

A DESCRIPTIVE STUDY OF ADULT BASIC  
EDUCATION IN KANSAS

by 7214

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## CHAPTER I

### I. INTRODUCTION

Nearly half the world's adult population is illiterate. An awareness of the high illiteracy rate is reflected in the enormous efforts of organized education which is carried out to curb the steady increase. UNESCO estimates show that in 1970, of 2,335 million adults, 810 million were illiterate.<sup>1</sup>

In the United States the goal to eradicate illiteracy has been one of highest concern, not only because of the financial burden which it causes, but because of the great loss of potential manpower to society. The great advancement of knowledge and rapid technological development demand that more and more adults undertake supplementary education. At the moment there is a great need for workers to be retrained in new skills. However, this creates a major problem because a great number of them are lacking elementary education.

According to the 1970 U.S. Census, there were over 5.7 million (5.3 percent) adults 25 years of age or older with less than five years of schooling.<sup>2</sup> Of these, 13 percent had completed the eighth grade. Nearly every state has enough illiterates or functional illiterates in its population to justify a program of adult basic education. Although Kansas ranks high on the national literacy scale, number 4 with 0.9 percent illiterates, there are

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<sup>1</sup>"What is UNESCO?", UNESCO Information Manuals, (8th ed.; Paris: UNESCO, 1970), p. 29.

<sup>2</sup>U.S. Department of Commerce, Bureau of the Census, (Washington: Government Printing Office, 1970), p. 11. Series P-20, no. 207. Educational Attainment, March, 1970.

adequate potential ABE-students to make the programs necessary. According to the 1960 Census, of the group of persons 18 years and older, 163,000 never got past the eighth grade. This number does not include those who fall between the ages of 16 and 18, who are also eligible for participation. About 30 percent of the Kansas population has completed high school, but even so, there are 680,000 persons 18 years and older without high school diplomas. Eight thousand seventy-seven adults 25 years and older are reported as not having completed formal schooling. Although the rate of illiteracy in the United States has declined to the point where it is only one-twentieth of the level that prevailed one hundred years ago, and cut to half in just the past decade, the goal is to wipe it out completely.<sup>3</sup>

The U.S. Government recognized the great need for adult basic education in 1964 when the Economic Opportunity Act was passed by Congress. However, it was not until the Adult Education Act was passed in 1966 that organized adult basic education programs were established throughout the country. They were free for all adults with deficient educational background, over 18 years of age. This was later reduced to 16 years.

In 1967 the Kansas Plan for Adult Basic Education was formulated under the provision of the Adult Education Act of 1966, and was approved on June 7. This plan provides operational procedures for adult basic education programs to be conducted by the Kansas State Department of Health, Education and Welfare.

The primary purpose of the Kansas State Plan is to "effect the establishment of new local basic education programs and to extend and improve

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<sup>3</sup>U.S. Census Report, op. cit., pp. 1-2. Series P-20, No. 217.

the existing ones. The ultimate purpose is to provide basic education for all adults who have not acquired the ability to read and write the English language, and do not possess basic computational skills with special emphasis on serving those in the economically handicapped categories." The plan also provides for continuous enrollment during the fiscal year in three levels of instruction according to the previous background of the new students. Students are allowed to progress according to their own rate of achievement and are free to select their own material in a given subject.<sup>4</sup>

The adult basic education programs also provide the opportunity for previous high school dropouts to fulfill their high school requirements through the General Educational Development Examination (G.E.D.). When the G.E.D. is passed, the State Superintendent of Public Instruction issues a Certificate of Academic Achievement. The Certificate is accepted in lieu of a high school diploma for entrance in most public-supported colleges and universities, as well as for seeking new employment. This aspect of the ABE-program has recently been in high demand, and a great number of G.E.D. Certificates are issued annually. In the fiscal year 1970, 1,387 Certificates were issued in Kansas. This number is expected to be higher in 1971.<sup>5</sup>

At present, there are 26 ABE-centers operating in Kansas in which 153 Kansas teachers are employed part-time. The largest ABE-center is located in Wichita, where nine programs have been in operation since 1965.

