through Hinds Junior College in Raymond, Mississippi, designed the Dial-a-Teacher Project to provide an alternative delivery system for ABE. The project was not intended to replace but rather to enhance

centrally located programs. Instruction was provided by telephone--one telephone used for incoming participant calls and two telephones equipped with an amplifier system used by teachers for outgoing calls. Basic education instruction was provided by telephone on Monday and Tuesday evenings. The program enrolled and offered assistance to more than 100 participants.

Another example of community college outreach in adult literacy is ABLE, Adult Basic Literacy Education Program, operated at Central Piedmont Community College in Charlotte, North Carolina. Parnell (1985) described this program as a pilot project to determine whether the technology of computers, VCR's and sound-slide programs can be used to teach basic literacy skills to adults. Results show ABLE students may advance an entire reading grade level in 20 hours compared to 150 hours to achieve this same result in conventional ABE classes (Business for Effective Literacy, 1985).

The main goal of the ABLE program was to reduce learner frustration and attrition by speeding up learner achievement. This would indicate a substantial savings of time and money for both the educational system and the student (Business for Effective Literacy, 1984, September).

Lombardi (1979) reiterated that Adult Basic Education is within the mission and tradition of the community college. ABE programs, as do comprehensive community college programs, prepare academically, socially, economically, or physically-handicapped

students to enter the mainstream of American life as productive citizens.

According to Boyer and Hechinger (1981), higher education needs to redouble efforts to meet more effectively the needs of those who have been inadequately served by education in the past. The community college should maintain its commitment to the "open door" where comprehensive literacy programs for adults in an adult learning environment seem to be the preference of adults, rather than literacy programs offered at the public high schools - institutions where these adults have previously failed to learn or which have previously failed to help them learn.

Grede and Friedlander (1981) called for the need to study the extent and nature of Adult Basic Education programs in community colleges in order to ensure effective delivery of ABE programs. To meet the challenge of the illiteracy crisis, new instructional strategies for teaching literacy skills must continue to be developed, and innovative methods of attracting those in need of literacy skills must be implemented. Old problems and new challenges in developing Adult Basic Education programs in community colleges indicate a need for evaluative guidelines which can be both flexible and effective, in order to narrow the gap between those who need assistance and those who receive assistance (Carper, 1987).

Summary

The literature review includes a brief discussion of various definitions of illiteracy and examines adult illiteracy as a social and economic problem in America. To provide a theoretical framework for the study, factors affecting participation of adults in organized learning were explored. While it was not the purpose of this study to examine factors affecting the participation of adults in organized learning, it is important to understand that a knowledge of what factors affect participation may ultimately be linked to why there are more enrollees in North Carolina ABE classes than in Virginia ABE classes. Finally, a historical perspective of applications to alleviate adult illiteracy in the United States were reviewed including the relationship of the community college to the Adult Basic Education program.

CHAPTER III
RESEARCH METHODS

This study utilized a qualitative research approach of naturalistic inquiry, and specifically, the methodology of the case study. Qualitative research is undertaken when description and explanation (rather than prediction on cause and effect) are sought. The purpose of gathering qualitative data is to characterize something as it is with no manipulation of treatments or subjects, thus allowing for in-depth investigation of the attitudes, beliefs, experiences, and perceived needs of individuals in a particular phenomenon (Merriam, 1988).

The case study offers a means of investigating complex social or educational issues consisting of multiple variables of potential importance in understanding a specific phenomenon. Unlike experimental, survey, or historical research, the case study does not claim any particular methods for data collection and data analysis. Anchored in real-life situations, the case study results in a rich and holistic account of the study phenomenon. It offers insights that expand the reader's experiences and also possesses the unique ability to deal with a full variety of methods of gathering data including documents, artifacts, interviews, and observations. The following sections discuss the case study method, the selection of the sample, and the method used for data collection and analysis, along with issues of reliability and validity inherent in the case study method.

Case Study Method

A case study is an intensive description and analysis of a phenomenon or a social unit such as an individual, group, institution or community. The concern is with investigating as many variables as possible in a single unit of analysis (Guba and Lincoln, 1981). Becker (1968) defined the purpose of a case study as twofold: "to arrive at a comprehensive understanding of the groups under study and to develop general theoretical statements about regularities in social structure and process" (p. 223).

Merriam (1988) described four characteristics that are essential properties of a qualitative case study: particularistic, descriptive, heuristic and inductive.

Particularistic means that case studies focus on a particular situation, event, program or phenomenon. The case itself is important for what it reveals about the phenomenon and for what it might represent. Case studies concentrate attention on the way particular groups of people confront specific problems, taking a holistic view of the situation.

Descriptive means the end product of a case study is a rich, "thick" description of the phenomenon under study. Thick description is an anthropology term and means the complete, literal description of the incident or entity being investigated. The description is usually qualitative--that is, instead of reporting findings

in numerical data, case studies use literacy techniques to describe and analyze situations.

Heuristic means that case studies illuminate the reader's understanding of the phenomenon under study. Previously-unknown relationships and variables can be expected to emerge from case studies leading to a rethinking of the phenomenon being studied.

Inductive means that case studies rely mostly on inductive reasoning. Discovery of new relationships, concepts, and understanding, rather than verification of predetermined hypotheses, characterize qualitative case studies. Occasionally, the researcher may have tentative working hypotheses at the outset of the case study, but the expectations are subject to change as the study proceeds. Merriam (1988, p. 30) stated that the true aim of a case study "is not to find the correct or true interpretation of the facts, but rather to eliminate erroneous conclusions so that one is left with the best possible, the most compelling, interpretation." Consequently, the case study approach was selected for its usefulness in identifying and describing various patterns that emerge when comparing adult basic education programs in North Carolina and Virginia. A broad range of events and behaviors associated with a given situation was documented, analyzed and categorized by the researcher to arrive at an understanding of the groups under study, and specifically, in this study, to find out reasons why more ABE students are enrolled in North Carolina than in Virginia.

The Population

For qualitative studies, the conceptual framework and research questions determine the foci and boundaries within which samples are selected. Obviously, one cannot study everyone doing everything, even within a single case, therefore, selections of samples in qualitative research tend to be more purposeful than random (Miles and Huberman, 1984). Glaser and Strauss (1967) and Denzin (1978) referred to this type of sampling as theoretical sampling. When comparison groups are used, theoretical sampling also serves the purpose of providing both the differences and similarities of data that bear on the categories being studied. "This control over similarities and differences is vital for discovering categories, and for developing and relating their theoretical properties, all necessary for the development of an emergent theory" (Glaser and Strauss, 1967, p. 55).

For this study, the aim was to identify a sample of ABE students, ABE faculty and ABE administrators (state and local) from two states using different means of delivering ABE instruction. This would make it possible to compare differences and similarities in Adult Basic Education classes using different modes of delivery.

To locate two states that provided the most relevance to the concepts under study, data from the U. S. Department of Education, Office of Vocational and Adult Education 1985-1986, FEA Title III Adult Education (CFDA-84.002) were analyzed. These data provided a state-by-state analysis of the various delivery systems used for Adult

Basic Education programs. In most cases, each of the fifty states uses a combination of delivery systems for Adult Basic Education programs. After careful study of the data, two states were identified which relied on a single delivery system for their ABE programs. These two middle-Atlantic, southern border states of North Carolina and Virginia not only rely on a single delivery system for ABE programs, but the delivery systems of the two states are in contrast to each other, one being administered by community colleges and the other by public school divisions.

This study was limited to individuals who are either enrolled in, teach, or administer Adult Basic Education classes in rural Appalachian areas of North Carolina and Virginia. The researcher identified rural areas of each state using the Standard Metropolitan Statistical Areas (1980 Census). The nature of the study was explained and permission granted from local and state ABE officials in both North Carolina and Virginia to conduct the study using the following institutions:

In North Carolina, Adult Basic Education classes are delivered through the Department of Community Colleges. Two rural Appalachian colleges located in western North Carolina were chosen as sites for this study. In Virginia, where ABE is delivered primarily through the public school systems, two rural county school systems were chosen as samples. There are several reasons that the four sites chosen provide the most theoretical relevance to the concepts under study. First, all sites are located in rural Appalachia. Rural areas were chosen as samples because ABE data in both states identified rural

areas as having the largest proportion of citizens in need of ABE programs. State ABE directors point to the fact that urban areas also have high percentages of citizens in need of Adult Basic Education programs, but ABE programs in urban areas in both states are attracting high proportions of potential enrollees.

Some other reasons for the selection of these sites were similar size population and similar percentage of non-high school graduates. A less obvious but equally valid reason for choosing these sites was the willingness of the administration and faculty at each site to offer support and cooperation to the researcher. This spirit of cooperation became a significant factor when seeking documents and other pertinent records needed to conduct the study. Furthermore, state ABE directors from North Carolina and Virginia identified one of the chosen sites in each state as having an exemplary ABE program and the other site in each state as having an average ABE program. This was an important factor to consider since the sites were compared, thus avoiding the confounding factor of comparing exemplary programs to poor or average programs.

In this study there were four cases or sites, two in North Carolina and two in Virginia. The two sites in North Carolina were contrasted with the two sites in Virginia to identify and analyze factors which influence the participation rates of ABE enrollees and to determine if these factors were more prevalent in ABE programs administered by community colleges or public schools.

Data Collection

The general research approach that was used in this study is naturalistic inquiry which employs qualitative methods aimed at understanding "naturally occurring phenomena in their naturally occurring states" (Patton, 1980, p. 41). Ethnographer James Spradley (1980) described naturalistic inquiry as a pathway to understanding the cultural differences that make us what we are as human beings; to step outside our narrow cultural backgrounds and to perceive the world from the viewpoint of other human beings. Spradley is the only researcher who has described in detail some structured strategies for data collection and analysis anchored in hands-on work with actual data. His methods also allow other researchers to examine data collection as well as conclusions that are drawn during data analysis (Miles and Huberman, 1984). Consequently, many of Spradley's methods for data collection and data analysis were used in this study.

Observational data were used to describe settings that were observed, activities that occurred, people who participated, and the meaning of the setting and activities to those people who participated. Observations can be used as a check on information that is revealed during interviews (Patton, 1980).

Students taking part in this study were interviewed using the technique known as group interviewing. The group interview, or focus group interview, is a technique which grew out of the group therapy method used by psychiatrists. The concept is based on the

assumption that individuals who share a problem will be more willing to talk about it amid the security of others who are also talking about it. Instead of using a structured question and answer methodology, the procedure is to encourage a group to discuss feelings, attitudes and perceptions of the topic being studied (Axelrod, 1975).

The ideal focus group is 8 to 12 people. Fewer than 8 is likely to burden each individual, while more than 12 tends to reduce each member's participation. It appears that the more socially and intellectually homogeneous the interview group, the more productive the session. The number of group sessions conducted depends on the topic being considered, the number of segments to be studied, and expense and time for the group (Bellinger and Greenberg, 1978).

The role of the moderator is of prime importance to the success of group interviews. Rapport, level of verbal ability, relevancy, and direction of the discussion are important responsibilities of the moderator. It is recommended that the interviews be recorded thus allowing the moderator to concentrate on leading the group and not be concerned with taking notes. The tape recording is then transcribed and reviewed for important ideas and concepts which may be translated into relevant hypotheses (Bers and Smith, 1987).

Semi-structured, open-ended interviews were used to gather information from teachers and administrators. This style of interview was used in the collection of data for this study because it permitted the researcher to pursue inquiry which is suggested during the course of the interview. Kerlinger strongly supported the interview as an

effective means of collecting information: "The formal interview far overshadows the other (methods) as perhaps the most powerful and useful tool of social scientific research" (1973, p. 412). The interviews may provide rich, contextual information that allows individuals to present their experiences, beliefs, and reasonings in ways that are meaningful to them.

Group interview and initial individual interview questions were derived from literature on identifying barriers to participation in Adult Basic Education programs. Each interview was taped using an audio-cassette tape recorder. This method provided a precise record of responses to questions, comments, and reactions while permitting the researcher to focus attention on the conversation and other cues of the interviewees.

The researcher, through observational data, described activities that occurred, people who participated, and the importance of the setting to those people who participated. These observations were made in each of the four sites being studied and were used to verify information that was revealed during interviews. This use of observational data is recommended by Patton (1980).

Printed documents describing program policy and procedures, program funding, contracts and agreements, evaluation, and other pertinent records were examined. Program documents and records were used as a basic source of information about program activities and were also stimuli for generating questions for interviews.

First data collection cycle. This cycle consisted of in-person interviews with the informants (faculty members and administrators) at four different sites, two in North Carolina and two in Virginia. A set of broad, open-ended interview questions was designed to gather information about factors that enable ABE delivery systems to attract enrollees. These questions, in the form of an interview guide, were based on information suggested by the literature review related to factors that enable potential candidates to enroll, or factors that create barriers to enrolling in Adult Basic Education classes. (See Appendix A for the Interview Guide.) The interview guide was not a tightly-structured set of questions, but rather a list of items to ask about when talking to the person being interviewed. If these questions did not elicit the desired information, additional questions were used as probes. Kurz (1983) described probes as being used to explore ideas the interviewer might not mention and also to make the interviewee expand on certain items in order to provide a fuller description. The interview guide was expanded or revised as additional interviews were conducted, thus enabling this researcher to explore new theories which may have emerged.

The first set of questions included descriptive questions designed to elicit from informants specific information about their routine activities relating to their involvement in Adult Basic Education programs. Structural and contrast questions were formulated as the interview proceeded to discover more detailed meanings associated with information provided by the informants.

Descriptive questions enable a researcher to collect an ongoing sample of an informant's "natural" language. Descriptive questions are the easiest to ask, and are used in all interviews (Spradley, 1979). Following is an example from an interview of what Spradley refers to as an ethnographic question, an expression of cultural ignorance, and finally, a descriptive question:

> "Well, let me begin with a simple question. I've never been to Brady's Bar and I don't know what takes place there on a typical night. Even when I've been to other bars, it's usually for an hour or so, never for an entire evening as a waitress would spend. Could you start at the beginning of an evening, say a typical night at Brady's Bar, and describe to me what goes on? Like, what do you do when you first arrive, then what do you do next? What are some of the things you would have to do on most nights, and then go on through the evening right up until you walk out the door and leave the bar" (p. 42)?

Categories of information known as domains began to emerge from responses to these descriptive questions. Spradley (1979) defined a domain as any symbolic category that includes other categories. All the members of a domain share at least one feature of meaning. Spradley also noted that domains are the first and most important unit of analysis in ethnographic research. These domains of information lead to structured questions.

Structural questions are designed to discover information about domains. These questions allow the researcher to find out how informants have organized their knowledge, and to elicit additional

information that belongs in each domain. From the same interview (as the descriptive question) is an example of a structural question:

> "You've mentioned quite a number of things you do during a typical evening. You punch in, set up your tray, pick up empty bottles, take orders, clean tables, serve orders, and make last call. Now, would you say that these are all the things you do at Brady's Bar?" PAM: "OH, yes. Every night. That's about all I do" (p. 45).

Once this interviewer has derived an adequate amount of information from descriptive and structural questions, the next questions asked the informants will be contrast questions. Contrast questions are of great importance because they seek to find out what an informant means by the various terms used in his "natural" language. They become powerful tools because they are designed to elicit information about differences or similarities within a domain or between two or more domains. Contrast questions also seek the discovery of tacit knowledge, that knowledge which is outside of awareness, which represents the essence of naturalistic inquiry. From the same interview (as the descriptive question and the structural question) is an example of a contrast question:

> "Now, I'd like to ask a different kind of question. I'm interested in the differences between some of your activities. What is the difference between taking orders and serving orders" (p. 47)?

In accordance to the study done by Asche (1987), in-depth interviews ranged from one to three hours in length. A journal was kept and entries made immediately following each interview pertaining to fine nuances of the informant's behavior and impressions

of the interviewer that could not be discovered in taped or transcribed words of the informant.

After all interviews were completed in each site, additional interviews were conducted with each state director of Adult Basic Education programs in North Carolina and Virginia. These interviews were conducted for the purpose of triangulation of the data. Triangulation supports a finding by showing that independent measures agree or at least do not contradict existing information which has been generated (Guba and Lincoln, 1981). In this study, the state directors of ABE represented a third party to act as an independent source of data to agree or at least not contradict information that was gathered from the two sites in North Carolina and the two sites in Virginia.

Second data collection cycle. After the first round of data had been completely analyzed, telephone interviews were conducted with all faculty and administrative informants. The purpose of this second interview was to elicit information needed to confirm patterns and themes that emerged from the first cycle of data. The questions asked were open-ended so as not to lead the response of the informant.

Data Analysis

In using qualitative or naturalistic inquiry, the principal objective of the researcher is to describe in detail what was observed in the field. In this study, a system of analytic induction, referred to by

Spradley (1979) as domain analysis, was used to identify categories of information pertaining to the concepts being studied. Domain analysis consists of identifying domains embedded in what people say. Each domain consists of three basic elements: cover terms, names for domains; included terms, items from the interview which fit inside the domain; and semantic relationships which link two categories together (the cover term and the included terms) (Asche, 1987).

Spradley (1979) found that every culture has an enormous number of cover terms and an even larger number of included terms. This makes it difficult to search for new domains by only looking for cover terms. A more efficient procedure in identifying domains makes use of the semantic relationship as a starting point. Research shows that the number of semantic relationships in any culture is quite small, perhaps less than two dozen (Gelb, 1973). Spradley (1979) contended that certain semantic relationships appear to be universal and that the following nine semantic relationships are the most useful for beginning an analysis of semantic domains. In the following list of these relationships, "X" represents the included terms and "Y" represents the cover term.

1.	Strict inclusion	X is a kind of Y
2.	Spatial	X is a place in Y,
		X is a part of Y
3.	Cause-effect	X is a result of Y,
		X is a cause of Y
4.	Rationale	X is a reason for doing Y

5.	Location for action	X is a place for doing Y
6.	Function	X is used for Y
7.	Means-end	X is a way to do Y
8.	Sequence	X is a step (stage) in Y
9.	Attribution	X is an attribute (characteristic) of Y (Spradley, 1979, p. 111)

Coding of the Data

The two procedures used by Asche (1987) to transcribe interviews into domain analysis were used in this study. The first procedure converted each descriptive interview question into a domain. Next, each transcribed question was carefully analyzed to determine its semantic relationship and into which domain the response would be coded. Responses which did not fit any of the domains (from the interview questions) provided an additional source of informant-expressed domains. (See Appendix B for a list of the final domains.)

"For every sentence coded into a semantic relationship within a domain, the following information was provided on a domain analysis worksheet: 1) the interview tape number which has coded into it the informant's identification; 2) transcription page number; 3) the included term; and 4) the semantic relationship and domain applicable to the included term" (Asche, 1987, p. 57). An example of

a domain analysis worksheet and a sample of actual data may be found in Appendix C.

Pattern and Theme Identification

The concept of cultural themes, first introduced by Morris Opler (1945), was integrated into this study to provide a holistic view of Adult Basic Education programs in the case studies being analyzed. Cultural themes are the elements that make up the broader patterns of a culture, and these themes emerge by searching in a systematic way for relationships among domains (Spradley, 1979). After domain analysis had been applied to all interview data, a componential analysis was made. A componential analysis is the systematic search for the components of meaning associated with each domain. Thus, each domain was searched for attitudes and beliefs of ABE students, faculty, and administrators that was repeated by the informants.

Next, patterns were identified across cases in North Carolina and Virginia. These patterns were displayed on matrices and comparisons were made between the two states. These comparisons led to the discovery of cultural themes in each state. Most ethnographers consider that the search for a single, all-encompassing cultural theme is futile. Instead, it is more likely that a culture will be integrated around several themes (Spradley, 1979).

Methodological Issues

The case study offers a means of investigating complex social units anchored in real life situations. It offers insights and illuminates meanings that expand its readers' experiences. The special features of case study research that provide the rationale for its selection also present both advantages and limitations in regard to validity and reliability (Merriam, 1988). For example, reliance upon the investigator as the primary instrument for data collection and analysis can produce brilliant insights about a phenomenon, or it can produce an incorrect or even a fraudulent analysis. Therefore, in a case study research design, careful attention to reduce threats to validity and reliability through specific procedural guidelines must be adhered to.

Potential bias is a possibility in any research design that relies on impressions and recollections of interviewees as a major source of data. Miles and Huberman (1984) listed two sources of potential bias as: (a) the effects of the researcher on the site (difficulty in establishing rapport with interviewee, focused questioning, and preconceived ideas about the existence and importance of factors in the analysis of data) and (b) the effects of the site on the researcher (memories can be faulty and human perceptions are sometimes limited).

Specific steps taken to reduce bias were: triangulation of data through group interviews and document analysis, case studies conducted at multiple sites, recording in a journal impressions of

interview situations, and the use of the same descriptive question to guide each interview. In addition, all interviews were audio-taped.

Because the data were collected and analyzed by a single researcher, there were no measures of inter-researcher reliability. However, the indexing and coding of original data, in addition to a detailed explanation of procedures of data manipulation allows other researchers the opportunity to analyze and interpret the data. Finally, the case studies have been critiqued for accuracy by the state directors of Adult Basic Education programs in North Carolina and Virginia respectively.

Because ethnographic data depends on the relationship of researcher to subjects, the researcher's data are often challenged due to lack of collection skills, the presence of preconceived ideas, and the use of selective perception in observation (Rist, 1973). For these reasons, the investigator was trained in qualitative data collection skills prior to conducting the study.

This training began by auditing a formal three-semester-hour class at VPI & SU in qualitative research methods. This course presented an overview of case study research and provided the researcher with an opportunity to observe and to conduct interviews with fellow students. These interviews, both group and individual, were critiqued by the professor. An additional requirement of the class involved conducting interviews and observations in a setting outside the classroom. This enabled the researcher to interview and observe Adult Basic Education students, faculty and administrators.

These interviews were audio-recorded and transcribed into notes. The notes were then analyzed and the entire process evaluated by the professor.

The researcher also had the opportunity to discuss data collection skills with research experts from Southeastern Institute of Research, Inc., located in Richmond, Virginia. Rebecca H. Day, Director of Qualitative Research for Southeastern Institute, provided guidelines for conducting successful qualitative research and allowed her interviews to be observed through a two-way mirror.

Finally, Dr. Steve Bourne, Chairman of the Business Department at Bluefield State College, Bluefield, West Virginia, allowed the researcher the opportunity to interview him as if Dr. Bourne were a faculty member and an administrator of Adult Basic Education programs. Dr. Bourne had extensive experience conducting interviews, and his critique was extremely helpful in developing the data collection skills of the investigator. These experiences provided assurance to the researcher's doctoral committee of his preparation to conduct this study.

A final methodological issue worthy of discussion is the inability in case study research for one to generalize from a small sample to a larger population. Cronbach (1975) warned against making generalization the ruling consideration in conducting research. He suggested that exceptions to generalization should be taken as seriously as the rule, and that any generalization become a working hypothesis, not a rule. The purpose of this study was to generate a

number of working hypotheses which will provide guidance for future studies concerning factors that influence student participation in Adult Basic Education classes.

CHAPTER IV
DATA ANALYSIS

This chapter begins with a description of the four case study sites chosen for this investigation, including a description of the case study units (the informants) within each site. In the section that follows, a synthesis of the findings in the two sites in North Carolina, and a synthesis of the findings of the two sites in Virginia are presented, followed by an analysis of the data in relation to each research question. The final portion of this chapter presents a description of the case study units within each site. Information regarding the names of the community colleges and the public school systems selected as sites and the names of all informants interviewed have been omitted to provide the confidentiality promised to the informants.

Site I

Site I is a community college located in rural western North Carolina and was selected for this study based on the criteria identified in Chapter III. The community college serves a population of 75,000 with the predominant industry being textiles. Demographic data pertinent to the ABE program found in the site metropolis, including a profile of informants interviewed, are presented in Tables 2 and 3.

In order to answer the research questions presented in Chapter I, in-depth individual and group interviews were conducted with three groups of informants. These groups include: (a) the local ABE administrator, (b) ABE teachers; and (c) ABE students. A description of these interviews is presented on Page 99.

TABLE 2

SITE I

DEMOGRAPHIC CHARACTERISTICS OF
LOCAL ABE ADMINISTRATOR

INFORMANT	AGE	SEX	EDUCATION LEVEL	WEEKLY WORK-HOURS	YEARS EXPERIENCE	COMMENTS
I	30	F	M.A.	40	1.5	

DEMOGRAPHIC CHARACTERISTICS OF
ABE FACULTY

INFORMANT	AGE	SEX	EDUCATION LEVEL	EMPLOYED F/T AS ABE FACULTY?	YEARS EXPERIENCE	COMMENTS
II	33	M	POST M.A.	Yes	12	
III	44	M	M.A.	No	23	

DEMOGRAPHIC CHARACTERISTICS OF
ABE STUDENTS

INFORMANT	AGE	SEX	EDUCATION LEVEL	CURRENTLY EMPLOYED?	MARITAL STATUS	CLASSROOM HOURS/WEEK	YEARS ENROLLED IN ABE
1	50	F	7	Yes	S	10	1
2	34	F	7	Yes	M	10	1
3	46	M	6	Yes	M	12	2
4	54	M	8	Yes	M	12	1
5	57	M	6	Yes	M	8	2
6	59	M	7	Yes	M	6	3
7	43	F	8	No	M	10	2
8	37	F	7	No	S	10	2
9	31	M	6	Yes	M	8	1

TABLE 3

SITE I: Chain of Organizational Management

```
┌─────────────────────────┐
│       PRESIDENT         │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│     VICE-PRESIDENT      │
│      (Instruction)      │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│          DEAN           │
│ (Continuing Education)  │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│      ABE DIRECTOR       │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│      ABE FACULTY        │
└─────────────────────────┘
```
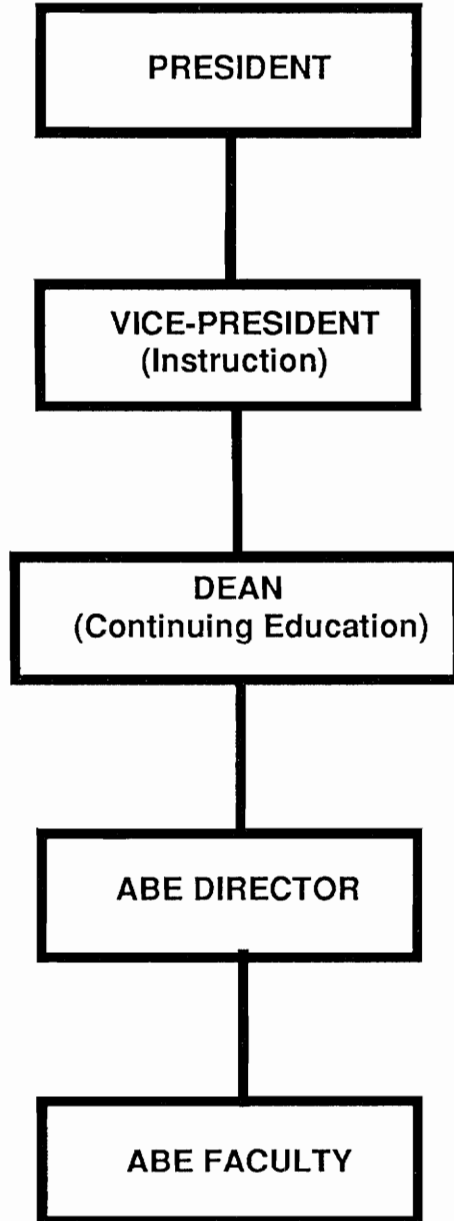
Site II

Site II is a community college located in rural western North Carolina and has been responsible for the delivery of ABE programs since 1966. The college serves a population of 70,000 with textiles being the most viable industry in the region. In-depth individual and group interviews were conducted with: (a) the local ABE administrator; (b) the ABE teachers; and (c) the ABE students, for the purpose of gathering information pertinent to the investigation. A narrative account of these interviews is depicted beginning on Page 109. Demographic data pertaining to the ABE program within this site is presented in Tables 4 and 5.

TABLE 4

SITE II

DEMOGRAPHIC CHARACTERISTICS OF
LOCAL ABE ADMINISTRATOR

INFORMANT	AGE	SEX	EDUCATION LEVEL	WEEKLY WORK-HOURS	YEARS EXPERIENCE	COMMENTS
I	36	F	Ed.S.	40	3	

DEMOGRAPHIC CHARACTERISTICS OF
ABE TEACHERS

INFORMANT	AGE	SEX	EDUCATION LEVEL	EMPLOYED F/T AS ABE TEACHER?	YEARS EXPERIENCE	COMMENTS
II	39	F	M.A.	Yes	4	
III	49	F	B.S.	No	10	

TABLE 5
SITE II: Chain of Organizational Management

```
              ┌─────────────────────────┐
              │        PRESIDENT        │
              └─────────────────────────┘
                          │
              ┌─────────────────────────┐
              │     VICE-PRESIDENT      │
              │      (Instruction)      │
              └─────────────────────────┘
                          │
              ┌─────────────────────────┐
              │          DEAN           │
              │ (Continuing Education)  │
              └─────────────────────────┘
                          │
              ┌─────────────────────────┐
              │      ABE DIRECTOR       │
              └─────────────────────────┘
                          │
              ┌─────────────────────────┐
              │      ABE FACULTY        │
              └─────────────────────────┘
```
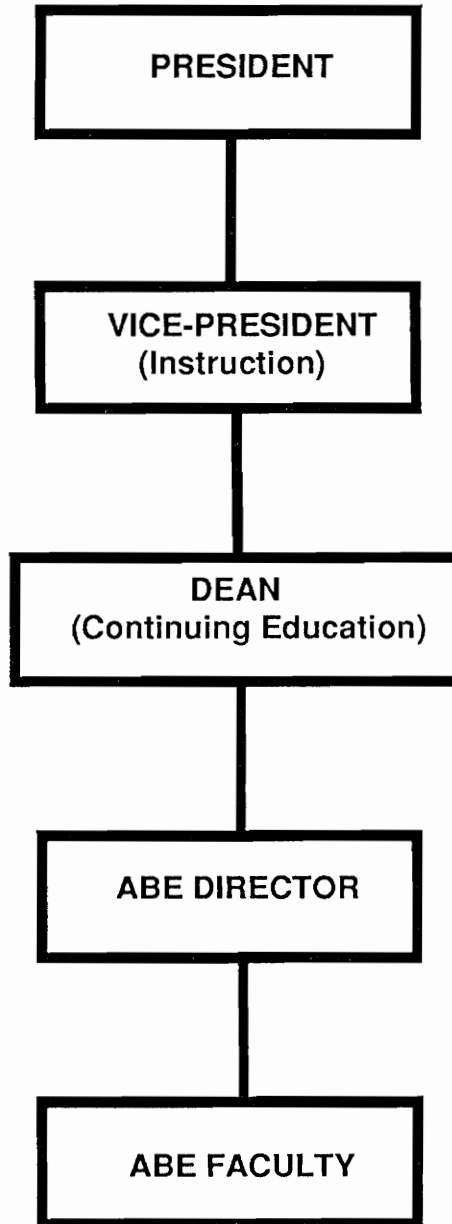
TABLE 4 (Continued)

SITE II

DEMOGRAPHIC CHARACTERISTICS OF
ABE STUDENTS

INFORMANT	AGE	SEX	EDUCATION LEVEL	CURRENTLY EMPLOYED?	MARITAL STATUS	CLASSROOM HOURS/WEEK	YEARS ENROLLED IN ABE
1	43	M	7	Yes	M	10	1
2	40	M	7	Yes	M	8	2
3	18	F	8	Yes	M	12	1
4	19	F	8	Yes	S	10	1
5	32	F	7	Yes	M	8	1
6	27	M	6	Yes	S	5	2
7	47	M	7	Yes	M	4	1
8	24	M	8	Yes	M	8	1
9	29	M	6	No	M	12	2
10	33	F	5	No	S	12	2
11	41	M	8	Yes	M	6	1

Site III

Site III is a public school system located in rural southwest Virginia and has been responsible for the delivery of ABE programs since 1966. The school system serves a population of 55,000 with agriculture and coal mining being the most prominent industries. Demographic characteristics of this site, including the informants interviewed, appear in Tables 6 and 7. A portrayal of these interviews is found at the end of this chapter on Page 121.

TABLE 6

SITE III

DEMOGRAPHIC CHARACTERISTICS OF
LOCAL ABE ADMINISTRATOR

INFORMANT	AGE	SEX	EDUCATION LEVEL	WEEKLY WORK-HOURS	YEARS EXPERIENCE	COMMENTS
I	50	M	M.A.	10	2	

DEMOGRAPHIC CHARACTERISTICS OF
ABE TEACHERS

INFORMANT	AGE	SEX	EDUCATION LEVEL	EMPLOYED F/T AS ABE TEACHER?	YEARS EXPERIENCE	COMMENTS
II	49	M	B.A.	No	3	
III	40	F	M.A.	No	10	

DEMOGRAPHIC CHARACTERISTICS OF
ABE STUDENTS

INFORMANT	AGE	SEX	EDUCATION LEVEL	CURRENTLY EMPLOYED?	MARITAL STATUS	CLASSROOM HOURS/WEEK	YEARS ENROLLED IN ABE
1	24	F	8	No	M	4	1
2	38	F	6	No	M	4	1
3	34	F	8	Yes	M	6	2
4	28	F	7	No	S	4	1
5	18	F	9	No	S	6	1
6	39	M	7	No	M	4	1
7	28	F	9	No	S	4	2
8	31	M	6	Yes	M	5	1
9	37	F	6	No	M	6	2
10	29	F	8	No	M	4	1

TABLE 7

SITE III: Chain of ABE Organizational Management


```
┌──────────────┐              ┌────────────────────────────┐
│ County Board │              │    Associate Director:     │
│ of Education │              │ Adult & Community Education │
└──────────────┘              └────────────────────────────┘


┌──────────────┐    ┌────────────────┐    ┌──────────────┐
│ Superintendent│    │ State Supervisor:│   │   Regional   │
│  of Schools  │    │ Adult Education │    │  Specialist  │
└──────────────┘    └────────────────┘    └──────────────┘


        ┌──────────────────────────────┐
        │         Local ABE            │
        │        Administrator         │
        └──────────────────────────────┘


        ┌──────────────────────────────┐
        │         ABE Faculty          │
        └──────────────────────────────┘
```
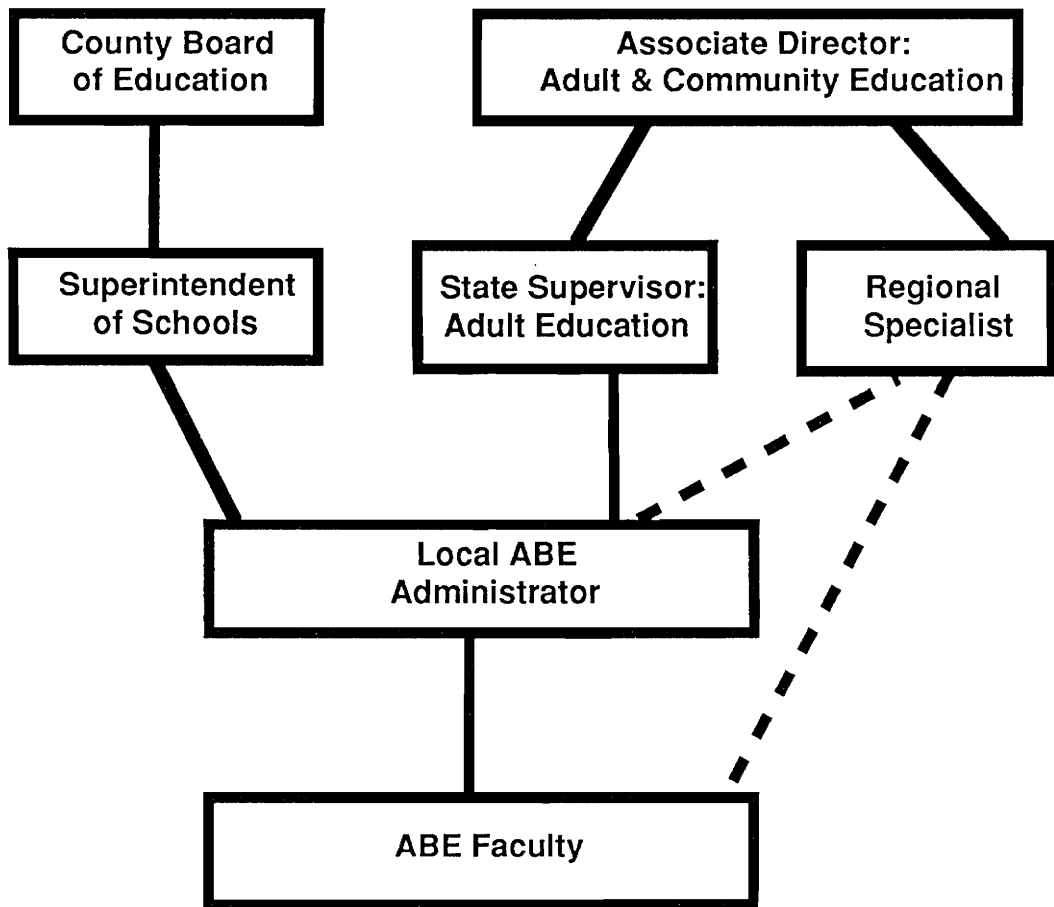
Site IV

Site IV is a public school system located in rural southwest Virginia where coal mining is the chief industry. The school system serves a population of 50,000 and has been responsible for administering the ABE program for the past 24 years. Demographic information to aid in acquiring a comprehensive understanding of Site IV is presented in Tables 8 and 9. Individual and group interviews, to aid in acquiring a comprehensive understanding of Site IV, were conducted with: (a) the local ABE administrator; (b) the ABE teachers; and (c) the ABE students.

A detailed account of these interviews is presented beginning on Page 132.

TABLE 8

SITE IV

DEMOGRAPHIC CHARACTERISTICS OF
LOCAL ABE ADMINISTRATOR

INFORMANT	AGE	SEX	EDUCATION LEVEL	WEEKLY WORK-HOURS	YEARS EXPERIENCE	COMMENTS
I	53	M	Post M.A.	15	21	

DEMOGRAPHIC CHARACTERISTICS OF
ABE TEACHERS

INFORMANT	AGE	SEX	EDUCATION LEVEL	EMPLOYED F/T AS ABE TEACHER?	YEARS EXPERIENCE	COMMENTS
II	43	M	M.A.	No	17	
III	57	M	M.A.	No	20	

DEMOGRAPHIC CHARACTERISTICS OF
ABE STUDENTS

INFORMANT	AGE	SEX	EDUCATION LEVEL	CURRENTLY EMPLOYED ?	MARITAL STATUS	CLASSROOM HOURS/WEEK	YEARS ENROLLED IN ABE
1	40	F	7	No	M	4	1
2	19	M	9	Yes	S	6	1
3	19	M	9	Yes	S	6	1
4	35	M	8	No	M	6	2
5	27	F	7	No	M	6	1
6	28	M	6	No	M	6	1
7	22	F	7	No	M	6	1
8	39	F	6	No	M	6	1
9	46	F	6	No	M	6	1

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TABLE 9

SITE IV: Chain of ABE Organizational Management

```
┌──────────────────┐        ┌────────────────────────────────┐
│  County Board    │        │     Associate Director:        │
│  of Education    │        │  Adult & Community Education    │
└──────────────────┘        └────────────────────────────────┘
         │                       ╱                    ╲
         │                      ╱                      ╲
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│  Superintendent  │  │  State Supervisor:│  │    Regional      │
│   of Schools     │  │  Adult Education  │  │   Specialist     │
└──────────────────┘  └──────────────────┘  └──────────────────┘
           ╲               │                    ╱      ╲
            ╲              │                   ╱        ╲
        ┌────────────────────────────────────┐          ╲
        │         Local ABE                  │           ╲
        │       Administrator                │            ╲
        └────────────────────────────────────┘             ╲
                       │                                     ╲
        ┌────────────────────────────────────┐              ╱
        │          ABE Faculty               │─────────────╱
        └────────────────────────────────────┘
```
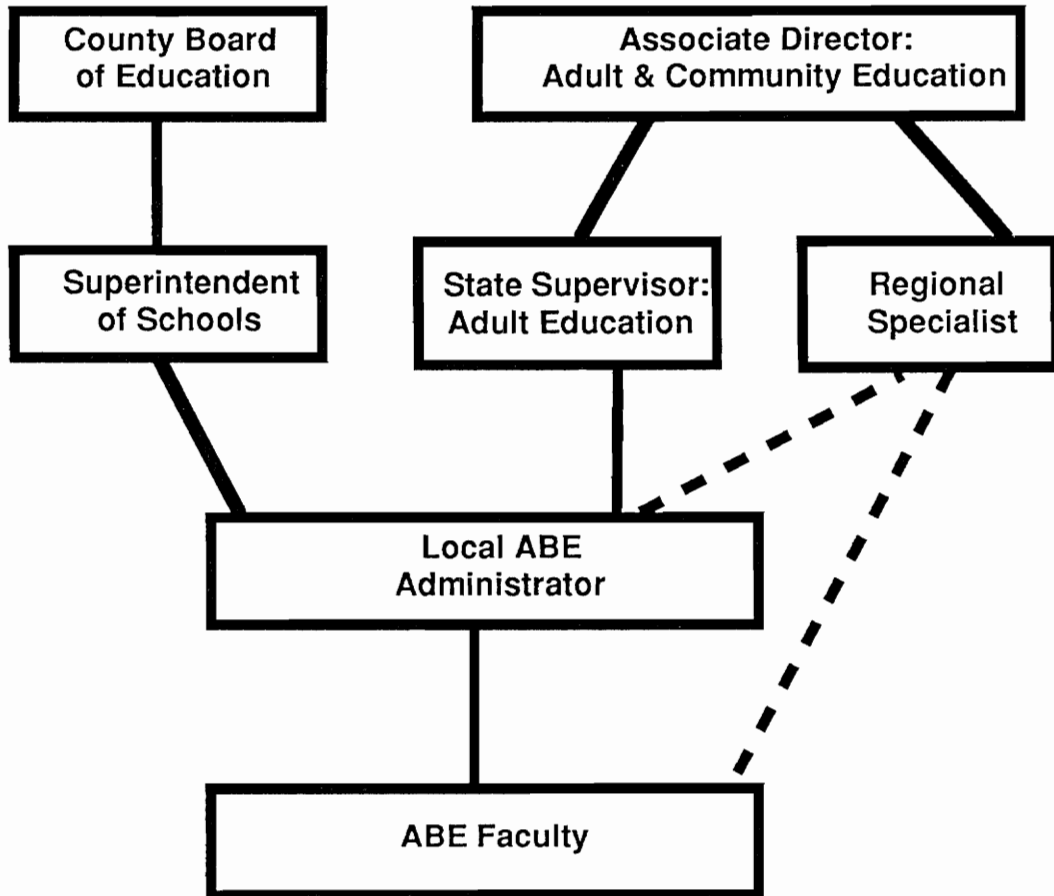
Synthesis of the Sites

The purpose of this section is to ascertain similarities and differences across the two sites in North Carolina that could explain common factors which appear to have an influence on adults' participation in Adult Basic Education programs. This synthesis was achieved by studying in each site the domains identified from the first stage of analysis. The same procedure was used to ascertain similarities and differences across the two sites in Virginia. This examination of the data revealed characteristics common to ABE programs in North Carolina and also characteristics common to the ABE programs in Virginia. Identification of these characteristics led to the discovery of a pattern of related cultural themes that helped explain why there are more enrollees in ABE programs administered by community colleges than in ABE programs administered by public school systems.

As was acknowledged in Chapter III, the principal objective of naturalistic inquiry is to describe in detail what is observed in the field. A system of analytic induction used to identify cultural themes was applied to organize the actions of individuals into patterns of meaningful behavior. A theme is any principle recurrent in a number of domains that serves as a relationship among subsystems of cultural meaning.

The themes for ABE programs in North Carolina and the themes from ABE programs in Virginia will be identified at the conclusion of

each synthesis. These themes will then form the basis for answering the research questions.

Synthesis of the Sites in North Carolina

During the search for similarities and differences across the two North Carolina sites, it became apparent that the two sites were similar. Both sites employed a full-time administrator to direct the ABE program. Each administrator felt responsibility to the institution rather than to state ABE officials when seeking direction and supervision for his/her program. Facilities for teaching ABE classes consist of two laboratories, one on campus and a less modern facility off-campus. Observational data perceived by the interviewer revealed the laboratories on campus to be well-staffed (two teachers, two aides, and a counselor), well-equipped (state of the art computers, VCR's, teaching machines), asthetically pleasing (carpeted, clean, well- cared for), spacious (several rooms making it possible to employ different teaching strategies simultaneously) and available (laboratories are open day and evening from 8 a.m. to 9 p.m.). The off-campus laboratories are not as modern or as well-equipped but are similarly-staffed and are open basically the same hours as the laboratories on campus. The philosophy of the administration in both sites is to have the facilities open, with instructors on duty, as many hours as possible.

Strategic planning for recruiting students in both sites is centralized and orchestrated by the administrator or recruiter, with

instructors expected to recruit as the opportunities arise. Relationships with business and industry are cultivated by the administrator as are relationships with other local agencies. Both administrators see this as a major job responsibility. The results of this effort become evident in the number of students enrolled in the ABE program who are sent from industry and from other agencies.

Orientation, supervision, and evaluation of faculty in both sites is accomplished through a formal procedure administered by the ABE director. Formal student evaluation of instruction is a component of the evaluation system, as is the opportunity for each teacher to evaluate the ABE director.

Observational data revealed both administrators to be well-informed, motivated, and possessed with a vision for the future of ABE programs. It became obvious that this was the vocation they had chosen, and they intend to expend whatever energies are necessary to build a successful ABE program.

Teachers in the North Carolina sites were also similar, even though two (one in each site) of the informants were full-time teachers. The most obvious difference between full and part-time teachers was their professional preparation. The full-timers held Master's Degrees in Adult Education with an emphasis on teaching reading and also were more cognizant of the latest trends in working with ABE students than were their part-time colleagues. Full-time teachers were assigned to assist and familiarize part-time teachers with the ABE program.

All teachers expressed similar attitudes and opinions about the characteristics of ABE students. The informants in both sites also agreed on why students decide to enroll in class, what students hope to achieve from the program, and what barriers students have to surmount in order to enroll in the program. All teachers seemed satisfied with the facility in which they teach, the materials and equipment with which to teach, the direction and supervision given by the administrator, and the support they receive from the community college.

Students from both sites became aware of the ABE program predominantly from the workplace or from advertisements. The students enrolled in the program for primarily the same reasons and generally encountered the same barriers to enrolling. They had a positive perception about the facilities, equipment, and materials used for the program. The flexible hours and the fact that the laboratories were available for study were very important to the students. In summary, the students seemed pleased with all aspects of the ABE program in North Carolina.

Cultural Themes Identified In North Carolina

The theoretical framework guiding this study suggested that the domains relating to administrative organization of ABE programs should contain information revealing the modus operandi of ABE programs in North Carolina. The related domains were scrutinized for

each site and displayed on matrices which have been replicated and are presented in Appendix D. The column titles across the top of the figure represent domains that provided information pertaining to the ABE administrative organization. Examination of the data led to the discovery of the following cultural themes:

1.   That ABE programs in North Carolina are organized and supervised by full-time administrators.

2.   That full-time ABE administrators develop a centralized recruiting effort, including the establishment of linkages with workers in business and industry and the participation of clients in various governmental agency programs, including the judicial system.

3.   That community college ABE administrators feel a responsibility to the local institution and receive most of their guidance and direction from the local institutions.

4.   That full-time ABE administrators establish formal methods of orientation, supervision, and evaluation of teachers for the purpose of enhancing teaching performance.

5.   That community colleges provide facilities for the exclusive purpose of ABE instruction.

6.   That the ABE facilities are staffed with full-time teachers, teacher aides, and counselors.

7.   That the ABE facilities contain an array of the latest equipment and materials to maximize student learning.

8.   That the facilities are open to ABE students days and evenings.

9. 　That a significant amount of funding to support ABE programs is derived from state revenues.

Domains related to attitudes and factors that motivate ABE students to enroll in ABE classes in the community college sites are presented in matrix form in Appendix E. Examination of the data revealed the following cultural themes:

1. 　That students become aware of the ABE program through publicity generated through formal advertisement.
2. 　That students believe the ABE program is well- publicized.
3. 　That students perceive the ABE program as meeting their educational needs.
4. 　That students believe they have input into the ABE program.
5. 　That students believe the availability of equipment and materials is adequate and enhances their ability to learn.
6. 　That students are well-satisfied with the quantity and flexibility of time required in class.
7. 　That students have respect for their ABE teachers and are bonded to them not only as students but as friends.
8. 　That students perceive ABE teachers as knowledgeable, patient, and caring individuals.

The domains revealing the attitudes of North Carolina ABE faculty toward adult illiteracy, ABE programs, and ABE students are

presented in Appendix F. An examination of the matrices manifested the following cultural themes:

1. That full-time and part-time faculty are employed to teach ABE classes.

2. That ABE faculty are aware of the magnitude and complexity of adult illiteracy and are committed to confronting the conundrum.

3. That faculty believe the program is advertised effectively.

4. That faculty believe the materials and equipment are ample and are conducive to enhancing teaching and learning.

5. That faculty believe the atmosphere and availability of ABE facilities maximize student learning potential.

6. That faculty are cognizant of student needs and are devoted to guiding and nurturing students toward their educational goals.

7. That faculty are aware that program direction and supervision originates from the ABE administrator.

8. That faculty are cognizant of their role as a component in the totality of the ABE program.

9. That full-time faculty are assigned to assist and to familiarize beginning part-time faculty with the ABE program.

Synthesis of the Sites in Virginia

A search of the domains that were formulated from the two sites in Virginia revealed many similarities and few differences. ABE administrators are employed on a part-time basis, spending anywhere from five to fifteen hours a week administering the ABE program. There is no centralized recruiting strategy and the local ABE administrator relies heavily on the Virginia Adult Education Department for guidance and direction in recruiting as well as other aspects of the program. Recruiting is left primarily to the individual teachers, although the Adult Education Department has hired a regional specialist to assist the ABE administrator in such areas as recruiting, orientation of teachers, and coordinating local and state ABE governing bodies including the literacy volunteers. There is no formal supervision or evaluation of teachers, and limited resources exist to purchase equipment and materials to aid instructional performance.