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<sup>4</sup>Kansas Plan for Adult Basic Education, Kansas State Department of Education, Division of Adult Education, 1967, p. 7.

<sup>5</sup>Number of certificates determined in this study as reported in Chapter IV.

Of the programs that are already in operation, most of them cover predominantly the eastern and southeastern counties with a few scattered in the remaining part of the state.

One of the aims of this study is to explore the present situation to see how well the ABE-programs cover the various parts of the state where the less educated reside, and where the need for basic education is most urgent. Other aims are focused on the local programs. Descriptive research and implementation of the research findings will be presented. This will be further explained in the following section.

## II. STATEMENT OF PROBLEM

This study was an attempt to describe the Adult Basic Education programs in Kansas. The objectives of the study were: 1. To determine how well the adult basic education programs cover the areas of the state in which most undereducated adults reside; 2. To describe the manner in which the programs are operated in order to meet the needs of the students; and 3. To describe some common characteristics of the administrators, and students of the programs.

## III. THE IMPORTANCE OF THE STUDY

During the relatively few years the Kansas Adult Basic Education programs have been in operation, no study has been conducted to evaluate the programs. This study intends to ascertain whether the Kansas Adult Basic Education programs meet the needs of the undereducated in the state as well as to describe the present programs and how they are operated.

The findings of the research project could be beneficial to the Kansas State Department of Education, Division of Adult Education, in

evaluating the various programs in the state. The Director of Adult Education in Kansas, Mr. W. W. Lee, expressed great interest in this study. He believed that the results of this study could be very beneficial for future planning of his department.

The study could also be very useful for later research of the Kansas ABE-programs. Information, including 35 independent variables, has been collected and recorded on data cards. These have been handed over to the Department of Adult and Occupational Education at Kansas State University, and are available there for further research.

The investigator has made some implications for the improvement of the Adult Basic Education programs in Kansas.

In the following chapter, the literature of related research is reviewed as well as the literature that was found pertinent to this study. In the subsequent chapter the design of the study will be presented and the research procedures explained. In Chapter IV an analysis of the data and research findings will be given, and in the last chapter, a summary, conclusions and some implications will be presented.

## CHAPTER II

### REVIEW OF THE LITERATURE

Since the adult basic education programs have been operating in the United States for a relatively short period of time, little research has been done. However, serious research has increased markedly in recent years. Of the research projects that have been conducted on ABE-programs, most of them have been focused on characteristics of students, dropouts, readability levels of instructional materials, and program financing.

The Adult Education Act of 1966 was passed to encourage and expand basic education so adults could overcome the handicaps of being under-educated. This act was amended in 1970 and is now the foundation of the adult basic education programs in the United States.

The Act is funded and administered through the U.S. Office of Education by the Commissioner of Education. An eight member advisory committee, appointed by the President, advises the Commissioner on regulations and policy matters. It provides that funds are allotted in the form of federal grants, and that this money is made available to the local public educational agencies on a proportional basis through the state departments of education. How funds are allocated to the respective states is determined by the ratio of persons over 16 who have not completed more than the fifth grade.<sup>1</sup> Certain requirements must be met by the respective states, however, in order to be disbursed of funds. A state plan must be drawn and submitted to the U.S. Office of Education for the operation of programs providing basic education for adults within the state.

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<sup>1</sup>The Adult Education Act of 1966, Public Law no. 91-230.



The Kansas State Plan for Adult Basic Education was approved on June 7, 1967, by the Governor of Kansas. In accordance with the Adult Education Act, the State Plan must set forth a program for use of the grants; provide for the administration at the state level; provide cooperative arrangements between the state educational agency and the state health agency; provide grants to public agencies for special training projects and research; provide for cooperation with other anti-poverty programs; provide for adequate reporting and record keeping; provide acceptable fiscal control and accounting procedures, and finally provide such further information and assurances as the Commissioner may require. The Kansas State Plan also provides that the State Superintendent of Public Instruction shall appoint a state advisory committee with members represented from throughout the state. The function of this committee is to advise the State Director and staff of the adult education program. It further requires that each local program provides a local advisory committee composed by members representing other adult education agencies in the community.

With respect to other state plans, Crabtree (1965) reported that there were many differences in these in the various state programs. He substantiated his statement by referring to the New Jersey State Plan which provides that federal money would not be distributed to the local school districts on a first-served basis, rather, each district is guaranteed \$2,000. The total amount will depend on the number of functional illiterates over 18 years of age residing in the district. The New York State Plan shows other significant features as it provides that about one-third of the federal funds should be spent to employ personnel for the recruitment of students on the local level. The curriculum, which he found to be very sound, provides for

four levels of instruction: 1. Basic (Grades 0-2), 2. Primary (Grades 3-4), 3. Intermediate (Grades 5-6) and 4. Upper (Grades 7-8). As each level of instruction provides for 200 hours of instruction, the plan assumes that a total of 800 hours of instruction will enable the absolute illiterate to reach the equivalent of an elementary education.

As adult basic education has developed, it is considered more than just teaching the basic skills of reading, writing and arithmetic. The curricula have become more specialized to lead the students from basic literacy to a variety of knowledge for improved citizenship.

The Handbook of Adult Education (1970) reports that the National Advisory Committee on Adult Basic Education has made seven recommendations for ABE through 1972. First of all it is recommended that ABE-programs should focus on priorities concerning civic participation, jobs, home and family life. Financial aid of \$100 per ABE-student should be appropriated for the fiscal years 1970, 1971 and 1972. Special attention should be paid to areas of urban crisis, and 20 million dollars in additional funds should be appropriated immediately. The committee recommended that a ten-year national plan should be developed for adult basic education, and \$250,000 should be allotted for this purpose. They recommended that immediate steps be taken to strengthen the National Advisory Committee on Adult Basic Education so it may provide the leadership needed for its function. An annual appropriation of \$200,000 should be authorized to support staff, services and preparation for the publication of an annual report. Training programs for teachers, administrators and counselors should be strengthened by increased funding. Financial support for special projects and experimentation should be continued, and finally, ABE-programs should be extended beyond the present eight-grade functional level through legislative action.

With regard to characteristics of ABE-students, Dutton (1967) found in his study of ABE-students in Florida that all undereducated students were very heterogeneous, and those with a high degree of alienation differed significantly from those who exhibited a lower level of alienation. They did participate in social activities, and they had marked social problems. However, they did not make use of formal agencies to help themselves. All adults with traits of deprivation, subordinate social status and limited education were not highly alienated. (Alienation is here defined as "a measure of an individual's feeling of powerlessness, normlessness and social isolation").

Recruiting new adult students to ABE-programs is of major concern for most programs, and is therefore an important aspect for the success of the respective programs. Dutton pointed out that ABE-students were informed about adult education classes from many sources. This implies that a variety of media and methods should be employed to inform people about ABE-classes. Especially relevant to this study is the emphasis on advisory committees as a means of recruiting new students. Cass and Crabtree (1956) emphasized the significance of advisory committees as one of the most effective methods or practices of locating and contacting adults for education. They recommended that the committee should be composed of individuals in the community who are interested in working on a "citizenship education activity and whose positions in town will enable them to better assist in expanding the program as well as locating and reaching the persons to be served."

Minnich (1967) reported that disadvantaged adults are often under tremendous outside pressure, and may find it impossible to adjust their time schedule to the ABE-program schedule. He went on by stating that these students are reluctant to seek literacy education primarily because of the

little relationship between their economic and social problems and the curriculum of the ABE-program.