Most classes are conducted in public schools and meet a maximum of two nights a week for three hours a night. Observational data describing these facilities revealed the following scenario: The students arrive to a dimly lit parking lot and enter a side door (the only one open) to the building. The hallway of the building is decorated with posters and drawings done by the school children. The building is vacant except for the students and the teachers. Occasionally, the school custodian is there. The classroom consists of

seats (usually small desks) in neat rows. The room is decorated with papers and posters designed to stimulate elementary children. This scenario existed in both sites visited by the interviewer.

Teachers in both sites were employed to teach based on the recommendation of the teacher who had previously taught. Credentials needed to teach include having a Bachelor's Degree and experience as an elementary teacher. The administrators in both sites agree that elementary teachers should be hired for ABE because they are familiar with and trained to teach subject matter at lower academic levels. Teachers, even though not formally evaluated, perceive they are informally evaluated according to class enrollment and GED completion rates. The teachers are unclear about the role of the regional specialist and feel as if they (the teachers) are directly responsible for recruiting. Even though there is little opportunity for formal input with the ABE administrator, they know communication lines are open and that their concerns will be heard.

The teachers from both sites feel the facility in which they teach is adequate, and materials and equipment provided are sufficient. There is agreement concerning the nature of ABE students-why they enroll for classes and what they hope to gain. Teachers are committed to the ABE program and to the ABE students, as evidenced by their willingness to exceed job requirements in assisting students with their educational as well as personal needs.

There were some discernable differences between teachers in the two sites. Teachers in one site concurred that extended times are

needed for classes both day and evening in order to maximize students' learning potential. However, teachers in the other site surmised the time students currently attend classes is sufficient.

Students from both sites discovered the availability of ABE classes primarily from friends, relatives, or other acquaintances; therefore, they generally agreed the program could be better advertised. The students praised their teachers and felt the instruction received was excellent but that more instructional equipment was needed. Several concerns seemed to be exasperating to the students: the most obvious is that the students would like to be able to attend class more than six hours per week. By being able to attend more hours per week, the students believe they would be able to accomplish their educational goals sooner. They expressed a desire for flexible hours and the opportunity to attend classes during the day and on weekends. They said that if the classes were taught during the day and the hours were more flexible, many of their friends would probably enroll.

Cultural Themes Identified in Virginia

Domains, to reiterate, form the basis of the theoretical framework of this investigation. The domains relating to administrative organization of ABE programs in Virginia reveal the method of operation of ABE programs when public school systems serve as the transferral agents. A reproduction of the matrices for

each site presenting these domains is shown in Appendix G. Data contained within the matrices reveal the following cultural themes:

1. That ABE programs in the two Virginia sites are organized and supervised by part-time ABE administrators whose primary responsibility is to their respective full-time jobs.

2. That part-time ABE administrators do not develop a centralized, organized effort to recruit students.

3. That the regional specialist assists the ABE administrator in student recruiting, in providing in-service activities for teachers, and in establishing linkages with business and industry regarding workplace literacy.

4. That part-time ABE administrators do not develop linkages with workers in business and industry.

5. That public school ABE administrators are responsible to the local public school systems and to the Virginia Department of Adult Education for guidance and direction.

6. That part-time ABE administrators do not establish formal methods of supervision and evaluation of teachers.

7. That public school systems do not provide facilities designed solely for the purpose of ABE instruction.

8. That state funding for ABE programs in Virginia is significantly less than state funding for ABE programs in North Carolina.

Domains detailing student attitudes and other factors that motivate ABE students to enroll in classes are presented in Appendix H. An assessment of the data reveals the following themes:

1.   That students are informed about the ABE program from friends, relatives, and other acquaintances.

2.   That students believe the ABE program could be advertised more effectively.

3.   That students are dissatisfied with the rigidity of the time frames in which classes are offered.

4.   That students have respect for their ABE teachers and are bonded to them as students and as friends.

5.   That students recognize teachers as knowledgeable, patient, and caring individuals.

Matrices of the domains describing the attitudes of ABE faculty toward adult illiteracy, ABE programs, and ABE students in each site are presented in Appendix I. An analysis of this data reveals the following themes:

1.   That ABE classes are taught exclusively by part-time faculty.

2.   That ABE faculty are cognizant of the immensity and perplexity of adult illiteracy and are committed to meeting the challenge of eradicating it.

3.   That some faculty believe the time frame for classes should be expanded to include day, evenings, and possibly weekends.

4.   That faculty consider the facility and the availability of equipment and materials to be adequate.

5.   That faculty are aware of student needs and are unwavering in guiding students toward identified goals.

6.   That faculty are confused concerning the role of state officials, particularly the regional specialist, in the administration of the county ABE program.

The following portion of this chapter presents an analysis of the data as the data relate to each research question. The data that support the presence of related themes for the sites in North Carolina and the sites in Virginia will be placed in context to the specific research questions for which they are relevant.

Research Question No. 1

What are the differences and similarities in: administrative structure; recruiting policies; program funding; and overall commitment of institutional and state leadership of Adult Basic Education programs in North Carolina as compared to Virginia?

An examination of the job content for ABE administrators revealed in North Carolina individuals are employed as full-time ABE administrators, whereas in Virginia the responsibility of directing the ABE program is an activity adjunct to other responsibilities. The domains in each state revealed that full-time administrators are able to accomplish a centralized recruiting effort for students, are able to

develop networks with local business and industry, and are able to establish formal orientation, supervision, and evaluation of teachers. One full-time administrator commented:

> My day is spent working entirely with this program. I consider a vital part of my responsibilities to recruit students, and the crux of my recruiting is done through establishing partnerships with business and industry. The next most vital part of my job is to provide quality education.

The domains revealed that part-time ABE administrators were not as fervently involved in recruiting. Both of the part-time administrators consider it the responsibility of the teacher to recruit students, and although these administrators occasionally put advertisements in the local paper or on the radio, there was a lack of an organized recruiting effort. There was also no formal orientation, supervision, or evaluation of instructors. As one part-time administrator stated:

> I don't have time to do much supervising. My teachers don't need much supervising because they know what they are doing. We urge our teachers to do most of our recruiting. The best recruiting I have found is "word of mouth". When we advertise, I don't see that our enrollment increases any at all.

The academic structure of the community college allows for the facilities to be available for ABE students days, evenings, and weekends, staffed by full-time teachers, teacher aides, and counselors. These facilities are fully equipped and supplied to aid in delivering

quality instruction to ABE students. The administrative structure of the public school system is unable to make available separate facilities for ABE students. Consequently, classes meet primarily in buildings that the school system controls; unfortunately, these buildings are occupied by school children during the day. Thus, classes meet only in the evening for six hours per week because of limited funding, consequently serving a limited number of students.

Funding for ABE programs in North Carolina comes primarily from federal and state revenues with a significant percentage of the total amount coming from state coffers. State funding is based on the number of students served. Funding for ABE in Virginia comes primarily from federal sources, and even though state funds have increased recently, these funds are significantly less than needed to provide marginal success.

Commitment of the institutional leadership is highly discernable within community colleges. Before adults with less than a high school education may enroll at a college, in most cases, they have to be enrolled in the ABE program. Public school systems, on the other hand, have no apparent reason to be overly-committed to the ABE program. State commitment can normally be measured by the resources they are willing to supply to the program. North Carolina spends significantly more money each year for Adult Basic Education than does Virginia. (See Table 2.)

The question posed was "What are the differences and similarities in administrative structure; recruiting policies; program

funding; and overall commitment of institutional and state leadership of Adult Basic Education programs in North Carolina as compared to Virginia?" The data presented revealed significant differences and few similarities in the categories compared.

Research Question No. 2

What are the differences and similarities in attitudes and factors that motivate Adult Basic Education students to enroll in Adult Basic Education classes in North Carolina as compared to Virginia?

Students from North Carolina become aware of the ABE program through publicity disseminated where they work or from some other form of public advertisement. In contrast, students in Virginia are told of the program by friends, relatives, and acquaintances. This is consistent with "word of mouth" recruiting strategies. ABE programs in community colleges have an organized, centralized recruiting strategy that relies on advertisement through various means including local media. Recruitment of ABE students is also accomplished by working with business and industry to achieve workplace literacy and by working with all segments of the community. As one ABE administrator from North Carolina said:

> I recruit students by establishing partnerships with local agencies, including business and industry. Establishing this network is the most vital part of my job.

As stated by both ABE administrators, the ABE program in Virginia relies on "word of mouth" to be the cornerstone of

recruitment efforts and thus lacks a centralized, organized recruiting effort.

Similarities shared by students from both states included enrolling in ABE classes for the same reasons and facing many of the same obstacles to both initially enrolling and remaining enrolled in the program. Students from all sites divulged a positive impression of ABE teachers and believe the quality of instruction they receive is excellent.

Time spent in class became a significant difference between students in the two states. In North Carolina, students can attend classes virtually anytime. This flexible scheduling is a positive factor in convincing students to enroll in ABE classes and in keeping them enrolled through completion of their program. However, in Virginia, students are allowed to attend class only two evenings a week for three hours each evening. Students in both Virginia sites expressed dissatisfaction with the rigidity and limitations of the time allowed in class. As one student stated:

> I wish we could meet more than six hours a week. It takes too long to get through the program. I wish we could come more and get through quicker.

The rigid schedule of classes, according to the Virginia students, is debilitating for those who wish to and who have the ability to move through the program quickly and also is detrimental to attracting new students.

The question was "What are the differences and similarities in attitudes and factors that motivate Adult Basic Education students to enroll in Adult Basic Education classes in North Carolina as compared to Virginia." The data presented provide evidence that both similarities and differences exist among attitudes and factors that motivate students to enroll in ABE programs. Similarities include a positive perception of the instructor and a belief that the instructor is an excellent teacher, with differences apparent in the ways students are made aware of ABE programs and in the time frame in which the classes are offered.

Research Question No. 3

What are the differences and similarities in attitudes of Adult Basic Education faculty toward adult illiteracy, Adult Basic Education programs, and Adult Basic Education students in two North Carolina sites as compared to two Virginia sites?"

Teachers from both states appear cognizant of the problems adult illiteracy presents, particularly to those who are illiterate. Teachers seem equally dedicated to becoming involved directly and indirectly to alleviate or at least to begin to alleviate adult illiteracy.

The attitude displayed toward students was similar in all teachers from both states. These professionals are dedicated to working with ABE students and are willing to go "above and beyond" normal job requirements to help students achieve their goals. As one informant from a Virginia site stated:

> I really enjoy teaching ABE classes. I do extra things, recruiting, meeting after class with students, talking with students on the phone on weekends, even working with them at home. This is my baby. This is my meat and potatoes. I like teaching these classes, and I do these extra things automatically.

Faculty attitudes toward ABE programs reveal some disparity, especially between states. Teachers in community colleges seem more aware of their job requirements (as perceived by the administrator) than teachers from public schools. Perhaps the fact that formal orientation, supervision, and evaluation of teachers is done in community colleges and not in public schools accounts for this difference. As a Virginia teacher stated:

> I really haven't had to show what I am doing in this program to anyone. There is no outline, syllabus, given to teach by. You are turned loose on your own.

In North Carolina, teachers are pleased with the flexibility of the time frames in which classes are offered. The Virginia teachers, particularly in one site, believe the time spent in class is not adequate and should be expanded to include days and weekends.

One final contrast between teachers in the two states is their displayed attitudes toward the role of the state in ABE programs. Teachers in North Carolina rarely, if ever, mentioned the State Department of Adult Education. When referring to administration or supervision, it was the administrator of ABE at the community college to whom the teachers referred. In Virginia, however, teachers

seemed to be confused about where their direction and supervision originates. As one teacher said:

> When I speak with the supervisors (both state and county) they know the students I have. I really don't know who my boss is, but they are getting information on me and my students. I don't know how, but they are.

The question posed was "What are the differences and similarities in attitudes of Adult Basic Education faculty toward adult illiteracy, Adult Basic Education programs, and Adult Basic Education students in North Carolina as compared to Virginia? The evidence revealed similarities among attitudes toward adult illiteracy from all faculty interviewed. Attitudes toward ABE students are very much alike as are the dedication and willingness to go beyond job requirements to help students achieve their goals. Differences between faculty attitudes in the two states did emerge in reference to ABE programs. These differences revolve around the time frames in which classes are made available to students, and the perception that teachers in community colleges seem to be more attuned to what was expected from them.

Research Question No. 4

How do the identified differences and similarities influence student participation rates in Adult Basic Education classes in North Carolina and Virginia, and what are the practical implications suggested by the findings for the administration of Adult Basic Education programs?

Identified differences in recruiting strategies, time frames for scheduling classes, availability of facilities, commitment of institutional leadership, and program funding all have a profound influence on ABE student participation rates. Recruiting strategies in North Carolina are organized through a centralized recruiting effort that encompasses various forms of advertisements including networking with local businesses, industries, and governmental agencies. In Virginia, formal recruiting is done primarily by the respective teachers. The philosophy is that "word of mouth" is the most effective recruiting.

Interviews with students in community colleges revealed exposure to program advertisement essentially everywhere. The students suspect that potentially large percentages of the population are exposed to the publicity of ABE programs. Students in Virginia felt ABE programs could be better advertised. They reported difficulty in finding out about the program themselves and are convinced that large percentages of people have never heard of the ABE program.

The time frame around which classes are scheduled has significant implications for ABE enrollment. Scheduling classes only in the evening eliminates individuals who, for a variety of reasons,

cannot attend evening classes. Scheduling classes for only six hours a week proves a frustration for those students who are capable and who desire to move more quickly through the program. Flexible scheduling day and evening, with the potential for the students to advance through the program at his/her desired rate of completion are characteristic of the ABE program in community colleges. Rigid scheduling of classes two evenings a week for three hours each evening describes the ABE program administered through public schools.

In order for an institution to offer classes, adequate facilities must be available. In North Carolina, community colleges are able to provide fully equipped, fully staffed facilities which are available day and evening. The public schools in Virginia are unable to provide facilities comparable to those in North Carolina for a variety of reasons. Also, the public schools in Virginia presently are not capable of providing the equipment and staffing of existing facilities at the level of the community colleges in North Carolina.

The commitment of institutional leadership has a profound effect on ABE enrollment by providing or not providing the necessary components, many of which were previously mentioned, to attract students. The commitment of community college leadership to Adult Basic Education becomes evident when one considers that adults with less than a high school education, in most cases, cannot enroll in college level classes until completion of the ABE and GED programs. Therefore, community college administrators realize that if people

don't enroll in the ABE program, student enrollment will eventually suffer. Public school leadership has no such impetus to be committed to ABE programs.

Program funding for Adult Basic Education is somewhat different in the two states. North Carolina relies on federal and state funds with a significant percentage being state monies. State funding is based on numbers of students--the more students enrolled, the more money allocated. Funding formulas also make allowances for enrolling large percentages of potential ABE students. Funding for ABE programs in Virginia is also from federal and state sources; however, the state of Virginia compensates a much smaller percentage of the cost of ABE programs than does North Carolina. Even though Virginia has recently increased state funding for ABE, these funds are significantly less than needed to provide marginal success as revealed by the evidence previously presented.

These findings indicate that community colleges possess some uniquely inherent differences when influencing adults to enroll in ABE programs, when compared with public schools. State and federal officials charged with implementing ABE programs should be cognizant of the results of this study when deciding which agency or institution can deliver Adult Basic Education classes more effectively.

Presentation of the Case Study Units

SITE I

A community college located in North Carolina

Site I: Informant I (Local ABE Administrator)

The ABE administrator in Site I has been employed by the community college for the past five years, three and one-half years as an ABE teacher and one and one-half years as the ABE administrator. Her official title is Director of Literacy Training, which encompasses not only ABE but the GED and Adult High School Program as well. In describing her duties, she explained:

> I work with all facets of the college and try to involve them as much as possible into our literacy programs, particularly the counselors. We have not interacted with all segments of the college in the past, but lately there has been an effort to become involved with the various academic divisions and solicit them into our program. Quite a lot of my time is spent purchasing materials and equipment for the ABE program and recruiting teachers, in addition to working with the various volunteer literacy groups in setting up volunteer tutors for our students. I am also in charge of all GED testing. I also work with various groups (public schools, churches, business and industry sites) in setting up facilities for ABE classes. Finally, I supervise, evaluate, and set up in-service sessions for teachers.

In talking about the support the ABE program receives from the community college hierarchy, the informant revealed that, although the administration endorses the program, the feeling has been that literacy was last in the "pecking order" of priorities at the college.

However, in 1988-89, under a new college president, the position of the ABE program has been enhanced.

The informant was asked about recruiting of students. She explained that a recruiter is hired by the college, and is aided by an organized, centralized recruiting effort augmented by special help from the audio-visual department. Such recruitment devices as mailing lists, letters, posters, brochures, commercials on local television and radio, and billboards on highways are utilized by the recruiter. She emphasized that everything has been tried, and new ideas on how to recruit more effectively are continually explored. When asked about the teachers' role in recruiting, she replied:

> We do not expect our teachers (full-time or part-time) to expend a lot of energy recruiting. Of course, we do expect them to support the program when the opportunity arises. We used to have everyone doing everything in recruiting, but now we are more structured and not duplicating our efforts.

The administrator noted that supervision and evaluation of teachers was an integral part of her job responsibilities. In her words:

> I visit all teachers in their class at least once a month. Student evaluations are done annually on all teachers (full and part-time). I then have a conference with each teacher normally in the spring to discuss the evaluations and to formally assess how things are going. Teachers are also given an opportunity to evaluate me as an administrator. These evaluations are done by my supervisor, the Dean of Continuing Education, and the results are shared with me by the dean.

Teachers are employed through the office of the ABE administrator, with final approval given by the Dean of Continuing Education. A Bachelor's Degree is required with preference given to individuals with experience or a formal education background in adult education. Pre-service training is offered for all teachers prior to each academic term. Everyone is required to attend these sessions, and teachers are paid their established wages. Beginning part-time teachers are assigned a full-time instructor to act as a mentor. As part of this orientation, the part-timer observes classes on campus and then accompanies the full time instructor to his/her class for the first class meeting. This not only orients the part-time teacher to the ABE program, but helps "bridge the gap" between full-time and part-time teachers.

The informant revealed a new program being initiated in North Carolina which should enhance efforts to orient and credentialize ABE faculty. ABE administrators/instructors are becoming certified ABE trainers, enabling them to train their local ABE instructors. In her words:

> This program will allow us to continue our effort to professionalize our ABE faculty, particularly our part-time faculty.

Commenting on the facilities, the informant acknowledged the "state of the art" laboratory that is on campus. The laboratory is fully equipped with computers, teaching machines of various types, and the most current ABE materials. The facility contains several rooms which

enable students to be divided according to ability and the nature of their study. The informant also revealed that the laboratory was becoming crowded due to increased enrollment and explained that money had been allocated for expansion. The facility is used by all ABE students including those who take their classes off-campus.

In commenting on ways the ABE program could be improved, she responded:

> I would like to see us continue to improve our recruiting strategies and continue to professionalize our part-time faculty. We need to continue efforts to become more involved with business and industry concerning work-place literacy and interact more with the various departments at the college.

Site I: Informant II (Full-time Teacher)

This individual has been an ABE teacher at the community college for the past twelve years. After completing a Master's Degree in adult education, he began teaching ABE for the college part-time. Three years of part-time teaching led to a full-time ABE teaching position at the same school.

The informant was asked to comment on ABE students, their attitudes toward the ABE program, and why they do or do not enroll in classes. He emphasized that, typically, ABE students have low self-esteem, and it is important to give them a positive experience at the beginning of the program. He strives to be a facilitator of learning, teaching students that they can learn on their own. He stated:

> I look at the students as separate individuals, although I try to get them to bond together as a group so they will feel more at ease. I try to stress that each one brings both positive and negative points. We try to accept both points--while working to grow and develop. I also stress to them that getting a GED or learning to be a better reader or improving math skills is but a step along life's way of development.

He inferred that students enroll in classes for a variety of reasons. Some of these are: to obtain job promotion, to complete the GED, to get a different job, and to be able to help their children do school homework. The informant believes that students have a positive feeling about the ABE program overall, as evidenced by the fact that new enrollees continually come in who say they came because a current student recommended they do so.

The laboratory is a special source of pride for the informant. In describing the laboratory, he stated:

> This is the Cadillac model-fully equipped with VCR's, computers, all of the latest materials available for teaching ABE. In addition, we have copiers, teacher aides, and counselors who are always here day and night and even some on weekends. There are several rooms within the lab, one for discussion learning, one for the beginning students to work in, and one that is dead quiet for studying. This is important to be able to segment these students for various learning activities, and this lab allows us to do this. We are very proud of our lab, but as enrollment has increased, we have become more and more crowded. We hope to expand the size of the lab in the near future. Most of our off-campus classes are taught in locations such as public schools, churches, or industry sites. These sites are sometimes lacking especially when compared to this lab, but you have to learn to adapt. I might add that the off-campus ABE students are able to use this lab anytime it is open.

The respondent believes the college has historically supported the ABE program, and with the recent approval of more space, new carpet, and the hiring of a recruiter, it would appear that support is burgeoning.

Formal supervision and formal evaluation of teaching is an integral part of this ABE program. The informant explained that supervision is on-going, particularly on campus, and a formal evaluation conference is scheduled annually between teachers and the ABE administrator. Student opinion of instruction is also done on an annual basis with the results shared during the annual conference. The interviewee pointed out that the student evaluations were very helpful to him. Orientation is done each term with an in-service meeting of all full and part-time teachers with the ABE administrator. In his words:

> We have an in-service meeting before each term. We go over course outlines, talk about strategies for teaching ABE, and bring up other topics that pertain to the ABE program. This gives teachers an opportunity for input into the program as well as an opportunity to communicate with other ABE teachers.

The informant revealed that full-time ABE teachers are assigned to work with beginning ABE teachers before they go to their respective classes. New teachers observe full-time instructors in class and then are accompanied to their initial class meeting by a full-time teacher.

When asked to comment on ways the ABE program could be improved, the informant discussed enrollment pressures. He stated:

> Enrollment pressures are both strengths and weaknesses. The pressure of always having to increase enrollment is very tiring--but at the same time it forces us to try to serve as many people as possible.

Site I: Informant III (Part-time Teacher)

This informant has been a part-time ABE teacher for 23 years, while being employed full-time as the principal of a middle school. He was recruited to teach by the ABE director, developed an interest in teaching ABE, and has been and continues to be actively involved in the ABE program.

The informant was asked how he felt regarding the ABE program and the students it serves. He commented:

> I thoroughly enjoy this. These people are genuine, caring people who come looking for ways to better themselves. They are proud people, and to see them accomplish their goal is very rewarding. It is a feeling I can't put a value on.

He acknowledged that these people have a deficiency, and they come to these classes hoping to alleviate the deficiency. He is convinced that if students' needs are not individually fulfilled, they will stop attending classes.

When asked how students perceive the ABE program, the informant commented that the students like the program and feel very fortunate to have the program available. When asked to identify

barriers students encounter when enrolling for classes, he included child care and transportation problems. The informant believes that the facility is adequate, and the students feel comfortable, both physically and emotionally, within the classroom environment.

Orientation, supervision, and evaluation of teachers is implemented through the ABE administrator. In the words of the respondent:

> Orientation and in-service meetings are held at the beginning of each term. These are for all ABE teachers and are organized by the ABE administrator. We discuss ways to teach reading and tips on ways to best help adults learn. Professors from universities often take part in the program. We are paid our normal hourly wages to attend these sessions. The administrator visits my class at least once a month. Students evaluate me each year, and the results are shared with me at an annual conference that I have with the ABE administrator. This session also allows for an opportunity for teachers to have input into the ABE program. The people at the college are very receptive to suggestions on how to improve the program from those of us who are out here in the trenches.

When equipment or materials are needed, the administrator is contacted, and usually the appropriate items are delivered the next day to the ABE classroom. Textbooks and materials originate from the book and material center at the college. The teacher revealed that he doesn't use a general text but prefers to use references that he has accumulated over the years. In his words:

> I prefer to fit the book to the student rather than the student to the book.

The interviewee pointed out that student recruiting is orchestrated by the college but revealed that he enjoys doing some recruiting on his own. He designs and disperses a myriad of information promoting the ABE program and distributes this information to all segments of the community.

When asked to give his opinion on how the overall ABE program could be improved, he stated:

> We need to keep trying to reach the people out there who need help. We know they are out there, and we must continue to try to get them involved in the program even if we have to go door to door.

Site I: Informant IV (Students)

Nine students took part in the group interview. Table 2 provides demographic information on the participants.

Following introductions and general conversation, the informants were asked how they became aware of the ABE program. Responses varied from media and written advertisements to secondary information from a friend or co-worker. The respondents felt the program is advertised effectively.

When queried about reasons for enrolling in classes, the students' most frequent responses were related to enhancing the likelihood for employment or obtaining a promotion in a current working environment. For example:

> The company I work for told me if I wanted to get promoted that I needed to get my GED. Plus, they said they are not going to hire anyone else unless they have at least a high school education.

Barriers to enrolling in ABE classes abound and are similar to the situational and dispositional barriers identified in Chapter I. Some examples given were child care and transportation problems, fear of not being able to learn, and fear of being too old to learn.

Attending classes in an elementary school has no apparent negative effects on the students. One informant talked about the school and the classroom:

> It is one of the finest schools in the county. This is an eighth grade school. The seats are comfortable. The meeting time is good and the classroom is great.

The students are pleased with the itinerant arrangements that exist between off-campus and on-campus facilities. As one informant stated:

> I like being able to go to the college whenever I want to. I can progress faster, and it also gives me a quiet place to study. The teachers there and the instructor here work very closely together.

Equipment and materials available for ABE classes are sufficient. The informants expressed satisfaction and fascination with the computers that deliver individualized instruction and showed no signs of cyberphobia.

The informants have a very high opinion of their teacher. They emphasized how judicious he is in his willingness to help them. As one informant said:

> I don't think you could improve on this instructor. He really cares about us and wants us to accomplish what we set out to do. He always listens to us and never cuts us off short. As a matter of fact, I think everything about this program is great. I can't think of anything wrong with it.

SITE II

A community college located in North Carolina

Site II: Informant I (Local ABE Administrator)

The informant became the director of ABE programs at the college by what is referred to as "moving up the ladder." She served as an ABE teacher (part-time and full-time) for ten years, and three years ago became the director. She works under the direction of the Dean of Continuing Education and is responsible for all ABE-GED programs at the college. The informant explained that her responsibilities require communication with state ABE officials, but that her responsibility and direction come from the local institution. She noted that the state ABE officials are also a part of the community college system.

In the description of the ABE program, it became apparent that the informant possesses strong convictions about her role as director. In her words:

> I think we have a comprehensive program. We recruit students, we provide quality education, we try to make the program theirs (the students-by keying in to their wants and needs), and we try to work with all facets of the community (business and industry, social services, churches, public school system, etc.). We don't just provide academic

> éducation, but we give people self-esteem, confidence, and we give people dreams. I have seen them come in here scared to death, and I have seen these same people leave here nurses, machinists, and they leave confident human beings who will be contributors to society. Our program doesn't just provide education, it changes lives!

The administrator revealed that she considers recruitment of students and establishment of networks with local agencies, including business and industry, the crux of her responsibilities. In her words:

> Establishing this network is the most vital part of my job.

She explained the next most vital part of her job is to provide quality education; she believes that to be successful, the program must be capable of delivering what students want and need. She continued, "If you don't deliver what you say you are going to deliver, you probably won't deliver very long."

The discussion proceeded to strategies that maximize student recruiting. The informant explained that she recruits concurrently through newspapers, radio, television, flyers in grocery stores, and billboards on highways, and through cooperation with business, industry, civic groups, and public schools. In addition, she revealed that information is sent home with public school children--especially elementary students--to give to their parents.

Recruiting is enhanced through the burgeoning relationship the college enjoys with business and industry. In recruiting ABE students from business and industry, the informant stated:

> You have to cultivate a relationship with usually the personnel department. They will then help advertise the program by putting flyers in with paychecks and encouraging their employees to become involved in the program and to use their plants as classrooms. You kind of get a competition going. If one industry is having an ABE class, others find out about it and ask how they can have a class for their employees at their plant.

She believes that the facilities in which classes are taught also help to recruit students. The laboratory on campus is modern and well-equipped and is open day, evening and some weekends. There is also another center located in the county which, while not as modern and well-equipped as the campus laboratory, is nevertheless a fine facility. These are in addition to various off-campus facilities located in public schools, churches, and at plant sites. As the informant stated:

> The centers are open to any of our ABE students. Often students from our industry and off-campus sites come to the centers in addition to their regular meeting time, thus enabling them to accomplish their educational goals more quickly. ABE students also use these centers as study sites.

Orientation for teachers is carried out in a structured and proficient manner. The informant explained that all ABE teachers are required to attend pre-term in-service sessions which include ways to improve and enhance the overall ABE program.

New teacher orientation consists of issuing an instructional handbook and assigning a full-time teacher to act as a mentor. The informant explained:

> We ask our full-time teachers to assist and work with new teachers until the new teachers feel comfortable on their own. This usually consists of new teachers observing the full-time teachers in class and then the full-time teacher accompanying the part-time teacher to the first class meeting.

Supervision and evaluation of teachers is presented as a viable means for instructors to fine-tune their teaching performances. The ABE administrator visits all classes at least once a month. Students are given an opportunity to evaluate teachers, and the students' evaluations along with the administrator's evaluation are shared with each teacher during an annual conference between teacher and administrator.

Materials and equipment are ordered by the director for all ABE classes and given to the teachers prior to the first class meeting. A contingency plan does exist if instructors need additional materials and equipment during the term. The informant explained:

> I like for the teacher to come to the campus to pick up materials that are needed. If they are unable to come to campus, I will deliver, but by them coming to campus, they can see other materials that are available that may enhance their teaching performance.

The perception of the informant is that the ABE program is fully supported by the college. She reinforced this perception by revealing that the college president had told her when she accepted the position that she had an unlimited budget to build an exemplary

program. She does not recall any reasonable request that she has made on behalf of the ABE program being turned down. In her words:

> The college administration sees our program as a priority. Fifty-nine percent of the population age 25 and older in this county do not have a high school diploma. That 59 percent will not enroll at this college until they come through our program.

The administrator emphasized the importance of establishing linkages with local agencies and local business and industry. The fact that currently there are ABE classes in seven industrial sites is a testament to the virility of these linkages.

Government agencies are also a viable part of the ABE program. The informant tells of an arrangement with the local judicial system:

> I approached a local judge several months ago about the possibility of instead of sentencing minor offenders to 100 hours of community service that he instead require them to spend 100 hours in our program. I explained that this will give a person a realistic chance to turn their life around. The judge supports the concept and has been sending offenders, particularly younger offenders, to our program.

When asked to comment on how the ABE program could be improved, the informant responded by saying that she would like to develop a more systematic recruiting effort. She said:

> I wish we could develop a plan and put it into motion that would guarantee that every citizen in our country would at least know about our program. We are actually only at the tip of the iceberg. There is still a lot to be done.

Site II: Informant II (Full-time Teacher)

This individual has been an ABE teacher at the community college for the past five years. She began teaching when the ABE director recruited her for part-time teaching. When a full-time teaching position became available, she applied, was interviewed and hired. Her academic qualifications include a Master's Degree in adult education with a concentrated background in reading.

The informant, when describing the characteristics of ABE students, noted that they arrive with an aura of low self-esteem, are afraid of failure, and have a fear that this experience will be as unfulfilling as their previous educational experiences. She emphasized that students generally had to overcome barriers before enrolling. Typically these barriers include: child care problems, fear of failure, transportation difficulties, and a general feeling of low self-esteem.

In commenting on how students perceive the ABE program, her feeling is that when students become convinced there is nothing to fear, they feel good about the program. In her words:

> The students generally feel real good about the program. They particularly like the open entry into the program and the fact that the hours are flexible, and they, in effect, can come and go as they please.

The instructor was obviously very proud of the ABE laboratory and the people who work there. She explained that the facility was open day and evening including some weekends, and that there are always at least two teachers and two aides on duty at all times. She

emphasized that the laboratory was "state-of-the-art" including the latest materials for ABE instruction.

When asked about recruiting of students, the informant noted she was not responsible for recruiting but emphasized that, to an extent, everyone working with the program was in some way a recruiter. She considers the essence of her teaching task to be the delivery of quality instruction -- to assess the abilities of the students, put them in a program commensurate with their ability and help them to obtain their educational goals. She made the following comment about recruiting:

> I feel our recruiting is very good as evidenced by our large enrollment. Our director is a super recruiter especially with business and industry. We try to take our program to the student rather than the student having to come to the program.

According to the informant, orientation, supervision, and evaluation of teachers is conducted on a regular basis. She noted in-service meetings are held before each term for teachers to discuss various aspects of the ABE program. In explaining orientation for new teachers, she stated:

> The director lets me know when a new part-time teacher has been employed. I contact this person and invite them to observe my classes. I also usually go with the person to their first class meeting. This enables us to get to know each other and to feel comfortable asking each other for help on situations which may come up.

Evaluation is implemented annually through a combination of student and supervisory evaluations. A conference is scheduled during the spring between the director and each teacher which also provides an opportunity for the teacher to have input into sculpturing and reshaping the ABE program.

In expounding on how the overall ABE program could be improved, the informant believed more full-time teachers need to be employed. She emphasized that she was not being critical of part-time teachers because they had some marvelous part-time teachers, but, generally speaking, full-time teachers can create more of a synergistic effect on the ABE program.

Site II: Informant III (Part-time Teacher)

This person has been teaching ABE classes as a part-time instructor for the past ten years. She has a Bachelor's Degree and has done extensive work with the Laubach literacy program. She applied to teach ABE, was interviewed, and was hired. The respondent remarked that the college was very selective about hiring people to teach ABE classes.

The informant teaches in an off-campus facility referred to as an ABE center. It is located adjacent to a child-care center and has approximately 3,000 square feet of space. The facility is equipped with computers, VCR's, and various types of materials to teach ABE and serves about 190 students each term. It is open three days and

four evenings a week for approximately 40 hours and is conveniently located in the largest town in the county.

In discussing the facility, the informant was euphoric. She stated:

> I love the facility. We are able because of the facility to segment the students into slower and faster learners. We are able to put all the beginners into a separate room. That way they do not feel intimidated. We also have individual rooms with computers and teaching machines and an individual room for studying. The hours the center is open are flexible enough to meet everyone's needs.

The informant revealed that student recruiting is accomplished from the campus. She stated that she believes that recruiting is done very effectively, and that the college is cognizant of the fact that it is sometimes difficult to recruit ABE students because usually they do not read well.

The interviewee, in discussing characteristics of ABE students, explained that students usually are apprehensive when they initially decide to attend class, and that teachers must be aware of the impending anxieties students face. She emphasized that students must be encouraged, and that teachers need a great deal of compassion. She surmised students are generally satisfied with the program, and they believe the program is meeting their educational needs.

Orientation, supervision, and evaluation of teachers is accomplished via the ABE administrator. Orientation sessions are

incorporated into quarterly in-service meetings which are attended by all ABE teachers and the administrator. When new teachers are employed, they are assigned to work initially with a full-time teacher, whose role it is to mentor and nurture the new teacher. In the words of the informant:

> I have ample opportunity for input-formally through our quarterly meetings and evaluation sessions, but informally by expressing my opinions to the director whenever I wish. I feel the formal evaluation sessions enable me to see areas of strengths and areas that need improving in my teaching performance.

In speaking of improvements needed in the ABE program, the informant stated:

> The program overall has many strengths such as flexible hours of attendance, a tremendous facility, modern equipment and materials. As far as improvements, I think we need more teachers, especially at this facility. Sometimes the students get frustrated when they need help and they have to wait for one of us to be free to work with them. The center has experienced a recent significant enrollment increase. The ABE director has assured me that additional aides will be hired immediately, and, if the enrollment trend continues, more part-time or full-time teachers would be employed. I also believe more full-time teachers need to be hired, that this would strengthen and professionalize the program.

Site II: Informant IV (Student Group Interview)

Eleven students participated in the group interview. Demographic data on these individuals is presented in Table 4. After sharing information concerning the nature of group interviews and

having a brief getting-acquainted period, the informants were asked how they became aware of the ABE program. Responses varied; however, most students became aware of the program from the workplace or from advertisements. The perception of the informants reflects satisfaction with both the volume and the dispersion of publicity.

The mode of the discussion shifted to why the informants chose to take ABE classes. To maximize employment opportunities was the predominant response. One individual revealed a less obvious but potentially more cogent response. In his words:

> Well, people are probably going to laugh, but I want to be able to sit down and read the Good Book.

When asked what barriers were encountered in attending ABE classes, responses coincided with the structural and dispositional barriers referred to in Chapter I. As the discussion continued, an impending barrier became apparent. In the words of one informant:

> People have left and never come back because sometimes you have to wait in line for 30 minutes or more to see a teacher. Some people have told me the reason they don't come over here is because it is too hard to get help from the teachers. They are good teachers and are real helpful when you get to see them; it just takes too long to see them.

The informants explained that they have expressed their frustration to the teachers, and the teachers have assured students that additional help is forthcoming.

The students were adamant and animated when describing the facility. Some responses were: "It's a great place"; "I like the fact that we can come anytime day or night, even on weekends"; and "I feel at home here." The students seem to have developed an _esprit de corps_ among themselves and with the facility.

The equipment and materials both facilitate and maximize student learning. As one individual stated:

> We have plenty of materials and equipment to work with. We have computers and disks to help us do math. You just put the disks in, and the computer asks you questions. It will then tell you if your answer was right or wrong.

The respondents were very complimentary when describing their teachers. They perceived the teachers as knowledgeable, kind, and patient, and they look upon their teachers with respect.

The informants were asked how the program could be improved. The consensus was that the program is effective just as it is. As one interviewee stated:

> I wish they would hire more aides and teachers, but the program is a good thing, a very good thing.

A public school system located in Virginia

Site III: Informant I (Local ABE Administrator)

The ABE administrator in Site III has been employed by the local school system for the past 25 years, serving in a variety of both teaching and administrative roles. He has been the ABE administrator for the past 2 years. In addition to being the ABE administrator, he is also the Vocational Education Director for the county school system. As he explained:

> It seems like the logical place to put the responsibility for ABE programs since they complement each other, and that is pretty much the pattern throughout the state of Virginia. As far as the amount of time I spend on ABE programs, that depends on what needs to be done. Whatever the job requires is what I am going to do to see that the job gets done. I don't know how you would determine how much of my time I spend on ABE programs, but I would guess about 10 percent of my overall job.

He also talked about his philosophy of ABE programs:

> The primary goal of ABE is not to just improve reading and writing but to pass the GED. We do not want to compete with other agencies-but rather to work together with them. There is enough work to go around. I also believe that the public schools are better equipped than other agencies to deliver ABE programs. We can do it at less cost, and we have people more in tune with working with people at elementary levels of reading and math.

The informant was asked about matters pertaining to selection of teachers, orientation, evaluation and supervision of teachers, and ways teachers obtain needed materials and equipment. He explained teachers must possess a Bachelor's Degree and are typically recruited from the ranks of elementary teachers. The informant noted the preference for elementary teachers is due to the experience and training these individuals possess for teaching subject matter on the level required for ABE classes. Orientation of teachers is orchestrated through the regional specialist. The regional specialist is employed through the Virginia Department of Adult Education to assist with administering ABE programs in the Southwest region. In-service sessions during which ABE teachers from three counties convene for the purpose of sculpturing and shaping the ABE program are scheduled annually.

Supervision and evaluation of teachers is done informally. In the words of the informant:

> There is no formal mechanism for supervision of teachers. I monitor what is going on, visit some classes, that kind of thing, but as far as a formal system of supervision, we do not have one. We don't have an official evaluation form, but I do evaluations. I evaluate the classes based on the number of people involved, how long they stay with the program, how well they do. The only thing we don't have is a form or something, and I am not sure those things always work anyway. But I can tell you where the best class is and kind of take it from there.

Materials and equipment are provided on a needs basis. When a need arises, the teacher informs the administrator, and the

administrator delivers the materials and also provides each teacher with a list of materials and equipment which are available.

Recruiting of students is conducted primarily by the respective teachers with assistance from the county school system. Advertising is done in conjunction with the local media as well as local governmental agencies which make referrals. The informant believes that the most effective recruiting is by "word of mouth." When asked specifically about recruiting, he replied:

> We do some advertising through the local media, and we hand out brochures, but with the kind of people we are dealing with, the very best advertisement is by "word of mouth."

The informant talked about how the overall ABE program in the county could be improved:

> The one thing that probably limits you as much as anything else is your budget. We need to continue to look at increasing support for ABE programs, particularly at the state level. The state is increasing the funding for ABE, and I just hope this trend continues. Also, we need to decide in Virginia who is going to do ABE and who can do it most effectively and efficiently.

Site III: Informant II (Teacher)

This informant has been teaching ABE part-time for the past ten years, while being employed full-time as a fifth-grade teacher for the past twenty years. She became involved in teaching ABE when a friend already teaching ABE asked her for help with a large class. This friend

eventually quit teaching, and the informant assumed responsibility for the class.

When discussing the perceptions and attitudes of ABE students, the informant emphasized how important it is for ABE teachers to establish a personal relationship with students. In her words:

> You have to be with these people and see that they need more than instruction. They really seek you out if they feel any common ground at all. These people for the most part are very insecure. I find half or three-quarters of my time I am a counselor and a friend. I spend a lot of time talking and listening to them.

She also pointed out the many reasons why individuals choose to enroll or not to enroll in classes. To get a job or complete the GED are two of the most prevalent reasons for enrolling. Child care problems, transportation problems, husbands or wives not wanting them to come to class and fear of failure are some impending barriers to enrolling. The informant stated, "Sometimes people come the first night, and if they see someone they know, they won't come back."

The time frame the class meets should be flexible. This respondent noted how she is willing to adjust her schedule to meet the needs of the individual students. To enhance this concept, the teacher emphasized that she stays as long as the students wish to stay. She revealed, "Sometimes I am here until 10 or 11 p.m. in the evening."

When asked about her perceptions of student attitudes concerning the ABE program, she responded that basically the

students are happy with it, but they would like to be able to progress more rapidly. She stated:

> Since many of those people are middle age, they want to complete this and get on with their lives.

The informant revealed that she believed ABE administrators (both state and local) are supportive of her program. Specifically, she thought the facility in which the classes are taught (an elementary school) is adequate, although some larger furniture is needed. Regarding orientation, the informant said she was fortunate she was able to work as an assistant for several years with the teacher she eventually replaced; however, regional workshops are now available for both beginning and experienced teachers to attend.

Supervision and evaluation of teachers is done informally. She said:

> My supervisor (the county ABE administrator) is always concerned if I have a concern. But as far as coming to observe me, he doesn't. However, he does monitor how many of my students take the GED test, and whether or not they pass it. There is no formal evaluation of me as an ABE teacher that I am aware of, but he is very open to any needs that I might have.

Materials and equipment for ABE classes are delivered to the teacher upon request. The informant agrees this system works well and revealed that she has received a computer which has software packages for individualized ABE instruction. She also emphasized that

because she did not particularly care for the textbooks that are normally used for ABE classes, she pulls together her own materials to use.

The informant was adamant when commenting on ways the ABE program could be improved. She said:

> The one thing this county needs, really needs, are day classes and Saturday classes. You have a great deal of people who can't come at night. We need extended hours. I'd like to see one time how many people would come to sign up. I think we could probably reach more people by doing that.

When questioned about the method and overall effectiveness of recruiting of students, she replied:

> I think the recruiting efforts are adequate. I like doing my own recruiting. I make posters with my own money and put them at Roses, Acme, different places. This is my meat and potatoes, teaching ABE classes. I really enjoy doing this, including recruiting. I just do it automatically.

Site III: Informant III (Teacher)

This individual has been an ABE teacher for the past two years. He teaches ABE part-time and has been employed full-time by the school system as a fifth-grade teacher for the past 22 years. He became involved in teaching ABE classes when the previous teacher had to leave and asked the informant to be a replacement. When asked what formal qualifications are required to be employed as an ABE instructor, the teacher replied: "I really do not know."

He seemed to be committed to his students and to the ABE program in general. When asked to comment on his perception of ABE students, he replied:

> These people really want to learn, and that is what turns me on about them. I'd love to be involved in this full-time - that would tickle me to death. You have to meet these people on their own terms, search them out and put yourself in their position. Many of them have to overcome obstacles to take these classes such as: child care problems, and many of the women's husbands do not want them to take the classes. I guess the husbands fear what will happen if their wives become better educated than them. If child care is the problem, I tell them, hey, bring the kids and come on. I have talked to the pastor of the church here in this community about setting up child care in his church. He told me it sounded like something he could do, but he hasn't ever gotten back to me on it. He was supposed to provide some mothers from the church who would take these children and do something constructive with them while their parents were in class. But, as I said, I haven't heard anymore from him.

The informant is concerned that the fact that the class meets in an elementary school could potentially cause problems to both students and teacher. In his words,

> At first I thought they wouldn't like meeting in an elementary school. But that has no bearing on it whatsoever. They seem to be relaxed and like it here. Everything I need as a teacher is here. It's compact, and I like it.

When asked to comment on the role of the ABE supervisor, the interviewee appeared rather puzzled, particularly in relation to

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teacher evaluation and supervision. As far as input into the program, the informant replied that since he more or less does what he wishes, he must have quite a bit of input into the program.

If materials and equipment are needed, the teacher calls either the county ABE supervisor or the regional specialist, who makes arrangements to have the requested items delivered to the ABE classroom. The informant then addressed the topic of evaluation. He said:

> I have no idea if I am being evaluated. The supervisors seem to know how many students I have and how many eventually take the GED test and pass it, so I'd say that is probably how I am being evaluated.

On whether his teaching is supervised or not, he replied:

> As far as riding check on me, I don't know who it is and how they decide who is doing a good job. I just try to get in there and get the job done. There may be a set of guidelines that I am supposed to follow, but I don't think so. Nobody has ever sat down with me and said: "Hey, this is what you should be doing."

The respondent explained that the in-service sessions provided by the state do provide information on how to structure classes and also introduce materials which can be used as teaching aids. In addition, he felt the sessions also give helpful information on how to recruit students.

While discussing recruiting, it became apparent that the informant is expected to do his or her recruiting. When the informant was asked if funds were available for recruiting, he stated:

> I really don't know. The way I advertise (radio, flyers, posters in the mall), it really doesn't cost anything. At our last in-service meeting, they told us to send in the receipts for any recruiting costs, and we would be reimbursed. I've never had to do this because I use free advertising, and it seems to be be working well for me.

The informant, when commenting on the strengths of the ABE program, responded that the strength of the program is the materials that are provided. He explained the books and other materials that students need to be successful in the program are valid instructional aids.

When asked to respond to ways the ABE program could be improved, the teacher reinforced the theme of the quantity of time spent in class:

> The students want the program to move more quickly -- they think it moves too slowly. I agree; I think the hours we meet per week (6) is not enough. If we could meet more, it would strengthen the program. We need a county center where students could go anytime (day, evening, weekends) to study and learn. If a facility like this was available, I believe you could reach a lot more people.

Site III: Informant IV (Students)

Ten students took part in the group interview. As Table 6 reveals, the students encompassed a wide range of ages and backgrounds. The students were willing informants and expressed their opinions with no apparent reservations.

After introductions were concluded, the students were asked how they found out about the ABE program. Responses indicated that

the informants became aware of the program predominantly from talking with friends and relatives. As the discussion progressed, it became obvious that the group felt that the advertising methods of the ABE program needed refining. Some responses were:

> The advertisement could be more effective, definitely.
>
> It needs to be on radio and TV more and not just rely on "word of mouth".
>
> It needs to be advertised more. It may not be important to a lot of people, but it is very important to me.

The discussion shifted to why the informants decided to take ABE classes. Although many reasons were revealed, such as: to be able to help their children with homework, to go to college, to get a better job, to complete the GED, probably the most frequent and most emotional responses were those motivated by personal satisfaction. For example:

> It's your own personal satisfaction of saying, hey, I've achieved a goal that I was working for. I can say, hey, I did it!
>
> When I go take aptitude tests and on there where they've got education I have always had to circle the 8. My goal is to be able to circle the 12. It will really make me feel good when I will be able to circle the 12.
>
> It is fine being a housewife, but I just want to do more. The kids are in school, and I just want to do more with my life.

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Barriers to taking ABE classes were then discussed. The informants mentioned thinking one is too old to go to school, or that classes take too much time. Also, transportation and child care problems were mentioned frequently. But, again during the interview, a prevailing reason or, in this case, barrier became evident. Classes being taught only at night became the barrier that caused the most problems for everyone.

The facility did not seem to be a problem. The respondents felt it was conveniently located, and the fact that it is an elementary school caused no apparent problems, although there was moderate concern over having larger and more comfortable seats. Again, the issue of classes only at night appeared in the guise of wanting to have access to the facility more than two nights a week. The students concluded that because the school was empty late afternoons and weekends, it should be made available for ABE classes at these times.

When asked to comment on the characteristics of their current ABE teacher and to compare these with the ideal ABE teacher, all agreed that the current teacher was very close to their ideal teacher.

> Our teacher is a very understanding person, who never makes fun of us or acts like he is here because he has to be here. You can call him anytime (at home, school) and he will try to help you. He lets you work at your own pace and makes me feel relaxed. He has said he will be right here with us until we accomplish our educational goals.

The final phase of the interview gave the informants an opportunity to express their opinions regarding improvement of the

ABE program. In addition to receiving needed materials (textbooks) more quickly, improved recruiting methods were wanted. Also, the need for a graduation ceremony for those who complete the GED was suggested, as well as for being able to take the GED in their classroom rather than having to go to the county seat. During the discussion, it became evident once again that the respondents felt an exigency to be able to spend more time in class with the teacher. For example:

> The class time goes so fast that there is not enough time to get into everything you need to. We need to have a place where we could go day or night to study, where teachers would also be available to help us, on weekends, too. We would be able to learn quicker and better, and, also, I think more people would take part in the program.

SITE IV

A public school system located in Virginia

Site IV: Informant I (Local ABE Administrator & Regional Specialist)

Arrangements were made to interview simultaneously the local ABE administrator and the regional specialist, who holds a half-time position funded through the Virginia Department of Adult Education. A regional specialist is placed in various regions of Virginia (usually encompassing three or four counties) to coordinate the ABE program, the GED program, the volunteer literacy programs, and the Virginia

Department of Adult Education into a working team. The regional specialist works specifically with the ABE program through:

1. Offering in-service training for ABE teachers and assisting with recruitment of students.

2. Providing work place literacy (if industries and business can be identified).

3. Offering technical assistance to teachers.

The local ABE administrator has 25 years' experience as both an ABE teacher and an administrator. He began as a teacher and, after 4 years of experience, became the administrator. This informant is employed full-time as a high school teacher, but his role as ABE supervisor is on a part-time basis. As he explained:

> I work as program administrator part-time. A full-time administrator would probably be better, but we don't have the money for that.