One of the most serious problems in the ABE-programs is to keep students from dropping out. Kirk (1968) found in his study of ABE-programs in Missouri that one of the most pressing problems there was the retention of students who had enrolled in a program. Almost one-third dropped out before they had completed the grade in which they had enrolled.

Moss and Richardson (1967), in a study of dropouts, indicated that most dropouts were in their thirties, married, at low reading levels and out of class after less than 50 hours of instruction. The main reasons for dropping out were change of residence and instruction's interference with work responsibilities.

An investigation by Zahn (1964) attempted to determine whether the dropouts differed in academic ability and anxiety level from those who completed the course. The findings revealed that no significant differences existed in academic ability between students who dropped out and those who completed. However, there was sufficient evidence to show that students with low academic ability dropped out of credit classes more often than students with high academic ability. There was no difference in the anxiety scores made by students in credit and non-credit classes. It was concluded that the cause of dropping out appeared to be interaction between the ability and perhaps the motivation the student brought to the course and certain elements within the course, rather than the cause existing only within the student.

In his study of dropouts of ABE-programs in New Orleans, Hawkins (1968) found that predominantly personal circumstances caused withdrawal from the

adult evening school programs. Moreover, it was concluded that the "conscientious development of an awareness of realistic short and long range goals to serve as incentives for continued application is an essential factor in the structure of these programs." Also, there was need for smaller groupings, diversified programs and flexible schedules in these programs. He recommended that students should be involved in the evaluative process, ABE personnel should be engaged in inservice training, and that counseling services must be adopted.

The use of counselors is an essential ingredient in the ABE-program. Langdon (1967) emphasized the importance of counseling as a means of avoiding dropouts, and to help students who have already dropped out. Whether the counselor should be employed full time or part time may be debatable, but Mitchell in his report (1965) suggested that the counselor of ABE-programs should have a combined job as an administrator, a coordinator and a model teacher of adults. This would give the counselor a better understanding of the entire adult program.

Studies have also been conducted on readability levels of instructional materials. Carrol (1967) made a study of this in Indiana, and concluded that instructional material should be more adapted to adult students.

In an ABE seminar report at Kansas State University in 1969, Schowalter pointed out that the lack of research into the mathematical needs of adults is rather appalling. The material used in adult education was often designed for children and new mathematical material needed to concentrate on assisting the teacher in teaching mathematical concepts at a level both sensible and meaningful to adults.

Many of the research projects that have been carried out in adult basic education have been pilot projects. Teams of investigators have jointly

performed the tasks. Those projects are very comprehensive and could hardly have been carried out by a single person.

One such project was conducted in Missouri by Ferguson and others (1969). This was a survey of the ABE-programs from 1965-1969. The survey was divided into three phases: 1. Characteristics of local programs, 2. The operation of the state office, and 3. A follow-up study of dropouts. From the research findings pertinent to this study, it was concluded that there was an apparent need for some type of special training for counselors of ABE-students. The practice of having local programs contribute ten percent of the funds might limit the participation of some school districts where it would be desirable to hold ABE classes, and where no local funds were available. It also placed a limitation upon the possibility of a more efficient operation in some areas of the State, whereby one school district could be designed as an administrative unit and satellite programs established in surrounding areas. It was recommended that the concept of levels I, II and III should be abandoned for placement purposes. Since there was already an emphasis on individualized instruction, it appeared appropriate to place students according to where they were in each subject matter area.

The Community Junior Colleges are to a great extent administering the ABE-programs in the United States. In Kansas they account for about 50 percent of the present programs. Thornton (1966) points out in his book the significance of ABE-programs in the Community Junior College. An increasing number of community junior colleges are enabling adults to complete studies leading to a certificate of high school equivalency. Of more importance, in Thornton's opinion, is basic education in other areas which the community junior colleges offer. More and more adults undertake such education for the

sake of their own education without concern for evaluation of credit. To work with such people in basic areas of education is, in Thornton's words, "one of the most stimulating and rewarding experiences an instructor can have."