A description by the informant of his job content includes: organizing all ABE classes in the county, hiring teachers, securing facilities, ordering materials, and completing all forms that go to the local school system and the state department.

When asked about recruiting of students, the informant explained he has tried everything. He revealed that teachers are urged to do most of the recruiting, along with assistance from the regional specialist who works with various agencies (welfare, JTPA, Social Services) for referrals. Both informants emphasized there was

no funding for recruiting, and the ABE administrator believes the best recruiting to be "word of mouth" from current students.

Selection of teachers is done by the ABE administrator. He stated:

> I hire all the teachers. An ABE teacher must have a Bachelor's Degree. I normally recruit elementary teachers, because they are trained to teach subject matter at about the same level as is taught in the ABE classes.

Orientation of teachers is arranged through the regional specialist. She revealed that orientation consists of: (1) pre-service for all teachers; (2) in-service for new teachers; and (3) an evaluative staff meeting for administrators at the end of the year. These sessions are funded through the resource center of Virginia Commonwealth University in Richmond. Teachers from the area the regional specialist serves attend these meetings. They are urged to attend but are not compensated. Topics for discussion normally include building student self-esteem and developing an effective student evaluation system.

The ABE administrator commented that formal supervision and evaluation of teachers is not a priority. He stated:

> My teachers don't need much supervision because they know what they are doing. I do try to stay in contact with them, but I don't have time to do much supervising. I don't have any formal evaluation of teachers. The best evaluation I have is if the teachers get students and keeps them. I believe the regional specialist tries to offer some form of self-evaluation to teachers.

The informant revealed that the location of classes depends on wherever an apparent need exists. The school board has granted use of school buildings for classes; consequently, most classes are scheduled to meet in public school facilities. The interviewee explained that the school board and the school superintendent were very supportive of the ABE program.

Funding for ABE programs is derived mostly from federal and state revenues, with only 10 percent coming from local sources. The informant seemed pleased that state revenues had recently increased significantly from $27,000 in 1988-89, to $70,000 in 1989-90.

In commenting on how the ABE program might be improved, both respondents emphasized that more time is needed to evaluate the program and, particularly, the role of the regional specialist in the program.

Site IV: Informant II (Teacher)

While being employed full-time as a middle school librarian, this individual has been teaching ABE part-time for the past 17 years. He became interested in teaching when a friend, who was teaching ABE at the time, described the program and eventually arranged for the respondent to be employed as an ABE teacher.

The informant was asked to comment on the characteristics of individuals taking ABE classes and to describe the teaching philosophy he espouses in order to meet their educational needs. He replied:

> These students need a great deal of individual attention. You have to work with them on their own needs and help them to feel good about themselves and the ABE program. They are easily intimidated, particularly about their writing skills. I have found that they want everything now--they want things to move too quickly. They need to realize this is going to take time and can't be done overnight. I am realistic with them as to what they are capable of achieving. If someone wants to be an engineer and can't add, I tell them the chances of being an engineer are not good. I like to tell them like it is.

When asked about the possibility of offering additional class time for interested students, he commented:

> Six hours a week is probably enough. I don't know if the school system would support more than six hours a week. Although I have had people who would like to do this and who would probably be capable of doing it, I don't think it would be a good idea because the students want everything too quickly already.

The informant noted a majority of students enroll in ABE classes to enhance employment opportunities, yet some deterrents to taking classes were lack of child care, transportation, and fear of failure. The informant did not believe that the facility in which classes were conducted deterred students from enrolling. He explained that students are comfortable about taking ABE classes in this building; the building or any other aspect of the program was not a stigma to them.

The respondent considers the school system to be very supportive of the program in that the superintendent of schools continually seeks additional ABE funds from the local school board.

Teacher orientation and in-service activities are administered by the State Department of Adult Education through the regional specialist. The respondent commented that the state department schedules workshops during the year for teachers. In his words:

> They bring in people from the state department to talk about various aspects of ABE instruction. We are not required to attend and are not paid if we do attend. Some of the material we are exposed to in these sessions is useful, but some of it is not practical for my situation.

Supervision and evaluation of teachers brought forth the following comments:

> There is no formal supervision or evaluation of classes that I am aware of. The ABE supervisor visits my class occasionally to bring equipment and materials that I have requested, but there is no formal supervision. I think that when you are working with adults that you don't need a lot of supervision from administrators. The only evaluation done is that I do allow my students to evaluate me, and I have found it to be very useful. I feel the communication lines are open to the ABE director, and that I can give him my input whenever I desire.

The teacher believes the ABE program could be improved by business and industry becoming more cognizant of the various aspects of the program. In his words:

> This is a source that could be tapped more, but currently what they know about the program is limited, and to get them involved would mean having to convince them of the value of the program to their business.

Site IV: Informant III (Teacher)

This person has been an ABE teacher for the past 14 years. He is employed full-time as a visiting teacher and a school social worker and has been so employed for the past 20 years. He was recruited by the ABE supervisor to teach classes.

The informant expressed his desire to teach adults and emphasized the satisfaction he achieves from working with ABE students. He stated:

> I enjoy working with adults, especially those who are motivated toward achieving a goal. I work individually with the students and let them work at their own speed. These students are highly motivated and learn fast. I do my recruiting for my class myself. I consider it a major part of my job as an ABE teacher. The students feel real good about the program and feel it is beneficial to them.

The building in which the class meets is an elementary school, but the informant believes the facility is adequate because classes are conducted in the library where the problem of undersized desks is solved by the use of large tables for study. The informant believes the students are comfortable in the facility, and that they are not embarrassed by having to attend class in an elementary school.

The informant thinks that materials and equipment provided are appropriate and adequate. He explained that the administrator provides a catalog of materials that may be obtained, and, if so desired, the administrator will order and deliver these materials to the ABE classroom.

In discussing teacher orientation, he replied, "When I started, there was no orientation. However, now the state department provides in-service training to all teachers." The informant explains that in-service sessions stress how to teach reading and build self-concept and are conducted annually for all ABE teachers in the region.

When queried about methods used to supervise and evaluate teachers, he acknowledged that there was no supervision or evaluation of teachers that he was aware of. However, the informant noted that communication lines are open between the ABE administrator and himself, and he has no qualms in calling the administrator and expressing concerns or needs.

He also described the quality of books and materials provided to students as being an asset to the program.

The desire and attitude of ABE students made a strong impression on the respondent. In his words:

> These people come to these classes wanting to find a way to better themselves. They may want to get a job, or get a better job or to just feel better and more confident about themselves. Some of them receive very little support from their families, especially some of the wives from their husbands. You have to admire these people for looking for a better life. I would like to see some kind of child care facility for these people's children while they are in class and also some type of transportation to get them to and from class. If they have child care problems, I tell them to bring their children to class with them. I take three students home after class because they don't have transportation. I don't mind it, but I think the students feel as if they are putting me at an inconvenience to have to take them home.

Site IV: Informant IV (Students)

Nine students took part in the group interview. Demographic information on the students is presented in Table 8. Following some initial getting-acquainted techniques, the students were asked how they found out about the ABE program. The responses revealed that, for most of the informants, information about the program was given to them from a friend, family member, or workplace colleague. Only one person said they heard about it from radio, television or some form of advertisement.

The informants, when asked to comment on motivation for attending ABE classes, expressed a variety of reasons, the most prevalent being to enhance their employment opportunities or to complete the GED. One individual commented:

> Everywhere I go to try to get a job, they say they can't hire people without a GED. It is something I have to do to get ahead.

Self-satisfaction and helping children with their homework were also mentioned as reasons for enrolling. One informant divulged that she attended the classes to make new friends and to be able to communicate with other people.

Barriers to enrolling in ABE classes were then discussed: The group designated lack of time, fear of failure, transportation problems, child care problems and belief that they were not smart enough to attend the classes as barriers they had to overcome. One individual exemplified the barrier of not knowing about the program. He stated:

> I had to drop out of school to go to work to help my parents with the bills. I had wanted to do something like these classes for years, but I only found out about the classes a few months ago. I think the classes need to be advertised more.

As the discussion continued, an additional and more significant barrier became evident. The informants began talking about how long it takes to finish the program--particularly if obtaining a GED. They agreed that meeting only two nights a week for three hours a night is not a sufficient amount of time in class. One student stated:

> We don't meet enough. I would like to meet more than six hours a week. I want to get through this program and get a job, and if we could meet more I could get to work quicker. I think if we met more and at different times, day and night, that more people would take the classes. Several of my friends who need the program have told me they will not take the program because it takes too long.

The informants were satisfied with the facility. They felt it was comfortable and convenient and did not feel threatened or embarrassed because the classes are held in a primary school. The discussion revealed that students spend most of their time working solely from the textbooks, with no teaching aids of any type used. When asked if they would like to become familiar with some teaching aids (computers, teaching machines), they concurred wholeheartedly.

The interviewees seemed pleased with their teacher, although they did express a desire for more feedback on how they were progressing in the class. As one informant responded:

> I wish I knew more about how well I am doing and how close I am to being able to pass the GED test. I don't want to study what I already know. If we could evaluate the teacher, we could make him aware of this. I am afraid he will get mad if I ask him about these concerns.

Finally, the informants were asked to express their opinion on how the ABE program could be improved. The students concluded the overall program was working well but again expressed the desire to spend more time in class. They noted a need for a place to study away from home and reiterated the hope of completing this phase of their education as rapidly as possible, which explains the adamant request for extended class time.

Notes

Translating the spoken word to a written page can be a tedious assignment.

Concomitant with the need for accuracy is the need for clarity. To accommodate both of these criteria, several modifications of the quoted responses were thus applied:

1. The words <u>informant</u>, <u>respondent</u>, and <u>interviewee</u> were used synonymously in referring to the person being interviewed.

2. Filler words such as <u>uh</u> and <u>you know</u> have been omitted.

3. Repetition of statements and other comments irrelevant to the question or point being discussed have been omitted.

4. With the aforementioned exceptions, the quotations cited are the verbatim responses of the informants.

CHAPTER V
Summary, Interpretations and Recommendations

The purpose of this study was to ascertain why there are more enrollees in Adult Basic Education programs administered through community colleges than in Adult Basic Education programs administered through the public school systems. Specifically, the study compared differences and similarities relating to factors that influence adults' participation in ABE classes using two modes of delivery in North Carolina and in Virginia.

Researchers in the 1970's concluded that more than 72 million--one out of three--adults may lack the reading and writing skills needed to function effectively. The United States Department of Education estimates that this figure is growing at the rate of 2 million each year (Duffy, 1986).

The passage of the Adult Education Act of 1966 represented the first major funding effort by the federal government in reducing adult illiteracy (Grede and Friedlander, 1981). Funded under the Adult Education Act, Adult Basic Education is the largest single program to reduce adult illiteracy. In 1978, amendments to the act required that administration of ABE programs be expanded throughout the public and private sectors, rather than relying extensively on the public schools as had been done previously. Amendments in 1984 gave states more discretion to operate their own ABE programs, including decision-making concerning delivery systems based on individual

needs. These amendments have brought community colleges and public school systems into competition, in a number of states, regarding who has responsibility for Adult Basic Education programs. Federal and state ABE administrators could profit from more information about what is distinctive about the mission of these two providers of ABE classes, especially as this mission relates to attracting potential ABE enrollees.

This study was designed to contribute knowledge about those factors that enable ABE programs administered by community colleges to attract more enrollees than ABE programs administered by public school systems. These factors were gleaned from research on adults' participation in organized learning, identified in Chapter I, and eventually formed the basis for the following research questions:

1. What are the differences and similarities in administrative structure, recruiting policies, program funding, and overall commitment of institutional and state leadership of Adult Basic Education programs in North Carolina as compared to Virginia?

2. What are the differences and similarities in attitudes and factors that motivate Adult Basic Education students to enroll in Adult Basic Education classes in North Carolina as compared to Virginia?

3. What are the differences and similarities in attitudes of Adult Basic Education faculty toward adult illiteracy, Adult Basic Education programs, and Adult Basic Education students in North Carolina as compared to Virginia?

4. How do the identified differences and similarities influence student participation rates in Adult Basic Education classes in North Carolina and in Virginia, and what are the practical implications suggested by the findings for the administration of Adult Basic Education programs?

In order to answer these questions, data were gathered by conducting case studies of ABE programs in four chosen sites, two in North Carolina and two in Virginia. The informants in each site consisted of the local ABE administrator, ABE faculty, and ABE students. Naturalistic inquiry, including in-depth individual interviews, group interviews, document analysis, and observations was used to collect data at each of the four sites. A system of analytic induction referred to as domain analysis was used to conduct data analysis. Additional information was gathered for the purpose of triangulation through interviews with the state directors of Adult Basic Education programs in North Carolina and in Virginia.

Summary of Answers to the Research Questions

First Research Question. The administrative organization of ABE programs in the two community colleges in this study is substantially different from the administrative organization of ABE programs in the two public school systems investigated in this study. Student recruiting strategies, time frames for scheduling classes, availability of facilities, commitment of institutional leadership, and program

funding were differences which had considerable effects on student enrollment. This finding is substantiated by the literature related to factors that influence individuals to participate in adult education. Cross (1981) presented a situational, institutional, and dispositional topology of barriers which has applicability to these findings as does the study conducted by Scanlan and Darkenwald (1984) which divided situational barriers into work constraints, family constraints, and cost. Studies done by Rachal, Jackson, and Leonard (1987) on factors affecting persistence and attrition in Adult Basic Education and Beder (1989) on reasons for non-participation coincide with the findings of this study with particular relevance to the area of facility utilization including time frames in which classes are scheduled and the positive effects this has on ABE enrollment.

Second Research Question. Students from North Carolina and Virginia shared a positive perception of ABE teachers and were confronted with similar barriers to enrolling in ABE classes initially. There were, however, discernable differences between students from the two states, the most notable being the method by which they were introduced to ABE classes. Students at the North Carolina sites were made aware of ABE classes usually through advertisements and publicity, whereas students in the Virginia sites were made aware of ABE programs primarily by "word of mouth" through friends, relatives, and/or acquaintances.

Third Research Question. Faculty from all sites empathized with their students and were determined to eradicate adult illiteracy.

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Faculty were willing to go "above and beyond" normal job requirements to help ABE students achieve their educational goals. Community college teachers, some of whom are full-time teachers, seemed more aware of their job requirements and were pleased with the flexibility of time frames in which classes were offered, whereas the teachers in ABE programs administered through public schools seemed unclear of their job requirements and, in one site, believed that time spent in class was not adequate and should be expanded.

Perhaps this difference in job awareness and job requirements can be explained by the fact that in the sites studied, North Carolina employs full-time as well as part-time faculty, whereas Virginia relies exclusively on part-time faculty. Friedlander (1980) found part-time teachers to be less aware of campus activities and policies, less likely to have contacts with administrators, and less likely to have knowledge of departmental affairs, course content, and curriculum development than their full-time counterparts.

Fourth Research Question: The data, from the sites, indicated that community colleges possess some uniquely inherent differences when influencing adults to enroll in ABE programs, when compared with public schools. State and federal ABE officials should be aware of the results of this study when deciding which agency or institution can deliver Adult Basic Education classes more effectively.

The remainder of this chapter consists of two sections: A summary of the major findings of this study is presented in the first

section; an interpretation of the findings and recommendations for future research are presented in the second section.

Major Findings

The major findings that resulted from the study of the four sites revealed that distinct differences exist in the administration of ABE programs in community colleges and public schools. These differences help to explain why more students enroll in ABE classes administered through community colleges in North Carolina than in those administered through public school systems in Virginia.

First Finding. The identification of differences in student recruitment strategies led to the first major finding of this study. Recruiting strategies in the community colleges studied are organized by a full-time ABE administrator through a centralized recruiting effort including networking with local businesses, industries, and governmental agencies, and teachers are not directly responsible for recruiting of students. As one ABE administrator in North Carolina stated:

> My day is spent working entirely with this program. I consider a vital part of my responsibilities to recruit students, and the crux of my recruiting is done through establishing partnerships with business and industry. The next most vital part of my job is to provide quality education.

However, at public school sites included in this study, formal recruiting is done primarily by the individual teacher, with some

assistance from the regional specialist and the ABE administrator, both of whom are employed on a part-time basis. The philosophy is that "word of mouth" is the most effective recruiting method available. In the words of an ABE administrator in Virginia:

> We urge our teachers to do most of our recruiting. The best recruiting I have found is "word of mouth". When we advertise, I don't see that our enrollment increases any at all.

Interviews with students in the North Carolina sites revealed exposure to the ABE program is essentially everywhere, and the students suspect that potentially large percentages of the population are exposed to the publicity of ABE programs. However, in the Virginia sites, students felt ABE programs could be better advertised and revealed that they had difficulty finding out about Adult Basic Education classes initially. Several student informants stated:

> The advertisement could be more effective, definitely.
>
> It needs to be on radio and TV more and not just rely on "word of mouth".
>
> It needs to be advertised more. It may not be important to a lot of people, but it is very important to me.

The findings revealed that student recruiting strategies in community colleges are more likely to attract larger numbers of ABE enrollees than those strategies utilized by public school systems. This parallels research done by Cross and McCartan (1984) which pointed out that

community colleges with their open admission policies and active recruitment of adult part-time learners have developed innovative and comprehensive remedial programs for adults in ABE programs.

Second Finding. The identification of differences in the time frames in which classes are scheduled and the availability of facilities in which classes are taught led to the second major finding of this study. Flexible scheduling both day and evening, with the potential for students to advance through the program at his/her desired rate of completion, is characteristic of Adult Basic Education in the community colleges studied. One off-campus ABE student in North Carolina stated:

> I like being able to go to the college whenever I want to. I can progress faster, and it also gives me a quiet place to study. The teachers there and the instructor here work very closely together.

Rigid scheduling of classes two evenings a week for three hours each evening describes ABE administered through public schools at the Virginia sites. Informants revealed scheduling classes only in the evening eliminates potentially large numbers of individuals who prefer day classes, and scheduling classes only six hours per week proves frustrating for students who are capable and who desire to move more quickly through the program. One Virginia ABE student stated:

> We don't meet enough. I would like to meet more than six hours a week. I want to get through this program and get a job, and if we could meet more I could get to work quicker. I think if we met more and at different times, day and night, that more people would take the classes. Several of my

friends who need the program have told me they will not take the
program because it takes too long.

At the North Carolina sites, community colleges are able to
provide fully equipped, fully staffed facilities exclusively for ABE
programs which are available day and evening. As a full-time ABE
teacher in North Carolina said:

This is the Cadillac model--fully equipped with VCR's, computers, all of
the latest materials available for teaching ABE. In addition, we have
copiers, teacher aides, and counselors who are always here day and night
and even some on weekends. There are several rooms within the lab, one
for discussion learning, one for the beginning students to work in, and
one that is dead quiet for studying. This is important to be able to
segment these students for various learning activities, and this lab
allows us to do this. We are very proud of our lab, but as enrollment has
increased, we have become more and more crowded. We hope to expand
the size of the lab in the near future. Most of our off-campus classes are
taught in locations such as public schools, churches, or industry sites.
These sites are sometimes lacking especially when compared to this lab,
but you have to learn to adapt. I might add that the off-campus ABE
students are able to use this lab anytime it is open.

The public schools in Virginia are unable to provide facilities,
equipment, and staffing comparable to community college delivery in
North Carolina and are also unable to provide facilities exclusively
utilized by the ABE program. In the words of an ABE instructor from
Virginia:

The students want the program to move more quickly -- they think it
moves too slowly. I agree; I think the hours we meet per week (6) is not

> enough. If we could meet more, it would strengthen the program. We need a county center where students could go anytime (day, evening, weekends) to study and learn. If a facility like this was available, I believe you could reach a lot more people.

Therefore, the findings indicate scheduling of classes and availability of facilities in ABE programs administered through community colleges are much more conducive to attracting enrollees than are class scheduling and facility utilization for ABE programs administered through public school systems.

Grede and Friedlander (1981) state that, in the next twenty years, ABE will be transferred from the secondary schools to the community colleges in all states. They cite as an example the Chicago Board of Education, plagued by monetary deficits, which decided to adhere to its legal mandate and turn over its entire adult education program to the City College system. Given their experience in working with poorly prepared adults, knowledge of instructional technologies, and excellent educational resources and facilities, community colleges are in a good position to provide sound ABE programs (Parker, 1988).

Third Finding. The third major finding of this study involved the differences in commitment of institutional leadership. Commitment of community colleges to Adult Basic Education, in the sites investigated, becomes evident when one considers that adults with less than a high school education, in most cases, cannot enroll in college level classes until they complete the ABE and GED programs.

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Consequently, community college administrators in the two North Carolina sites are cognizant of the fact that if people fail to enroll in the ABE programs, enrollment in college level classes will eventually suffer. An ABE administrator from North Carolina stated:

> The college administration sees our program as a priority. Fifty-nine percent of the population age 25 and older in this county do not have a high school diploma. That 59 percent will not enroll at this college until they come through our program.

Public school administrators in the sites studied have no such impetus, or other apparent reason, to be committed to the ABE program. A study by Boyer and Hechinger (1981) lends support to this finding. These authors concluded that the need for the community college to maintain its commitment to the "open door" with comprehensive literacy programs for adults in an adult learning environment seems to be the preference of adults, rather than literacy programs offered at the public high school--a place where these adults have previously failed to learn or a place which has previously failed to help them learn, and a place which seems to make a limited commitment to provide the resources necessary for success.

Fourth Finding. The fourth major finding relates to differences in program funding. Funding in North Carolina for Adult Basic Education is derived from federal and state funds with a significant percentage being state monies. State funding is based on numbers of students--the more students enrolled, the more money, including

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allowances for enrolling large percentages of potential ABE students, is allocated. Funding for Adult Basic Education in Virginia is also derived from federal and state sources, but Virginia compensates a much smaller percentage of the cost of ABE programs than does North Carolina. In addition, Virginia does not offer incentives for enrolling large percentages of ABE students. State commitment can normally be measured by the resources allocated to a program; North Carolina spends significantly more money each year for ABE programs than does Virginia. (See Appendix J.)

The data, from the sites, revealed major differences in administrative organization of ABE programs delivered through community colleges and ABE programs delivered through public school systems. Furthermore, these differences were shown to have a profound effect on ABE enrollment. In each of the identified differences, the researcher found community colleges to be both inherently and organizationally better equipped to attract larger numbers of ABE enrollees than are public school systems.

Postulates (Plausible Conclusions)

As stated in Chapter III, one goal of this study was to generate a number of working hypotheses which may provide guidance for future research. Further, postulates have been drawn which might serve as plausible conclusions to the previously reported findings which may serve as a guide to ABE officials who ultimately must decide which agencies or institutions can deliver Adult Basic Education classes most

effectively. The researcher is suggesting that these postulates are based on only the case studies used in this investigation. Cronbach (1975) warned against making generalizations the ruling consideration when conducting qualitative research.

First Postulate. There is a positive relationship between being a full-time ABE administrator and being able to accomplish a centralized recruiting effort for students, being able to develop networks with local business and industry, and being able to establish formal orientation, supervision, and evaluation of teachers.

In reviewing the relevant literature pertaining to successful recruiting techniques for students in Adult Basic Education, it became apparent that effective recruiting requires time, planning, and finances. A study for the Pennsylvania Department of Education (1985) described proven recruiting techniques including newspaper articles, posters, radio and television advertising, bulletin board announcements, job-site classes, and community center recruiting. The researcher concluded that the most effective means of advertising ABE programs was the heavy use of commercial television as an awareness and instructional medium. Madeira (1980) surveyed 130 local ABE directors asking for suggestions on recruiting the least-educated adults. The suggested recruitment techniques are as follows: use of ABE students as recruiters; television and radio spots, and talk shows; local agency referrals; and industry-based adult education. It was pointed out that developing industry-based programs is dependent upon first establishing a network between ABE and that

particular industry. Ratliff (1983) reports that ABE administrators need to promote student recruitment activities especially with business and industry and maintain contacts with referring agencies.

The consistent findings of the research reveal successful recruiting of ABE students requires time on the part of the ABE administrator and resources on the part of the ABE program. The employment of a full-time ABE administrator is imperative for success in recruiting students; the research supports the findings of this study.

There appears to be a lack of research on whether full-time ABE administrators are better able to establish formal orientation, supervision, and evaluation of teachers than their part-time counterparts. Consequently, it is hoped that the findings of this study will begin to add knowledge to the literature in this area.

Second Postulate. There is a positive relationship between availability of facilities exclusively for ABE classes (day and evening) and the number of students who enroll in ABE programs.

Learning centers available specifically for ABE classes are advantageous to both recruiting and retaining ABE students. The learning center has several advantages over the traditional classroom: (1) it is success-oriented, (3) it meets individual needs on a variety of levels, (4) it permits flexible scheduling, and (5) it promotes self-directed learning. Effective learning centers offer students the potential for a self-instruction program with a flexible schedule of attendance (Webster and Huffman, 1983).

There is a dearth of research available on ABE facilities and the effect facility use has on ABE enrollment. Alamprese (1988) addressed this critical need for bona fide research studies in the field of ABE. She felt the need was particularly critical in instructional methods, assessment and accountability systems, and the organization and delivery of ABE services, including availability and utilization of facilities.

Third Postulate. There is a positive relationship between the commitment of institutional leadership and the number of students who enroll in ABE programs.

Most community college administrators want responsibility for Adult Basic Education classes for a variety of reasons--larger tax base, greater state funding, increased enrollments, expansion of the college's mission of providing educational services to adults in the community, and the fact that these individuals will be unable to enroll in the community college's academic programs until the GED is obtained (Grede and Friedlander, 1981).

In North Carolina, community college presidents agree that increased levels of funding for the ABE program coupled with the realization that students must have a GED to enroll in college level programs has increased the status and visibility of ABE programs. The presidents also are aware of the decrease of the potential student population for regular curriculum programs, further enhancing the attractiveness of ABE. Thus, presidents are willing to fund ABE efforts in student recruitment, provide state-of-the-art facilities solely for

ABE programs, and employ full-time ABE teachers. These factors have a profound positive effect on ABE enrollment (Fingeret, 1985).

Public schools appear to have little or no commitment to ABE, and thus a transfer of control over ABE functions from the secondary schools to the the community colleges will begin taking place throughout the country at an uneven pace (Parker, 1988). Moreover, a shift of responsibility of ABE programs from school districts to community colleges has taken place in many states, and this shift will accelerate at an even faster rate in the next ten years (Cohen and Brawer, 1989).

Fourth Postulate. There is a positive relationship between the amount of funds allocated for ABE programs and the number of students who enroll in ABE programs.

Parker (1990), an education specialist for the United States Department of Education, has found a positive relationship in increased funding for ABE programs and increased enrollments. This research concurs with the findings of this study and reinforces the need for adequate funding if large numbers of ABE enrollees are to be served.

In North Carolina, the state legislature authorized "FTE" funding for ABE programs delivered through community colleges. ABE programs will be allocated state funds in proportion to the number of students served; therefore, the incentive is there for the institution to generate money by getting as many students as possible into ABE (Fingeret, 1985).

Sherron (1985) reported that in Virginia funds for ABE programs have remained fairly constant since 1980. The sad reality is that the ABE program is operated with part-time supervisors, part-time teachers, and inadequate counseling and support services because of lack of state funding.

The original idea of the Adult Education Act was to provide seed money to the states to encourage them to attack the adult literacy problem. Twenty-five years later, the state of Virginia and most Virginia locations are still providing only the ten percent matching funds required to get the federal monies (Sherron, 1985).

Recommendations

The most important question raised by this study that will influence future research is: Should state officials of Adult Basic Education programs which are currently administered through public school systems consider, if possible, changing policy and giving responsibility for ABE programs to community colleges? Prior to answering this question, the following recommendations should be addressed:

For state administrators of ABE programs delivered through public school divisions, the researcher recommends a feasibility study to determine, if under the current system, it is possible to:

1. Employ a full-time ABE administrator whose sole responsibility is to organize and supervise the ABE program.

2. Employ full-time ABE teachers who teach only ABE classes.

3. Establish classroom facilities which are available day, evenings, and weekends, exclusively for ABE programs.

4. Determine the level of commitment the superintendent and the local school board demonstrate toward ABE programs.

Based on the findings of this study and the postulates that have been identified, the recommendations listed above need to be implemented if large numbers of ABE enrollees are to be served. If public school officials determine that accomplishing these criteria is not feasible within their current system, then this researcher believes that serious consideration must be given to shifting the responsibility of ABE programs away from public schools and toward community colleges.

For state administrators of ABE programs delivered through community colleges, the researcher makes the following recommendations:

1. That college leaders assess the effects of ABE programs on other programs within the college. Grede and Friedlander (1981) noted some community college administrators view literacy programs as another factor contributing to the loss of status for community colleges as institutions of higher education. Findings from such a study should help determine if other segments of the college community see ABE as a help or a hindrance to their specific programs and to the overall mission of the college.

2. That a study be designed to determine the attitudes and feelings of public school officials concerning ABE programs being administered through community colleges. This investigation should be carried out jointly by officials from community colleges and public school divisions, or by an independent investigator.

3. That a study be devised to determine if full-time ABE faculty are different from part-time ABE faculty in:

   (1) ability to attract potential ABE enrollees.

   (2) helping ABE students achieve their educational goals.

   (3) attitudes toward ABE students.

   (4) attitudes toward ABE programs.

   (5) educational background.

The literature comparing the effectiveness of part-time versus full-time faculty is abundant but unyielding as to conclusiveness. Perhaps a study of this nature would add to the body of knowledge in this field.

For state administrators of ABE programs in Virginia, this researcher recommends the following:

1. That a similar study be conducted using different sites and different geographic locations in both North Carolina and in Virginia. Findings of the two studies could then be compared to determine if a third study is warranted to reach a consensus.

2. That a study be designed to determine why Virginia is unable to fund ABE programs at the same level as North Carolina.

For federal administrators of ABE programs, this researcher makes the following recommendations:

1. That a national study be conducted to determine the extent and nature of ABE in community colleges.

2. That an instrument be devised capable of determining the percentage of ABE enrollees who eventually accomplish their educational goals which reveals the time spent in ABE classes in order to realize these goals.

3. That a national study be formulated comparing the number of enrollees in ABE programs administered through community colleges with the number of enrollees in ABE programs administered through public schools.

Suggestions for Future Researchers:

For other researchers who wish to conduct a naturalistic inquiry, this researcher recommends the following:

1. Keep an investigator's journal separate from the data collected. The journal should include perceptions, experiences while in the field, problems encountered, and ideas for improvements. It may be helpful to audio-record these data rather than keeping it in the form of a diary. The audio-recording is more accessible, more descriptive, and takes far less time to complete than do written accounts.

2. When interviewing informants, it is imperative to audio-record the session. It is equally as essential to make the tape recorder

as obscure as possible because some informants become intimidated by tape recorders, and this intimidation may affect the validity and authenticity of their responses.

3. Be cognizant of ambiguities which can potentially arise in this type of research, due to the immense volume of data which must be collected, recorded, coded, and eventually analyzed. It is paramount to adopt a method of analyzing data which is both manageable and reliable.

4. Use of naturalistic inquiry--specifically, the case study--is a viable research method when description and explanation are sought, rather than cause and effect. The case study approach as an investigative technique, yields rich descriptive information which provides a holistic account of the observed phenomenon or culture. This type of data can reveal vast amounts of detailed information about the natural environment and the feelings of participants in that environment.

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APPENDIX A

Interview Guide

Interview Questions for Administrators

1. How did you become an administrator of Adult Basic Education programs?

2. Please tell me about your job, describe what you do on your job, the people you interact with, including your interaction with state ABE directors.

3. Describe your job responsibilities other than administering ABE programs.

4. Do these other job responsibilities conflict with each other?

5. In what ways do you provide or encourage:
    (a) recruitment of potential students?
    (b) appropriate direction and supervision to teachers?
    (c) availability of adequate facilities at convenient locations?
    (d) financial support to administer ABE programs, including advertisements to recruit potential students, recruiting faculty and staff, etc.?
    (e) program funding (local and state)?
    (f) other opportunities for teachers and students to be successful?

6. Describe the attitude that your institution or school system has toward the adult basic education program. How much support do you feel your institution or school system renders to the adult basic education program?

7. Describe the attitude that local business and industry leaders have toward the adult basic education program. How much support does the ABE program receive from local business and industry leaders?

8. What aspects of the ABE program do you see most in need of refining?

9. What else can you say that we haven't talked about concerning ABE programs at this institution or in this school system?

Interview Questions for Faculty

1. How did you get involved teaching ABE classes?

2. Tell me about your job. What kinds of things you do in this job, the people you interact with, the place where you teach, the students you teach.

3. Why did you take this job as opposed to other options available to you?

4. In what ways are you provided with:
   (a) orientation, directions or guidelines prior to teaching?
   (b) appropriate materials and equipment to teach with?
   (c) adequate facilities to teach in?
   (d) opportunities for input into policies affecting ABE programs/program evaluation and teacher evaluation?

5. Why do you think students enroll in ABE classes?

6. What have students told you, and what is your feeling about how students feel, about the ABE program?

7. Describe the attitude that your institution or school system has toward the adult basic education program. How much support do you feel your institution or school system renders to the adult basic education program?

8. Describe the attitude that local business and industry leaders have toward the adult basic education program. How much support does the ABE program receive from local business and industry?

9. What are the program's strengths?
   What are the program's weaknesses?

10. What else can you say that we haven't talked about pertaining to ABE programs, ABE students, etc.?

Group Interviews (Students)

Topic Outline

I. Introduction
   A. Purpose of Group
   B. Respondent Introduction: home, occupation, years of school completed.

II. Enrolling in ABE Classes
   A. How did you find out about ABE programs?
   B. Have you heard about other literary programs?
   C. What do you like or dislike about the way ABE classes are advertised?

III. Perceptions of ABE
   A. What do you expect from ABE classes? (Example: becoming a better reader, GED, etc.)
   B. How long have you been enrolled and how long do you expect to continue in the ABE program?
   C. How will ABE classes help you? (Example: job skills, family life, life in general.)
   D. Do you know of family and friends who need to be enrolled in ABE classes and are not enrolled? Why are they either enrolled or not enrolled in the program?

IV. Barriers
   A. What are some barriers or difficulties that you encounter from taking ABE classes?
      1. How do your family and friends feel about you taking ABE classes?
      2. Transportation (length of travel to and from classes)
      3. Flexible scheduling (time of day or evening)
      4. Difficulty in enrolling and maintaining regular attendance
      5. Transportation and other expenses
      6. Child care
      7. Too old to learn/too dumb to learn
   B. How do you feel about the current location for the classes?
   C. Where do you do most of your studying?
   D. What other fears or barriers did you encounter while deciding whether or not to take ABE classes?

V. Instruction
   A. What do you expect to receive from an ABE instructor?
       1. Availability of instructor outside of class time?
       2. Is technology used?

VI. Ideal ABE Classroom and Teacher
       1. If you could describe the ideal ABE program, what would it be like? (Include ideal facilities and meeting times of classes, as well as ideal teacher.)
       2. If you were asked to report to the director of ABE programs, what suggestions or recommendations would you make to improve the current program?

       3. What else can you say that we haven't talked about pertaining to ABE programs, ABE teachers, ABE facilities, etc.?

Focus Group Members' Orientation

It's a pleasure to welcome you as a member of a focus group research panel. I believe you will enjoy this session.

The purpose of the panel will be to gain a better understanding of Adult Basic Education programs and students. Your names will remain anonymous in written reports.

I am interested in knowing your true thoughts, feelings, opinions, and reactions concerning today's subject. The more candid and frank your responses are, the better. Be spontaneous. Say just what you think, positive or negative, praise or criticism. Whenever you wish to express yourself, speak right up without waiting to be called on. If you find yourself differing with what is being said, by all means feel free to argue or take an opposite position. Don't let your viewpoint go undefended.

You will notice that a tape recording is being made. Its purpose is to eliminate the need of a secretary taking shorthand, and to aid the group leader in evaluation. I suggest that you simply ignore it.

No personal, financial or otherwise objectionable questions will be asked. Feel perfectly free to interrupt, ask clarification of the interviewer, or criticize a line of questioning.

Profile Sheet (Administrators)

1. Age: _____ Sex: M _____ F_____

2. Income level:
   $10,000 to $20,000 _____
   $20,000 to $30,000 _____
   $30,000 to $40,000 _____
   Over $40,000 _____

3. Level of education:
   Some college _____
   Master's Degree _____
   Bachelor's Degree _____
   Post Master's _____
   Other, please specify _____

4. Is administering the ABE program your only job responsibility? Yes _____ No _____

5. If answer to question number 4 is no, explain what your other job responsibilities are. _____
   _____
   _____
   _____

6. Average hours per week on the job as administrator of ABE program:
   Less than 10 _____ 10 to 20 _____ 20 to 30 _____
   30 to 40 _____ 40+ _____

   I appreciate your assistance in this project.

Profile Sheet (Faculty)

1. Age: _____ Sex: M _____ F _____

2. Income level:
   $10,000 to $20,000 _____
   $20,000 to $30,000 _____
   $30,000 to $40,000 _____
   Over $40,000 _____

3. Level of education:
   Some college _____
   Master's Degree _____
   Bachelor's Degree _____
   Post Master's _____
   Other, please specify: _____

4. Is teaching ABE classes your full-time employment?
   Yes _____   No _____

5. If answer to question number 4 is no, describe your full-time employment. _____
   _____
   _____

6. How long have you been teaching ABE classes?
   _____

Profile Sheet (Students)

<u>Informant Code</u>

     The following information is necessary to develop a profile on each case study participant. This information will be identified by code only and kept in strict confidence.

Researcher: _____

     Please fill in the correct answer or check the appropriate category for each of the following questions:

1.   Age: _____   Sex: M _____   F _____

2.   Marital Status: Married _____   Single _____

3.   Number of children and ages: _____

4.   Are you currently employed?   Yes _____   No _____
    If yes: Full-time _____   Part-time _____

5.   Income level: Under $10,000 _____
                           $10,000 to $20,000 _____
                           $20,000 to $30,000 _____
                           $30,000 to $40,000 _____
                           Over $40,000 _____

6.   Years of school completed: _____

7.   Average hours per week spent in ABE classroom: _____

8.   How many terms have you been enrolled in ABE classes? _____

9.   Have you been enrolled in an ABE, GED or other literacy program prior to this one?   Yes _____   No _____

DOMAINS

Semantic Relationship: Strict inclusion (X is a kind of Y)

is a kind of support, local business and industry
    demonstrates toward ABE programs
is a kind of strategy for recruiting students
is a kind of student satisfaction toward ABE programs
is a kind of student dissatisfaction toward ABE programs
is a kind of barrier to taking ABE classes

Semantic Relationship: Rationale (X is a reason for doing Y)

a reason for enrolling in ABE classes
a reason for not enrolling in ABE classes
a reason for choosing facilities for ABE classes

Semantic Relationship: Means-End (X is a way to do Y)

is a way to provide orientation to ABE teachers
is a way to supervise and evaluate ABE teachers
is a way to provide materials and equipment to teachers
is a way to fund ABE programs
is a way to improve the overall ABE program
is a way to become an ABE teacher
is a way to become aware of ABE programs
is a way to describe the ideal ABE teacher

Semantic Relationship: Attribution (X is a characteristic of Y)

a characteristic of administrative structure of ABE programs
a characteristic of commitment from local institution
    (school system or community college) to ABE programs
a characteristic of commitment of state government to ABE
    programs
a characteristic of ABE teacher attitudes toward ABE programs
    and students
a characteristic of facilities ABE classes are taught in
a characteristic of ABE program's strengths and weaknesses
a characteristic of equipment and materials available for
    ABE teachers
a characteristic of current ABE teachers

APPENDIX C

Domain Analysis Worksheet

---

1. SEMANTIC RELATIONSHIP: Strict Inclusion

2. FORM: X is a kind of Y

3. EXAMPLE: An oak is a kind of tree
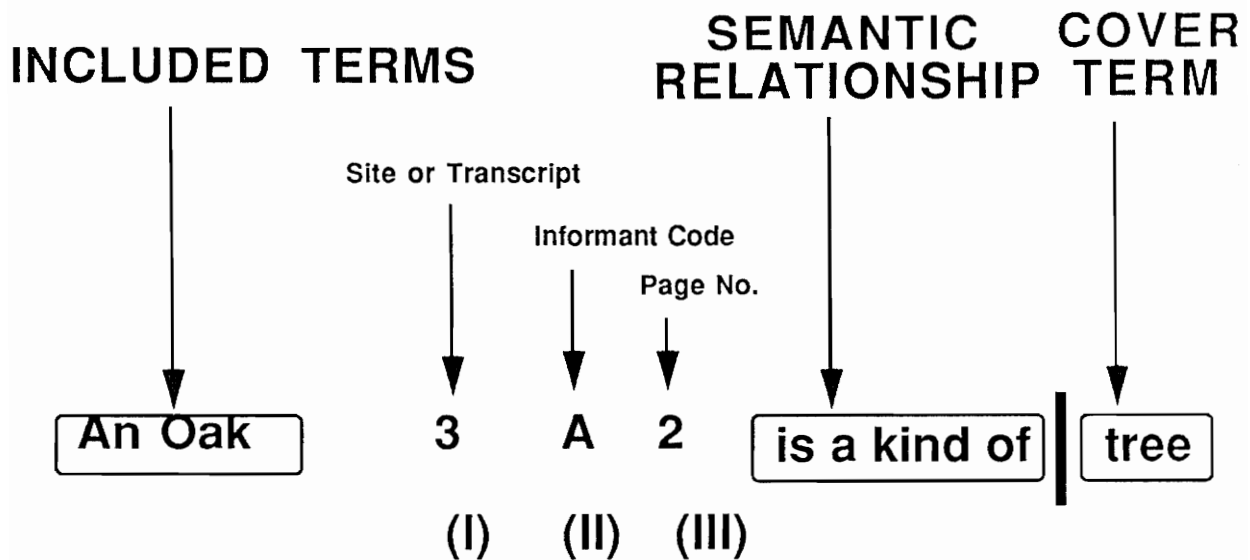
INCLUDED TERMS

SEMANTIC COVER
RELATIONSHIP TERM

Site or Transcript

Informant Code

Page No.

| An Oak | 3 | A | 2 | is a kind of | tree |

(I)   (II)   (III)

Abbreviation Codes

Column I -------------> Transcript (Site Location)

Column II

     A -------------> Administrator

     B -------------> Teacher

     C -------------> Student

Column III

     P -------------> Page Number

See following page for actual application

APPENDIX C

Domain Analysis Worksheet

SITE III, INFORMANT I

INCLUDED TERMS　　　　**SEMANTIC RELATIONSHIP**　**COVER TERM**

Most Advertising is done by individual Teachers	3	A	11
Best Advertising is by Word of Mouth	3	A	12
Work with Various Agencies for Referrals	3	A	10
Advertize Through the Local Media	3	A	11
Hand Out Brochures	3	A	11
Booth At the County Fair	3	A	11

(I)　(II)　(III)

is a kind of | **recruiting strategy**

Abbreviation Codes

Column I --------------> Transcript (Site Location)

Column II

    A --------------> Administrator

    B --------------> Teacher

    C --------------> Student

Column III

    P --------------> Page Number

APPENDIX D

NORTH CAROLINA
Administrative   Organization

SITE I	INFORMANT I

Characteristics of Administrative Structure (including job content)

Working with volunteer literacy groups to help tutor students.

Spending quite a bit of time purchasing materials and equipment (teaching aids) for ABE classes.

Working with all facets of the college, particularly counselors.

Responsible for all literacy programs at the college including ABE, GED, and adult high school.

In charge of all GED testing.

Spending all my time on adult literacy.

ABE classes are offered at various places in the community in addition to our lab being open at the college on days, nights and weekends for all ABE students, including off-campus to use.

SITE II	INFORMANT I

Characteristics of Administrative Structure (including job content)

My time is spent entirely working with the ABE, GED program.

Although we work with the state office, each institution is autonomous. We run our own show.

I consider the crux of my responsibilities to recruit students and establish networks with local agencies including business and industry.

The next most vital part of my job is providing quality education. If you don't deliver what you say you are going to deliver, you probably won't deliver very long.

We work with all facets of the community, business and industry, social services, churches, etc.

We have a comprehensive program. We recruit students. We provide quality instruction, and we try to fit the program into the students needs.

We don't just provide academic instruction, but we give people self-esteem and confidence. We give people dreams. We don't just provide education. We change lives. They come in scared to death and I see them leave confident human beings who will be contributors to society.

We report info to the state department, but really I feel my responsibility is to the local institution.

I serve on the Board of Directors of the North Carolina Adult Education Association.

I am the GED examiner. We give the tests on campus at least once a month or more often, if needed.

NORTH CAROLINA
Administrative   Organization

SITE I	INFORMANT I

Strategies for Recruiting Students

We have tried it all. Mailing lists, letters, posters, brochures, commercials on local TV, billboards, radio, talks before civic groups and churches, among others.

We have hired a full-time recruiter for ABE and now have an organized centralized recruiting effort from the college.

We do not expect teachers to expend a lot of energy recruiting students. Of course, we expect them to help.

ABE classes are offered at various places in the community, in addition to our lab at the college being open on days, nights and weekends. We consider the availability of these facilities a recruiting tool.

As far as recruiting, we used to have everyone doing everything, but now we are more structured and not duplicating our efforts.

SITE II	INFORMANT I

Strategies for Recruiting Students

We use all types of advertising, radio, TV, billboards, talking with various community groups.

We try to put ABE classes out where the people are (business and industry, churches, public schools in the communities, etc.

We also advertise in newspapers and fliers in grocery stores in addition to sending home information with children to give to their parents. You have to be careful here, because potential ABE students are not good readers.

Our teachers are not directly responsible for recruiting but are responsible for the job they do in the classroom. Teachers recruit indirectly by doing a good job of teaching. If they do well, the word spreads.

In working with industry, we typically survey their needs. I have developed a brochure to do this. This brochure tells them about the program and that it is free of charge and that all materials needed are supplied.

In industry you kind of get a competition going. If one industry is having an ABE class, others find out about it and ask how they can have an ABE class at their plant.

The center here on-campus is open day and night and some weekends. We also have another center in another part of the county open almost as much as the one on campus. The centers are open to any of our ABE students, and often times students from our industry or off-campus sites come to the centers for extra work.

SITE I	INFORMANT I

Ways to Choose and Provide Orientation to Teachers

Must have a bachelor's degree preferably with experience in adult education and a formal education background in adult education.

Pre-service training for all new and experienced teachers is available. Everyone is required to attend and they are paid their regular wages.

We assign one of our experienced full-time teachers to work with new teachers including attending the first class meeting with the new teacher.

A new venture is to get administrators certified to be ABE trainers. A grant was given to North Carolina for this purpose.

SITE II	INFORMANT I

Ways to Choose and Provide Orientation to Teachers

A minimum of a bachelor's degree, preferably a Master's Degree, with emphasis in reading and language arts skills in addition to having a background to adult education.

We require in-service training for all instructors twice a year. We look at what we are doing well and what we need to improve.

Pre-service training for all new instructors consist of working with a full-time teacher for a period of time before they go out and begin teaching.

We have an instructional handbook for new instructors. It contains information about paperwork that needs to be completed, information on diagnostic tests which should be given, teaching tips and other bits of useful information.

I do a monthly newsletter that I send to all ABE teachers as well as various industries and agencies.

NORTH CAROLINA
Administrative   Organization

SITE I	INFORMANT I
Ways to Supervise & Evaluate Teachers	**Reasons for Choosing Facilities for ABE Classes**
Administrator visits class at least once a month. Student evaluations are done annually on all teachers. Supervisor has an annual conference with each teacher, goes over any concerns and the results of the student evaluation. The teacher is also given the opportunity to evaluate the institution and the supervisor.	Wherever there is interest, we try to arrange an appropriate facility. This includes churches, public schools, community centers, and business and industry sites. We have an ABE lab on campus open day, nights, and weekends.

SITE II	INFORMANT I
Ways to Supervise and Evaluate Teachers	**Reasons for Choosing Facilities for ABE Classes**
I go to all classes at least once a month. Students evaluate teachers annually. The director also evaluates each teacher, these results are shared when the director has an annual conference with each teacher. The teacher is also given the opportunity to evaluate the director.	Wherever there is an interest, we try to establish a facility there. Industry is especially anxious to have us use their sites as facilities for ABE classes.

NORTH CAROLINA
Administrative   Organization

SITE I	INFORMANT I
Ways to Provide Materials and Equipment to Teachers	**Methods for Improving Instruction including Teacher Input**
If equipment or materials are needed, the teachers let my office know and we deliver it to them, usually the same day. We try to give them what they will need before the first class begins.	We interact with all segments of the college including academic divisions and the A/V department. The in-service meetings are methods for improving instruction as is the new venture on professional development. The lines of communication are always open, but formally through the annual evaluation with the supervisor.

SITE II	INFORMANT I
Ways to Provide Materials and Equipment to Instructors	**Methods for Improving Instruction including Teacher Input**
The teacher comes by the campus center to pick up any materials they need. If they can't come here, I will deliver. But I like for them to come to the center so they can see other materials that may be useful to their classes.	Pre-service and in-service sessions. Teachers are encouraged to join professional organizations. Teachers know they can talk to me anytime about their concerns and have input in any way they desire. Our evaluation conference provides an opportunity for formal input as do our in-service meetings which are held twice a year.

NORTH CAROLINA
Administrative   Organization

SITE I	INFORMANT I
Ways to Fund ABE Programs	**Commitment of State and Institutional Leadership to ABE**
Funding is derived almost entirely from state funds. The institution is reimbursed per FTE. There is an incentive where if a certain percentage of potential ABE enrollees are served, a bonus is then received.	State department could offer more direction and long range goals. They are beginning to do more and to visit us more often. The college supports the program although in the past ABE has been last in the pecking order. The last year or so, under a new college president our ABE's position has been enhanced.