Of the most recent research on the educational level of Americans, conducted and made public by the U.S. Census Bureau (1970), it was reported that the level is rising and the gap between the races is narrowing as blacks increase their schooling faster than whites. People living in suburbs have generally more education than city dwellers. This report is based upon a study of civilian population 25 years and older in 30 metropolitan areas sampled in 1969. Of the total population, 59.6 percent had at least a high school diploma in 1969 compared with 56.8 percent in 1967. Among the whites in those two years, the number of high school graduates increased from 59.3 percent to 62.2 percent, and among non-whites, 42.1 percent had completed high school in 1969 compared with 38.7 in 1967. The Census Bureau study did not include small towns and rural areas. However, it shows a significant difference between cities and suburbs in the educational attainment of their residents. Almost two-thirds of the suburbanites sampled had completed high school in contrast to barely more than half of the city dwellers.

With respect to the Kansas ABE-programs, it was reported in the Adult Basic Education Program Statistics (1963-1969) that of the 2,357 ABE-participants in fiscal 1969, 37 percent were males and 63 percent were females. Nine hundred fifty students were white, 715 were black, 93 were American/Indian and 467 were Oriental. Two hundred eighty-eight students completed all levels that year while ten percent dropped out. The student/teacher ratio was 26:1.



In Kirk's study in Missouri (1968), he found that the population of 25 years and above, with less than an eighth grade education, composed 26.2 percent of the total population of the state. The average grade levels completed by adults in each county, ranged from an average of 7.5 to an average of 12.1 years.

#### Summary

The adult basic education programs in the United States are of fairly recent origin and even though little research has been done, a marked increase can be sensed. The Adult Education Act was passed in 1966 and is the cornerstone for the operation of ABE programs. This act provides that the allotments of funds to the state and local public educational agencies be provided on a proportional basis, and that a state plan for the operation of ABE be drawn before any funds will be disbursed.

The Kansas State Plan for ABE was approved in 1967. It provides that an adult education program must be established for use of the grants. State plans in ABE differ, however, in the various states. In New Jersey the distribution of federal grants is conducted on a first-served basis, while in New York about one-third of the federal funds is spent on recruitment of students.

The National Advisory Committee on Adult Basic Education has made seven recommendations for ABE through 1972 with special attention to funding in order to strengthen the entire program.

With regard to ABE students, it has been found that they are very heterogeneous, and all adults with traits of deprivation are not highly alienated. However, they did not make use of formal agencies to help themselves. This often makes recruitment of students very hard and is therefore



a major problem in ABE. The use of a number of media and methods, including advisory committees, is reported by some authorities to be most relevant. Students are also often reluctant to seek literacy education because of the little relationship between the curriculum and the economical and social problems of the students. Dropping out of the program causes a most serious problem in adult basic education. In Missouri about one-third were reported to have dropped out before they had completed the grade they had enrolled in. Dropouts tended to be in their thirties, married, and at low reading levels. The reasons for dropping out were most often change of residence and of working schedule. Another authority reported that the causes of withdrawal from ABE programs were predominantly personal circumstances. There was no significant difference in academic ability between dropouts and remaining students in the programs. However, those who had a low academic ability tended to drop out more often.

The importance of counseling has been emphasized by many authorities. Counseling is an important means of avoiding dropouts and of helping students who have already dropped out. Instructional ABE material was reported to be inadequate for adults, especially in mathematics where most material was designed for children rather than for adults.

In a study project conducted in Missouri, it was found that the practice of having local programs contribute ten percent of the funds might limit the participation of some school districts because of lack of funds.

In another study in Missouri it was reported that 26.6 percent of the adult population 25 years and above had less than an eighth grade education. The average grade levels completed by adults in each county ranged from an average of 7.5 to an average of 12.1 years.