SITE II	INFORMANT I
Ways to Fund ABE Programs	**Commitment of State and Institutional Leadership to ABE**
Most money comes from state and federal sources. The program is FTE driven. We have incentives such as receiving additional money for every GED graduate and additional money for serving a large percentage of potential ABE enrollees.	Regional meetings with the state department regarding what the future of ABE will be and to be sure that we are up-to-date on the various reports that need to be sent to state officials. Fifty-nine percent of the people, 25 and over, in this county do no have high school diplomas. That 59 percent will not be able to enroll in college programs at this college until they receive their GED. The college administration is aware that if these people do not enroll in the ABE program, the college enrollment will eventually suffer. We have graduation ceremonies for all who achieve their GED, caps, gowns, the whole bit. The president of the college awards the certificates and shakes their hands. I feel ABE is very well supported by this institution.

NORTH CAROLINA
Administrative   Organization

SITE I	INFORMANT I
Kind of Support Business and Industry Gives to ABE	**Ways to Improve ABE Program**
Business and industry is very responsive. They identify people who need the classes. If there are enough people, classes are offered at the plant site. Sometimes business and industry pay the cost of the instructor. Business and industry pays the cost of our graduation ceremony for our GED recipients.	Improve recruiting strategies. Continue to professionalize part-time faculty. Seek more involvement from business and industry and more involvement from the state ABE department. Continue to increase interaction with the entire college community.

SITE II	INFORMANT I
Kind of Support Business and Industry Gives to ABE	**Ways to Improve the ABE Program**
They are very supportive. We are currently in seven industrial sites offering ABE classes. There is a judge in the county who requires people convicted of lesser crimes to attend 100 hours of ABE rather than 100 hours of community service. I approached the judge, talked to him about this possibility of giving a person a chance to turn their life around and he agreed to do it.	I'd like to hire more full-time teachers. I would like to develop a more systematic recruiting effort. With all we do, I feel like we could do more. I wish we could develop a plan and put it into motion that would guarantee that every citizen in our county would at least know about our program. We are actually only at the tip of the iceberg. There is still a lot to be done.

APPENDIX E

NORTH CAROLINA
Attitudes and Factors that Motivate
Students to Enroll in ABE Programs

SITE I	GROUP INTERVIEW
A Way to Find Out About ABE Programs	**A Reason for Taking ABE Classes**
Where I work.	To read, spell, write, and do math.
I saw it on TV.	To help my kids with homework.
I saw it on a billboard.	To get my GED.
My kids who go to school here told me about it.	To move up in the company I am working for.
From people who currently are in ABE or from people who have previously taken ABE.	To get a job.
	You have to get an education to keep up with all of the changes of the world.

SITE II	GROUP INTERVIEW
A Way to Find Out About ABE Programs	**A Reason for Taking ABE Classes**
The people at work told me.	To learn to read.
A fellow I work with who had taken the classes told me about them.	To help my kids with their schoolwork. If you don't know how to help your kids, it's embarrassing.
I heard it on the radio.	To have a better future.
I saw it on TV.	I want to get a GED with all my heart.
I saw it on a pamphlet at the doctor's office.	To get a better job.
My sister told me about the program.	I want to become a teacher.
My cousin told me about the program.	Well, people are probably going to laugh, but I want to be able to sit down and read the Good Book.
	To get a better education.

NORTH CAROLINA
Attitudes and Factors that Motivate
Students to Enroll in ABE Programs

SITE I GROUP INTERVIEW	
A Kind of Barrier to Taking ABE Classes	**Characteristics of ABE Classroom Facilities**
Shame, too ashamed to go. Too tired after working all day. Too old to start to go to school. Child care problems. Fear of failure. Afraid of what people will say when they find out I don't have a high school education.	It's a nice place. It's one of the finest schools in the county. This is an eighth grade classroom so the seats are comfortable. The time the class meets is good for me, and the classroom is great. We've even got air conditioning in the summer. I like being able to go to the lab on the college campus when I want to have extra classtime.

SITE II GROUP INTERVIEW	
A Kind of Barrier to Taking ABE Classes	**Characteristics of ABE Classroom Facilities**
People will think you are ignorant if you take these classes. Not enough time to take classes. Feel like you will be thought of as dumb. Not being smart enough to go to school. Afraid I could not learn. My family is very supportive, but my husband does not support me. He thinks it is a waste of time. Child care and transportation problems. People have left and never come back because sometimes you have to wait in line for 30 minutes or more to talk to the teacher. We need more teachers and aides here.	It's a great place. Plenty of room with different rooms to work in. I like that we can come anytime-day, night and even some on weekends. The time spent in class is about right. We can come and go as we please, as much or as little as we want. We can also come here and just study in a quiet place. We just sign in and sign out as we come and go. I feel at home here.

NORTH CAROLINA
Attitudes and Factors that Motivate
Students to Enroll in ABE Programs

SITE I	GROUP INTERVIEW
Characteristics of Equipment and Materials Used for ABE Classes	**Characteristics of Current ABE Teacher**
The materials and books we work with are helpful. I would like for us to have bigger print on some of the materials. The machines and particularly the computers are real good. They tell you if what you have done is right or wrong. If it is wrong, the computer also tells you where to go to find the right answer.	I don't think you could improve on this instructor because of the way he is with us. He is real patient with you. You could not ask for a better teacher. He never snaps at us. He will not cut you off short and is always willing to help you whenever you ask in or out of the classroom.

SITE II	GROUP INTERVIEW
Characteristics of Equipment and Materials Used for ABE Classes	**Characteristics of Current ABE Teacher**
We have plenty of materials and equipment to work with. We have computers and teaching machines to help us learn. We have computers and disks to help us do math. You just put the disk in and they ask you questions. They then tell you if you got the right answer.	They are real good teachers. They are patient, kind and helpful. They try to answer all of your questions. They have too many students and there is not enough time for the teachers to help everyone when they need help.

NORTH CAROLINA
Attitudes and Factors that Motivate
Students to Enroll in ABE Programs

SITE I	GROUP INTERVIEW
Is A Way to Describe the Ideal ABE Teacher	Is A Way to Improve the ABE Program
Just like the teacher we have.	Have bigger print on the textbooks. I can't think of anything else.

SITE II	GROUP INTERVIEW
Is A Way to Describe the Ideal ABE Teacher	Is A Way to Improve the ABE Program
An ABE teacher should be patient, kind and truthful. Someone that is kind. You don't want to come around someone that is hateful and rude.	Do something about the time you have to wait to get help from a teacher or an aide. I would like to take the GED test here rather than at the college. I would feel more at ease if we could take it here in this facility. I wish we could have more teachers and aides. Most of the time you feel like you don't get to spend enough time with the teachers. I like the program as it is. The program is a good thing, a very good thing.

APPENDIX F

SITE I	INFORMANT II
Way to Become an ABE Teacher	**Characteristics of Teacher Attitudes Toward ABE Programs and Students**
Take class in adult education leading to Masters Degree. Apply for teaching position with the college. Begin teaching part-time.	Typically, students bring very low self-esteem. I try to give them a positive experience at the beginning of the class. The only place many of these students get positive reinforcement is in this class. I look at students as separate individuals, although I am trying to get them to bond together as a group. I try to be a facilitator of learning. I tell students that getting a GED or learning to read or improve math skills is a step along life's road of development.

SITE II	INFORMANT II
Way to Become an ABE Teacher	**A Characteristic of Teacher Attitudes Toward ABE Programs and Students**
I was recruited by the ABE administrator to do part-time teaching. After teaching part-time for several years, I applied for a full-time ABE teaching position, was interviewed and hired.	Students have low self-esteem. They fear this will be like their previous experience in education. When students come in initially, they are assessed and placed at the proper level. I am not responsible for recruiting, but we are all, to an extent, recruiters. I work primarily out of our lab where we have open enrollment. Students can enroll at any time during the term. We work hard to deliver quality instruction.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy,
ABE Programs, ABE Students

SITE I	INFORMANT II
A Way to Obtain Program Orientation and Guidelines for Program Content for Teachers	A Way to Obtain Materials and Equipment to Aid ABE Instruction
A pre-service meeting is held prior to each term to discuss course outlines, strategies for teaching adults, etc. Full-time experienced teachers are assigned to go with beginning teachers to their first class meeting. Videos are provided to teachers on how to teach adults to read and these also provide an overview of the ABE program. I meet individually with new teachers to talk about basic paperwork--how you get paid, what forms to turn in, etc.	We have plenty of basic materials and if we need more, we can order them. We could use more of the luxury items such as computers and computer software packages.

SITE II	INFORMANT II
Ways to Obtain Program Orientation and Guidelines for Program Content for Teachers	A Way to Obtain Materials and Equipment to Aid or Improve Instruction
We have at least two in-service meetings per year where we talk about program content. These are for all full and part-time teachers. The ABE director lets me know when a new instructor has been hired. I contact the new instructor and begin the orientation process with them. The new teacher observes me in the lab and I usually go with them to their first class meeting.	Our lab, as you can see, is fully-equipped. It is state of the art with computers, VCR's, teaching machines, etc. We also have all kinds of books and materials to aid in teaching ABE and can usually obtain more, if needed.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy,
ABE Programs, ABE Students

SITE I	INFORMANT II
Characteristics of Facilities ABE Classes are Taught In	**Is a Way ABE Teachers are Evaluated, Supervised and Have Input Into ABE Programs**
Two situations exist, on campus and off campus facilities. On campus is the Cadillac model, fully-equipped labs with all the latest materials available. Teacher aids and counselors, in addition to full-time teachers are available during hours that the lab is open, which is day, evening and some weekends. There are several rooms within the lab, one for discussion, one for slow learners, and one that is dead quiet for studying. Off campus sites are taught in various locations, public schools, churches and industrial sites. These sites are sometimes lacking. They may be noisey with limited equipment, but you have to learn to adapt.	Formal evaluation by my supervisor is done once a year during a scheduled conference. Supervision is on-going since I am a full-time teacher. Students also evaluate each teacher once a year. Results are shared with the teacher during the annual conference. I particularly think the student evaluation is helpful. I have input anytime I want. The communication lines are open. The evaluation conference gives me an opportunity to formally give input to my supervisor.

SITE II	INFORMANT II
Characteristics of Facilities ABE Classes are Taught In	**A Way Teachers are Evaluated, Supervised and Have Input Into ABE Programs**
The lab is state of the art and is open day, night and some weekends. Any student enrolled in ABE is welcome to use the lab. Students come from off campus sites to use the lab. This requires coordination between the teachers in the lab and the various off campus teachers. We could use more room in the lab especially with the recent increase in enrollment. I understand this expansion has been approved for next year.	Formal evaluation is done annually by supervisory evaluations and student evaluation of instruction. An annual conference is scheduled between supervisor and teacher to go over the evaluation. Teachers are also given an opportunity annually to evaluate the supervisor. Formal supervision is ongoing since I am a full-time teacher here on campus.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I	INFORMANT II
Reasons Students Enroll or Not Enroll in ABE Programs	Kind of Student Satisfaction, Dissatisfaction Toward ABE Programs.
Job promotion, to get a different job, self-satisfaction, help children with homework. Some come to class just to be able to interact with other people. To complete the GED. Some reasons for not enrolling are: child care problems, transportation problems, and fear of failure.	There is overall a very positive feeling toward the ABE program. We frequently get new students who come because current students or former students encourage them to do so.

SITE II	INFORMANT II
Reasons Students Enroll or Not Enroll in ABE Programs	Kind of Student Satisfaction, Dissatisfaction Toward ABE Program
To further their education. To go to college. To get a job. To get a promotion in their current job or to get a GED. Reasons for not enrolling include: low self-esteem, fear of failure, child care problems, and transportation problems. Although transportation problems are not as great since classes are offered throughout the county.	For the most part, once they see there is nothing to fear or that they are not going to be put into an uncomfortable situation, students feel good about the ABE program. The students like the open entry into the lab and the fact that they can set their own times for attending classes.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I	INFORMANT II

Is a Characteristic of the ABE Program's Strengths and Weaknesses

Strengths include: individualized instruction and being able to deliver instruction at practically all times.

The quality of people working in the program (teachers, administrators, secretaries). They are truly committed to ABE.

Being able to utilize the counseling staff.

Support received from business and industry.

Weaknesses include: need to provide more training for part-time teachers.

Enrollment pressures are both strengths and weaknesses. The pressure of trying to increase enrollment is very tiring, but at the same time it forces us to try to reach as many people as possible.

SITE II	INFORMANT II

Is a Characteristic of the ABE Program's Strengths and Weaknesses

Strengths include our recruiting as evidenced by our enrollment. Our director is a super recruiter especially with industry, government agencies and talking with local groups and civic clubs.

We try to take our program to the student rather than bringing the student to the program.

We work with students individually and try to give them what they want and need out of the ABE program.

We have had a very good response for our program from business and industry. We work closely with them and continually try to help them with their needs relating to workplace literacy.

Another strength is our instructors including part-time teachers. We have some marvelous part-time instructors.

Weaknesses include a need to hire more full-time teachers. Full-time teachers, naturally, have more time to spend on the program and to professionalize themselves as an ABE instructor.

More space is needed in our lab.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I	INFORMANT II
Characteristics of the Attitudes the Local Institution has Toward ABE Programs	Is a Way to Improve the ABE Program
Historically, the college has been very supportive. Lately this support has increased even more as evidenced by the fact that we are getting in our lab such items as new carpet, and more significantly, additional space has been approved with construction to begin next year.	A need to provide more training for part-time teachers. A bigger lab (more space) on campus.

SITE II	INFORMANT II
Characteristics of the Attitudes the Local Institution has Toward ABE Programs	A Way to Improve the ABE Program
The college is proud of our program. Sometimes I feel we are kind of last in the pecking order because we are really not a "college" program. Recently with the increased emphasis on adult illiteracy, I think our position at the college has been enhanced.	Hire more full-time teachers who can devote their energies full time to the program.

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NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy,
ABE Programs, ABE Students

SITE I — INFORMANT III	
Is a Way to Become an ABE Teacher	**Is a Way to Obtain Program Orientation and Guidelines for ABE Teachers**
The supervisor hired me. He was a friend of mine, and I had known him for several years. Twenty-three years later I am still teaching.	We have quarterly meetings at the beginning of each term. During these pre-service meetings, we discuss recruiting, teaching, reading, and other matters relating to teaching ABE classes. Professors from the university usually participate in these in-service meetings, and they offer tips on ways to help adults learn. We are paid our normal hourly wages to attend these sessions.

SITE II — INFORMANT III	
Is a Way to Become an ABE Teacher	**Is a Way to Obtain Program Orientation and Guidelines for ABE Teachers**
My son was having trouble reading, and I worked with him for several years. During that time, I decided I would like to teach ABE so I applied for a job and was hired to teach part-time. The college is very selective about hiring people to teach ABE. They realize you don't just get anyone to teach if you wish to have a successful program.	We have quarterly meetings where we meet with the other ABE teachers, full and part-time, and the ABE director to talk about needs and concerns regarding the ABE program.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I	INFORMANT III

Characteristics of Teacher Attitudes Toward ABE Programs and ABE Students

I enjoy this thoroughly. The students are genuine caring people who come looking for ways to better themselves.

They are proud people and to see them accomplish their goals is very rewarding. It is something you can't put a value on.

When students have child care or transportation problems, the people at the college and I try to find solutions to their problems. The college does a fine job of recruiting students, but I like to do student recruiting myself in addition to what the college does. I design leaflets, pamphlets, posters and distribute them around the community.

The pamphlets and leaflets I design and distribute are printed at the college.

SITE II	INFORMANT III

Characteristics of Teacher Attitudes Toward ABE Programs and ABE Students

We average about 190 students per term in this location, and every student is different.

They are scared when they first come to class. It is a big step for them. You must feel compassion for these people and take time to get them to relax.

You have to win them over, be honest with them, and don't look down you nose at them.

I have found that if I can be successful with them the first class meeting that they attend, then they generally will stay with the program.

Recruiting is done from the campus. They take care of most of it and do a good job with recruiting. Recruiting for ABE students is difficult because they don't read well, and consequently, don't respond well to written publicity.

The flexible hours this facility operates and the fact that students can begin the program at any time also helps attract students.

Even though I am a part-time teacher, I work between 30-35 hours a week teaching in this facility.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy,
ABE Programs, ABE Students

SITE I	INFORMANT III
A Way to Obtain Materials and Equipment to Aid ABE Instruction	**Characteristics of ABE Classroom Facilities**
When I need equipment or materials, I tell the administrator, and these are delivered to me that day or the following day. Most of what I need is provided prior to the beginning of the first class. Textbooks come from the book supply at the college. However, over the years I have accumulated my own reference materials which I use for the class. I don't have a general text. I would rather fit the book to the student than the student to the book.	The ABE classes meet in an eighth grade classroom. The desks and chairs are large and accommodate the students quite well. The facility, a middle school, works well, and we have no problems at all.

SITE II	INFORMANT III
A Way to Obtain Materials and Equipment to Aid ABE Instruction	**Characteristics of ABE Classroom Facilities**
We have great materials and equipment here at the center. If I need additional materials and equipment, I ask my supervisor and she makes arrangements for me to get it. We have state of the art equipment here, not quite as good as the lab on campus, but close. We have computers with disks that students use for individualized instruction. Computer software is programmed to praise students when they give a correct answer and tell them where to find the correct answer if they give an incorrect answer.	I love the facility. It is great. We have individual rooms for studying or working in groups. We have an individual room with computers. This enables us to segment the students according to their needs and whatever learning teaching strategy we happen to be using. The rooms for studying can be used by anyone anytime who is in the program. I put all the beginners into a separate room that way they do not feel intimidated by the more experienced students.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I INFORMANT III	
Is a Way ABE Teachers are Evaluated, Supervised and Have Input Into the Program	Reasons Students Enroll or Do Not Enroll in ABE Programs
The supervisor visits my class at least once a month. The students evaluate me each year. These results are shared with me by my supervisor at an annual evaluation conference. We have opportunities for formal input during the quarterly meetings. These meetings also give us an opportunity to receive input from other ABE teachers working within the college.	These people realize they have a deficiency and they come to class hoping to overcome their deficiencies. Some want to get a job or get a better job. Some want to get their GED. Problems include child care, transportation, and fear of failure.

SITE II III	
Is a Way Teachers are Evaluated, Supervised and Have Input Into ABE Programs	Reasons Student Enroll or Not Enroll in the ABE Program
We are supervised, visited by personnel from the college at least once a month. Students are given an opportunity to evaluate my teaching once a year. A conference is held between my supervisor and me to go over these evaluations. We also have the opportunity to annually evaluate the ABE director. I have ample opportunity for input, formally through our quarterly meetings and our annual evaluation, but informally whenever I desire by calling the director and expressing my concerns.	Reasons men enroll in ABE classes are to get a job or to get a promotion in their current job. Generally with women, they enroll because they feel threatened and want to improve their self-concept and to enrich their lives. Reasons for not enrolling are generally lack of transportation, lack of support from friends and family, child care difficulties and a fear that they are not capable of success in the classroom.

NORTH CAROLINA
Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I	INFORMANT III
Kind of Student Satisfaction/Dissatisfaction Toward ABE Program	Characteristics of the Attitudes that the Local Institution Displays Toward the ABE Program
Students like the program. They like the fact that they can go to campus ABE lab anytime, and someone will be there to help them or they can at least have a quiet place to study. This opportunity for increased time is especially helpful to students taking ABE at off campus locations. I really feel like the students have a real good feeling about the ABE program.	From everything I know and have heard, the community college is fully supportive of the ABE program and hope to increase the program by having more people enroll for classes.

SITE II	INFORMANT III
Kind of Student Satisfaction/Dissatisfaction Toward ABE Program	Characteristics of the Attitudes that the Local Institution Displays Toward the ABE Program
The students like the program and as you can see the facilities are great. We could use more teachers and aids at this center. Sometimes the students do not get enough individual attention and become discouraged. This problem has become more pronounced recently because of the large enrollment we have had at this center. The director has provided additional teacher aides and if the enrollment increases continue, she has said we will be able to hire additional teachers.	The college fully supports the program as far as I know. It stands to reason they would not provide a facility like this if they did not support the ABE program.

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Faculty Attitudes Toward Adult Illiteracy, ABE Programs, ABE Students

SITE I	INFORMANT III
Characteristics of the ABE Program's Strengths and Weaknesses	Is a Way to Improve the ABE Program
Strengths include the program is advertised real well, materials are readily available, and the people at the college are very receptive to suggestions on how to improve the program from those of us who are out here in the trenches. Another strength is the support that local business and industry give to the ABE program. They even sponsor classes at the plant sites. They realize a more educated worker is generally a better worker and a more productive worker. The only weakness I can think of is that we don't reach everyone that we need to to inform them of the ABE program. Maybe we should go door to door.	We need to keep trying to reach the people out there who need help. We know they are out there and we must continue to try to get them involved in the program even if we have to go door to door.

SITE II	INFORMANT III
Is a Characteristic of the ABE Program's Strengths and Weaknesses	Is a Way to Improve the ABE Program
Strengths include our location, the instructors, materials and equipment, and the facility. In addition, other strengths include being informal with our students and the flexible hours, day and night, which our facility is open. Industry and the community fully supports the program. As far as weaknesses, we need more full and part-time teachers and teacher aides.	We need to hire more teachers and teacher aides. We especially need to employ more full-time teachers who can devote all their time and energies to the ABE program.

APPENDIX G

VIRGINIA
Administrative Organization

SITE III	INFORMANT I

Characteristics of Administrative Structure (including job content)

Work together with PAIRS Program. Primary goal is not just improve reading and writing, but to pass GED test.

We don't want to compete with other agencies working with adult illiteracy. We need to cooperate not compete with each other. There is more than enough work to go around.

The pattern in Virginia is to choose an ABE administrator usually from the Vocational Education Department since they compliment each other.

I believe that public schools are better equipped to do ABE than other agencies. They can do it at less cost and they have people that are more in tune with working with people at elementary levels of reading and math.

I am responsible for all vocational/technical training in the county. This is my full-time job. I spend five to ten percent of my total time administering the ABE program. Whatever the job requires as ABE director, I try to do.

I am the chief examiner of the GED test. I order all the materials for ABE classes, plus fill out all of the forms that go to the state department and local school board.

SITE IV	INFORMANT I

Characteristics of Administrative Structure (including job content)

I set up all ABE classes in the county. Most people contact me when they want to find out anything about ABE in the county. I fill out the payroll, order all textbooks for ABE, and fill out all of the forms that go to the state department and to the school board.

I work as ABE program administrator part-time. I teach in high school as my full-time employment. A full-time supervisor of ABE would probably be better, but we don't have the money for that.

I work with all volunteer literacy groups. I work with other government agencies for ABE referrals.

I spend most of my time working with ABE teachers. I don't have anything to do with the GED test.

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VIRGINIA
Administrative Organization

SITE III	INFORMANT I
Ways to Supervise and Evaluate Teachers	**Reasons for Choosing Facilities for ABE Classes**
There is no formal teacher evaluation or teacher supervision currently in place in the program. I monitor what is going on, visit some classes, that kind of thing, but as far as a formal system of supervision, we don't have one. I evaluate the instructor based on the number of students involved, how long they stay with the program, how well they do. But we don't have a formal evaluation system. I'm not sure those things always work well anyway.	Facilities are owned by the school system. We try to choose facilities as convenient as possible for students, especially as far as travel is concerned. Enrollment determines where classes will be held. Most of the locations have been in use for a long time so it is a matter of continuing with what has been done.

SITE IV	INFORMANT I
Ways to Supervise and Evaluate Teachers	**Reasons for Choosing Facilities for ABE Classes**
My teachers don't need much supervision because they know what they are doing. I do try to stay in contact with them, and they know to let me know of any needs they have. I don't have time to do much supervising. I don't have any formal evaluation for teachers. The best evaluation I have is if the teacher gets students and keeps them. The regional specialist, I think, tries to offer some form of self-evaluation to teachers.	Where the students are is where I offer classes. The school system has made all the school systems available for the ABE program. Most classes are offered in public schools, but occasionally we have classes in places like churches and public libraries. If a class falls below a certain number, then I move the class to a different location.

VIRGINIA
Administrative Organization

SITE III	INFORMANT I
Strategies for Recruiting Students	**Ways to Choose and Provide Orientation to Teachers**
Most of the advertisement for ABE is done by the individual teacher at that location. With the kind of people we are dealing with, the best advertisement is "word of mouth." We work with various agencies for their referrals (court system, welfare, etc.). Advertised through the local media. Handout literally thousands of brochures. We have booth at the county fair promoting ABE programs.	A bachelor's degree is required to teach ABE. We look for usually an elementary teacher because of the level of reading and math that will be taught in ABE classes. I choose all of the teachers. Orientation is handled through a half-time person employed by the state whose title is the regional specialist. This person normally sets up two in-service sessions per year, including one for new teachers.

SITE IV	INFORMANT I
Strategies for Recruiting Students	**Ways to Choose and Provide Orientation to Teachers**
I have tried everything, radio, TV, fliers, brochures. The best recruitment I have found is "word of mouth" from the current students. Teachers are urged to do most of our recruiting. The regional specialist also helps with recruiting. There is no money set aside for recruiting, but we can pay for envelopes, printing of brochures, etc. We also work with various agencies (welfare, JTPA, etc.) for referrals.	ABE teachers must have a bachelor's degree. We normally recruit elementary teachers for ABE because they are trained to teach the ABE level of subject matter. I hire all of the ABE teachers. Orientation of the teachers is done by the state through the regional specialist. These orientation sessions consist of pre-service for all teachers, in-service for new teachers, and evaluative staff meeting at the end of the year. Topics in the pre-service and in-service sessions include testing, building self-esteem, etc. Teachers are urged to attend but are not paid.

VIRGINIA
Administrative Organization

SITE III	INFORMANT I
Ways to Provide Materials and Equipment to Teachers	**Is a Kind of Method for Improving ABE Instruction Including Teacher Input Into ABE Programs**
The teachers contact me, and I try to get materials or equipment to them or tell them where they can pick them up. I provide a reference list of all materials and equipment which are available to ABE teachers.	We provide all books including a review manual for preparing to take the GED test at no charge to the students. We have purchased some computers and software that provide a self-paced kind of things that students can go through. I hope to put these in ABE locations throughout the county. The trust we have developed with the state has allowed our county to receive and spend some money on ABE equipment. There is no formal method for input from teachers, but one teacher has asked that a committee of ABE teachers be formed to have input into the program. I am probably going to act on that.

SITE IV	INFORMANT I
Ways to Provide Materials and Equipment to Teachers	**Is A Kind of Method for Improving ABE Instruction Including Teacher Input**
Teachers tell me what they want. I order it and try to get it to them as soon as possible. As far as equipment, the ABE program does not have money to buy computers, VCR's, but we do have money for some software programs. We use the hardware that belongs to the school system. We haven't done much with hardware or software because none of the teachers has requested that we do so.	The state putting more money in ABE has allowed us to do more. We now give pre-tests to all students to determine the level they are in when they enter the program. We work closely with all volunteer literacy groups. There is no formal input from the teachers, but I think they know they can give me input at any time. The workshops done through the regional specialist provide kind of a means for formal input from teachers.

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VIRGINIA
Administrative Organization

SITE III	INFORMANT I
Ways to Fund ABE Programs	**Commitment of State and Local Institutional Leadership to the ABE Programs**
Ninety percent, ten percent. Ninety percent being state and federal monies, and ten percent being local monies. We have had a significant increase in the last year in the amount of state funding. In this county, we received $27,000 last year, and this year, we received almost $70,000 for ABE programs.	The state supervisor usually attends meetings held periodically for ABE directors. Whatever you need is what the state tries to get for you. The county school system is supportive of the program as evidenced by the fact that school buildings owned by the county are made available for ABE classes.

SITE IV	INFORMANT I
Ways to Fund ABE Programs	**Commitment of State and Institutional Leadership to ABE Programs**
Ninety percent state and federal money, ten percent local money. The state increased its money significantly last year for ABE programs. In this county, ours went from $23,000 received from the state to over $70,000 received this year. This increase includes both ABE and GED programs. And some of this state money goes to volunteer literacy groups.	The state has provided the position of regional specialist to help coordinate all components of literacy, including the volunteer literacy groups and ABE, and state officials into a working team. Specifically, the regional specialist concentrates on in-service training, workplace literacy, and offers technical assistance to teachers of ABE. The local school system is fully supportive of ABE, especially the superintendent. I have never had any reasonable request for ABE turned down.

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VIRGINIA
Administrative Organization

SITE III	INFORMANT I
Kind of Support Local Business and Industries Give to ABE Programs	Ways to Improve Overall ABE Programs
We work closely with government agencies as far as our ABE program, but we don't do much with private business and industry.	Increasing financial support from the state, even if it requires reduction of funds at the post secondary level. Need to decide who is going to do ABE and where is the most efficient and effective place to do it. Some people have mentioned having day classes for ABE students. This would not be possible since there is no space in public schools available to offer day classes. I don't think it would be a good idea even if we could do it, because it is hard enough to get students to come out two nights a week.

SITE IV	INFORMANT I
Kind of Support Local Business and Industry Gives to ABE Programs	Ways to Improve Overall ABE Programs
We don't have much going on as far as ABE classes in local business and industry. We have had a course or so in the past, specifically for people working for a certain industry; but we don't have anything right now. This is probably something we should do more of. We do work closely with government agencies.	With the involvement of the regional specialist, we need more time to implement the ideas that this concept is bringing into the ABE system. We need more time to see if we are making progress, to evaluate what we have done, and to see what our next step should be.

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APPENDIX H

VIRGINIA
Attitudes and Factors that Motivate
Students to Enroll in ABE Program

SITE III	GROUP INTERVIEW
A Way to Find Out About ABE Programs	A Reason for Taking ABE Classes
Notes about the program sent home with my child from school. Found out from friends. Found out from school custodian. I think it needs to be on radio and TV. It needs to be advertised more. It may not be important to a lot of people, but it is very important to me. If I had not come here and seen the custodian, I would have never known about it.	To be able to help my kids with their schoolwork. To get a GED and go to college someday. My own personal satisfaction. To say, hey, I did it! When I go take an aptitude test, I want to be able to circle the 12 instead of the 8. To be as educated as everyone else in my husband's family. It's something you can be proud of, a personal achievement of reaching a goal. I want something better than a $3.50 an hour job.

SITE IV	GROUP INTERVIEW
A Way to Find Out About ABE Programs	A Reason for Taking ABE Classes
A neighbor told me about it. I found out through the postal service. They told me if I wanted to get a job, I had to get my GED. I heard it on the radio and saw it on TV. It is advertised pretty good. Needs to be in the newspaper and on the radio more. The teacher told me about it through the Manpower office.	To get a GED so I can get a job. I want to be a better reader. Every place I go to look for a job, they say they can't hire me without a GED. To help my children with their homework. I used to teach them when they were younger, now they know more than me. Self-satisfaction. To gain confidence where I feel I can do anything. To make new friends and communicate with other people.

VIRGINIA
Attitudes and Factors that Motivate
Students to Enroll in ABE Program

SITE III	GROUP INTERVIEW
Characteristics of Equipment and Materials Used for ABE Classes	Characteristics of ABE Classroom Facilities
I think the materials are good. I like the big book to study for the GED. It has everything you need in one book. We don't get the books quick enough. It sometimes takes four weeks to get them. I like the books, when you answer the question, then check your answer to see how you did. Some of the books are too scientific. I wish the books were easier to read, especially the literature books. I wish we had equipment to work with, like a computer. I have heard of programs set up where you set at the computer and it tells you all the things to help you learn.	Great, it's convenient. Everybody lives here close. The fact that it's an elementary school doesn't cross my mind. A school is a school. I wish we could come here to study when we are not in class. It is hard for me to study at home because of too much noise and too much to do. Studying home suits me alright.

SITE IV	GROUP INTERVIEW
Characteristics of Equipment and Materials Used for ABE Classes	Characteristics of ABE Classroom Facilities
We work out of books. If we need help, we ask the teacher. We don't have any computers, teaching machines, or equipment of any kind. I wish we had teaching machines. I have heard about them.	The location is great. The location is convenient. The fact that this is an elementary school does not bother me at all. I am proud that I am in these classes.

VIRGINIA
Attitudes and Factors that Motivate
Students to Enroll in ABE Program

SITE III — GROUP INTERVIEW	
Characteristics of the Current ABE Teacher	**Is A Way to Describe the Ideal ABE Teacher**
He has a good personality. He never makes fun of us. He will laugh with you, not at you. If it takes me 15 tries, he doesn't get upset. You can call him at home or at school if you have a problem and he will try to answer it. He always has time for you. He lets you work at your own pace. He has said he will be right here with us until we get through.	An understanding person, one who does not make fun of you. Someone who will work with you when you are having problems, who is not a stiff collar. Someone you can relax around, who makes you feel relaxed and is here because he wants to be here. Someone who is available most of the time to work with you.

SITE IV — GROUP INTERVIEW	
Characteristics of the Current ABE Teacher	**Is A Way to Describe the Ideal ABE Teacher**
He is very patient and encouraging, if we get stuck, he helps us out. He is willing to work with us for as long as it takes to help us understand what we are doing.	Someone who is willing to help you when you need it. Someone who is patient. Someone who will encourage you. A teacher that puts their heart into it to help you.

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VIRGINIA
Attitudes and Factors that Motivate
Students to Enroll in ABE Program

SITE III	GROUP INTERVIEW

Is A Way to Improve the ABE Program

To be able to spend more classroom time with the teacher. The classtime goes so fast that there is not enough time to get into everything you need to.

Offer day classes and get books faster.

Need a place we can go to study, day and night. Not only a place to study, but have a place to go where teachers would be there to help us whenever we need it.

Need to do a better job of advertising in papers, on radio, on TV, and not just rely on "word of mouth."

There should be a graduation ceremony when you pass the GED test. That would be great for everyone to be together like a regular high school graduation.

We should be able to take the GED test in the classroom where we have had our classes. We would be more relaxed taking the test, if we could do this.

SITE IV	GROUP INTERVIEW

Is A Way to Improve the ABE Program

I wish we could take the GED test here where we have our classes.

We need a place to study, days and weekends, and would also have someone there to help us if we need it.

I wish I knew more about how well I am doing and how close I am to where I want to be. I don't want to study what I already know. If I want to take the GED, I want to know how much I need to know before I can pass it.

More time to spend in class.

I wish we could evaluate the teacher.

Overall, I think the program works pretty well.

VIRGINIA
Attitudes and Factors that Motivate
Students to Enroll in ABE Program

SITE III	GROUP INTERVIEW

A Kind of Barrier to Taking ABE Classes

Too old for school. Afraid of the teachers, not being compatible with them, thinking it will be the same as when I was in school before.

Everyone will think I am dumb if I take this class.

The only support I get is from my little boy. My husband doesn't want me to come, he feels a woman's place is in the home.

Some people just don't want to take the time or they have too much pride.

Transportation and child care are also problems as are classes taught only at night.

You are afraid you will run into somebody and they will say, "What, you didn't graduate?"

SITE IV	GROUP INTERVIEW

A Kind of Barrier to Taking ABE Classes

Don't have time or stubborn. Don't want to go to school because I feel like I can't learn. Fear of failure.

I had to drop out of school to help my parents. As soon as I found out about this program, I was here so I could finish.

Feel it would be too much like school when I was in school.

It takes too long to get through. I wish we could meet more than six hours a week so we could get through sooner.

Transportation and child care are problems people have with taking ABE classes.

It is hard to study at home with the kids. When I get them to sleep, I am too tired to study. I wish we had a place we could go and take classes or study on days and weekends.

More people would come if the hours were flexible.

APPENDIX I

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT II
Is a Way to Become An ABE Teacher	**Characteristics of Teacher Attitudes Toward ABE Programs and ABE Students**
The teacher who was previously teaching asked me to take over the job when they decided to quit teaching. I really don't know what credentials one needs to possess in order to be considered qualified to teach ABE classes.	You have to meet these people on their own terms. Search the students out and put yourself in their position. You can't throw too much at them too soon. I would love to be involved with this full-time. That would tickle me to death. These people really want to learn, and that is what turns me on about teaching them. I do my own recruiting, posters, fliers, and I put them in places like the mall. I get the secretary at school to type a note about ABE and send it home by all of the students. The county urges me to do my own recruiting.

SITE IV	INFORMANT II
Is A Way to Become An ABE Teacher	**Characteristics of Teacher Attitudes Toward ABE Programs and ABE Students**
A friend of mine who was teaching told me about the need for additional teachers in ABE. I visited his ABE class a couple of times and felt like I would like I would like to teach. I informed the ABE director of my wish to teach and was given a class.	The students need a great deal of individual attention. Students are intimidated, especially about writing, and you need to help them feel relaxed and feel good about themselves. I have a wide range of students, ability-wise and age-wise. They want things to move too quickly. They need to realize this is going to take time. They need to be told things realistically, like what they are capable of achieving and how long it is going to take to accomplish this. I like to tell them like it is. I do my recruiting myself. This is more or less like any other form of teaching.

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III INFORMANT II	
A Way to Obtain Program Orientation and Program Content for ABE Teachers	A Way to Obtain Materials and Equipment for ABE Teachers
People from the state department conduct two in-service meetings per year for ABE teachers from a three county area. They share with us how to administer and use tests, how to relate to students, and how to recruit students. They provide quite a bit of information; but you have to figure out what will work for you in your situation. There is no course outline or syllabus to teach by. You are turned loose on your own. If there are guidelines to follow, I don't know about them. I try to get in there and get the job done.	The man, I guess he is the boss, comes out about once a month and brings me materials. But I have everything I need in this room (my fifth grade classroom during the day) to work with. We are provided with workbooks to teach from and we are supposed to receive some computers and computer software to work with.

SITE IV INFORMANT II	
A Way to Obtain Program Orientation and Program Content for ABE Teachers	A way to Obtain Materials and Equipment to Teach ABE Classes
We have workshops scheduled through the regional specialist. They bring in people from the state department to talk about various aspects of ABE instruction. We are not required to attend these sessions, although we are urged to attend if possible, and we are not paid. Some of the material we are exposed to in these sessions is useful, but some of it is not practical for my situation. I don't know of any orientation activities for new teachers other than the ones I just mentioned.	We call and request any equipment or materials we need and the county ABE supervisor has it delivered, usually the next day. Catalogs are available showing materials and equipment that the county has. Materials for ABE classes are hard to find. I use reading kits. They can read on their own and then answer questions on what they have read.

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT II
Characteristics of ABE Classroom Facilities	**Reasons Students Enroll or Do Not Enroll in ABE Programs**
I have everything I need in this room to work with (fifth grade classroom). I like the way I have it set up. I have my ABE table right here where the students work. Everything I use in ABE is in this cabinet on these shelves. At first I thought the students might not like meeting in an elementary school, but they like it here and are very relaxed here. The school is conveniently located for everyone.	To get a GED, to get a job, or to advance in their present job. Sometimes agencies (welfare boards, parole boards) require them to attend ABE classes. Reasons they do not enroll most often are child care problems and in the case of many women, their husbands will not let them come.

SITE IV	INFORMANT II
Characteristics of ABE Classroom Facilities	**Reasons Students Enroll or Do Not Enroll in ABE Programs**
You can't beat these facilities. Since I am the librarian at this school, we are able to use the library which provides plenty of space and large tables and chairs to accommodate the students. I don't think there is any stigma that the students feel coming to a middle school. I think the students feel at ease here.	To get the GED. Desire to learn and become more fulfilled. Desire for a job or to keep their job or to get a better job or to be more efficient on their present job.

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT II

Is A Way ABE Teachers Are Evaluated, Supervised and Have Input Into ABE Programs

I really haven't had to show what I am doing in this program to anyone. As far as checking on me, I really don't know who does it. I don't know how they decide on who is doing a good job and who isn't. I think I am being evaluated because when I speak with the supervisors (both state and county), they know the students I have and how they have progressed. So somehow they are getting information, but I don't know how.

I turn in attendance reports to the county office, including the number of hours spent in class and the number of hours I taught.

Nobody has asked me for input into the ABE program, but I would say if I call the people in charge, they would listen to my concerns.

SITE IV	INFORMANT II

Is A Way ABE Teachers are Evaluated, Supervised and Have Input Into the ABE Program

There is no formal evaluation that I am aware of. I do an evaluation where I allow my students to evaluate me. This gives the students an opportunity to express what they like or dislike about my teaching. I find it very useful.

The county supervisor visits my class occasionally, but there is no formal supervision. When you are working with adults, you don't need a lot of supervision from administrators.

There is no mechanism for formal input into the ABE program, but I feel I can give input to the county ABE supervisor anytime I wish.

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT II
Kind of Student Satisfaction/Dissatisfaction Toward ABE Programs	Is a Characteristic of the Attitudes that the Local School System Has Toward ABE Programs
Students generally seem satisfied with the ABE program. One area of dissatisfaction is that students want the program to move more quickly. They think things move too slowly. They would like to complete their educational goals quicker and thus get on with their life.	I really don't know, I guess OK. The local school system expects the teachers to do most of the recruiting of students, and they provide facilities for the classes. Other than that, I don't know how they feel about ABE programs.

SITE IV	INFORMANT II
Kind of Student Satisfaction/Dissatisfaction Toward ABE Program	Characteristic of the Attitude that the Local School System has Toward the ABE Program
Most of the students like the program. Some students set their goals too high and expect too much too soon and become dissatisfied because they think the program takes too long to complete.	The school system, I think, is very supportive of the ABE program, especially the superintendent of schools. The superintendent's support becomes evident when he each year goes to the school board and asks for additional money for ABE programs.

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VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT II
Is a Characteristic of the ABE Program's Strengths and Weaknesses	Is a Way to Improve the ABE Program
Strengths include good materials to work with, especially the books and reference materials. The biggest weakness, I think, is the amount of hours meeting per week in the classroom is not enough. If we could meet more, it would ld strengthen the program.	We need a county center where ABE students could go anytime during the day or evening, even if only to study. If a day program were available in addition to the evening program, I believe you would reach a lot more people.

SITE IV	INFORMANT II
Is a Characteristic of the ABE Program's Strengths and Weaknesses	Is A Way to Improve the ABE Program
Strengths include dedication of the people involved in the program, the school board, the superintendent of schools, the ABE supervisor, and the ABE teachers. Weaknesses, probably our biggest weakness or problem is recruiting. I do most of it myself. The county is trying to help with recruiting, but I don't know how effective it is. Some students think a weakness is being able only to meet six hours a week in class. Some would be capable of meeting more. Maybe we should look at this possibility, at least for some people.	We need to get more support from local business and industry. What they know about the ABE program is limited, and in order to get them involved, you must sell them on what you are doing and how it is going to benefit their organization.

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VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT III
Is A Way to Become An ABE Teacher	A Way to Obtain Program Orientation and Program Content for ABE Teachers
The lady who previously taught the class had a large number of students one year and asked me to help her. A year or so later, she got busy with other things so I took over the class myself.	When I began teaching there was no course syllabus or curriculum guide or anything like that. I was lucky because I worked for awhile with the previous teacher so I could kind of pattern myself after her. In the past year, there have been regional workshops where state directors share materials and strategies for ABE teachers. There is no formal structure as far as orientation, but the workshops, I think, are helpful.

SITE IV	INFORMANT III
Is A Way to Become An ABE Teacher	Is A Way to Obtain Program Orientation and Program Content for ABE Teachers
The supervisor needed a teacher and he contacted me about teaching ABE 14 years ago. I am still teaching today.	When I started, there was no orientation. There is now in-service training by the state department. These sessions deal with building self-esteem and teaching reading. The sessions are informational, some of the ideas I use in class, others I don't. All teachers, beginning and experienced, are invited to attend these sessions.

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT III

Characteristics of Teacher Attitudes Toward ABE Programs and ABE Students

You have to be with these people and see that they need more than instruction.   They really seek you out if they feel any common ground at all. These people are, for the most part, insecure.   You cannot overwhelm them. You have to start slow.   At first the students feel very threatened, afraid they will see someone they know who doesn't know that they have not finished school.   About half the time, I am a counselor.

I do my own recruiting on radio, newspapers, and public service announcements.   I make posters, put them on bulletin boards in department stores, markets, anywhere I can advertise the class.   There is very little control of recruiting done at the county level, but I don't have a problem with that.   I feel as if I am the one teaching, so I should be the one to advertise.

I don't ask for help recruiting from the county.   This is my baby, my meat and potatoes.   I like doing this, really enjoy it so much, I just do it (recruiting)   automatically.

I feel like I am successful, I have people come to see me years after completing my class and tell me and tell me how they miss coming to my class and how helpful it was to them.

SITE IV	INFORMANT III

Characteristics of Teacher Attitudes Toward ABE Programs and ABE Students

I enjoy teaching adults and I try to work with adults individually thus letting them work at their own speed.   Most of my teaching is done individually with the students rather than the traditional lecture type method.   Most of the students are highly motivated and learn fast.

I do recruiting myself.   It is a major part of my teaching.   The county assists recruiting through the regional specialist who does news releases, radio ads, etc.   I recruit mainly through the principals at the schools in the community by allowing children in those schools to take home brochures and fliers to their parents pertaining to the ABE program.

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VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT III
A Way to Obtain Materials and Equipment for ABE Classes	Characteristics of ABE Classroom Facilities
I call the ABE director and whatever I request is delivered to me at the ABE classroom in a day or two. The ABE director is fantastic about supplying things. He also supplies a book with materials that are available. I have a Tandy 1000 computer that I just received, complete with software. This will be a tremendous aid to my teaching.	I teach in the library where we have tables and chairs. Many of these people are overweight and the facilities even in the library are for elementary students--so the facility in that respect is somewhat a handicap. We are trying to secure some larger furniture for the larger people who may be in the classes. The building itself is adequate.

SITE IV	INFORMANT III
A Way to Obtain Materials and Equipment for ABE Classes	Characteristics of ABE Classroom Facilities
Materials and equipment are appropriate and adequate. We are provided with a catalog showing materials that are available, and when we want materials, we let the ABE supervisor know and he delivers them to the ABE classroom, usually the next day.	Even though we meet in an elementary school, we conduct ABE classes in the library so the seats are large enough and there are tables to work on. This is a nice facility with plenty of room for the students to work.

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VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT III
Is A Way ABE Teachers are Evaluated, Supervised and Have Input Into ABE Programs	Reasons Students Enroll or Do Not Enroll in ABE Classes
As far as formal evaluation or supervision, there is none. The ABE supervisor is very open in giving me whatever materials I request, but as far as observing my class or anything like that, he doesn't. I personally have a little sheet that at the end of the term I ask the students to complete. This includes information on how they feel toward me as a teacher and toward the ABE program. There is no formal means for having input into the program, but I feel like the communication lines are open. I have encouraged the supervisor to form a textbook committee for ABE teachers to recommend what textbooks we use for ABE classes.	Most students enroll in ABE either to get a job or to get their GED. Reasons for not enrolling include: child care problems transportation problems or in the case of women, their husbands not wanting them to come to class. I try to schedule a time after the first class meeting that best meets the student's needs.

SITE IV	INFORMANT III
Is A Way ABE Teachers are Evaluated, Supervised and Have Input Into ABE Programs	Reasons Students Enroll or Do Not Enroll in ABE Classes
There is no formal evaluation or supervision of teachers that I am aware of, although the supervisor occasionally visits my class. There is no student evaluation of the teacher. There is no formal or scheduled time for input, but I feel I can call the ABE supervisor and give input anytime.	Reasons students enroll are to get a GED, to get a job, to get a better job, or just to better themselves. Most businesses require a GED before they will consider hiring anyone. Others wish to go to college someday or just to feel better about themselves, or to feel like they are capable of accomplishing something educationally. Reasons for not enrolling mostly include child care problems and transportation problems. Another reason is family problems, husbands not wanting their wives to attend or sometimes the other way around.

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VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT III
Kind of Student Satisfaction/Dissatisfaction with ABE Programs	Characteristics of the Attitude that the Local School System has Toward the ABE Program
I think basically the students are happy with the program, except some would like to see the program move quicker, you know be able to learn faster. Since many of these are middle age people, they want to complete this and get on with their lives.	The local school system is very supportive as evidenced by offering of ABE classes all over the county and by employing an ABE supervisor.

SITE IV	INFORMANT III
A Kind of Student Satisfaction/Dissatisfaction Toward ABE Programs	Characteristics of Attitudes That the Local School System Has Toward the ABE Program
I think the students feel good about the program. They feel the program is meeting their needs and providing them with what they want.	The county school system supports the ABE program and has a good feeling toward it. The school superintendent avidly supports the program, and he shows this by going to the board of education and requesting funds for ABE. It is my understanding that this county puts more local money into the ABE program than any of our surrounding counties.

VIRGINIA
Attitudes of ABE Faculty Toward Adult Illiteracy, ABE Programs, and ABE Students

SITE III	INFORMANT III
Is A Characteristic of the ABE Program's Strengths and Weaknesses	Is A Way to Improve the ABE Program
The strength of this program is the satisfaction of current students and how they relay this on to friends and relatives, kind of "word of mouth" recruiting. It takes a while to build this kind of relationship, but I believe we have it with this program. I do not care for the workbooks, of course, that has been a complaint with me for years. So I pull together my own materials to use.	This county needs both day and Saturday ABE classes. I'd like to see if one time we could schedule a class on Saturday or during the day to see how many people would come and sign up. I know facilities would be difficult to obtain, but I would like to see it tried.

SITE IV	INFORMANT III
Is A Characteristics of the ABE Program's Strengths and Weaknesses	Is A Way to Improve the ABE Program
Strengths of this program are the books and materials that we use. I feel they are very appropriate for ABE students. "Word of mouth" recruiting, people telling people about the program, is another strength. The facility where we have ABE classes (the library) is a strength. One area of weakness with the ABE program is a need to provide child care for those students who are in need.	Provide transportation and provide child care for those ABE students who are in need.

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APPENDIX J

State Expenditures
for Adult Basic Education Programs

1985-1986

STATE	EXPENDITURE	Servable Population	Per Capita Expenditure
North Carolina	$8,974,881.82	835,620	$10.74
Virginia	$ 852,293.58	677,968	$ 1.26

VITA

Tony Lotito, Jr.

Address: Route 1, Box 418, Pounding Mill, VA 24637

Date of Birth: December 5, 1945

Education:

Virginia Polytechnic Institute and State University, Ed.D., Community College Administration, 1990
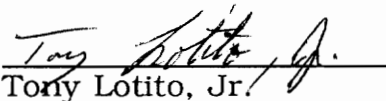
East Tennessee State University, M.A., Physical Education, 1971

Concord College, B.S., Mathematics and Physical Education, 1968

Professional
Experience:

Coordinator of Evening and Off-Campus Offerings, Southwest Virginia Community College, Richlands, VA, 1974-present

Teacher, Sullivan County Public Schools, Blountville, TN, 1968-1974

Tony Lotito, Jr.