One of the latest census reports released by the U.S. Census Bureau, shows that the educational gap between the black and white is narrowing, and blacks have been increasing their schooling faster than whites. Suburbanites have generally more education than the city dwellers.

In a recent report concerning the U.S. ABE-programs for fiscal 1969, it was indicated that in Kansas, predominantly white females participated in the programs, about ten percent dropped out that year and the student/teacher ratio was 26 to 1.

## CHAPTER III

### I. DESIGN OF THE STUDY

This study was designed to determine: (1) the distribution of the local ABE-programs in relation to the areas in Kansas where undereducated adults reside; (2) the manner in which the programs are operated; and, (3) to describe some common characteristics of students and staff of the programs.

Most data were collected from the Division of Adult Education at the State Department of Education. Additional data were obtained from the administrators and personnel of the various ABE-programs throughout the state.

### II. EXPLANATION OF PROCEDURES

An interview with Mr. W. W. Lee, the Director of Adult Education in Kansas, was arranged to obtain permission to conduct the study and to determine which data were available for this study. Full cooperation was obtained from the Director.

Next, several visits to the respective ABE-programs were made to observe how they were administered and conducted as well as to obtain supplementary information.

A questionnaire was mailed to the directors of the Kansas ABE-programs in May and collected at an ABE-workshop conducted by Dr. Albert B. Campbell at Kansas State University in the beginning of June. The questionnaire was employed in order to acquire additional data concerning the organizational structure and operation of the respective ABE-programs. It is included in the appendix.

### III. THE DATA

Information from the annual reports in the State Department of Education was acquired from those programs that had actively participated in adult basic education during the fiscal years 1968, 1969 and 1970. These data included 19 ABE-programs which were currently in operation in Kansas. A few programs were not included for various reasons, such as data not obtainable because of fire and other mishaps, or programs started the same year as the study was conducted. However, with regard to the questionnaire, three new ABE-programs were included. These programs were located in Highland, Plainville and Winfield, Kansas, making a total of 22 programs studied.

Altogether there were 26 ABE-programs operating in Kansas when this study was conducted, with additional satellite programs directed in conjunction with the central ABE-programs.

### IV. TREATMENT OF THE DATA

The data concerning the disbursement of funds to the local adult basic education agencies were taken from the annual adult basic education reports for the fiscal years 1968, 1969 and 1970.

Data concerning the variables of the students and enrollment figures were taken from the annual ABE reports of the respective programs, and some were obtained from the administrators of these programs.

All these data were then classified, coded on layout sheets, and transferred to data cards for convenience in counting, sorting and ordering so it could be placed on frequency distribution tables. Descriptive statistics were used for interpretation of the data.

### Summary

The design of the study was to determine: (1) the distribution of the local ABE-programs in relation to the areas of undereducated adults; (2) to describe the operation and (3) describe some common characteristics of the programs as well as of the staff and students. Data were collected from the State Department of Education in Topeka and from the respective programs. Permission to conduct the study was given by the Director of Adult Education in Kansas. After reviewing the literature, visits were paid to various ABE-programs. The data were taken from annual reports in the State Department of Education of 19 programs studied in this research project.

## CHAPTER IV

### PRESENTATION OF THE DATA

It is the purpose of this chapter to present the findings of the data collected during the progress of this study. The chapter is divided into two major areas in order to facilitate the presentation of the research findings. The first part will present and analyze the extent of participation by the local adult basic education institutions in relation to the areas containing most undereducated adults. The second part will present and analyze the characteristics of the various ABE-programs that were in operation during the fiscal year of 1970-71.

The Kansas State Department of Education gathered information concerning the number of undereducated adults residing in the state at the time when the state plan for ABE was drawn up. The first programs were established in those areas with a high concentration of educationally deprived adults.

The number of adults of 25 years of age and over who have less than eight years of formal education is presented in Figure 1 (See p. 21). High concentration was found in the counties containing large cities and also in counties of east and southeast Kansas, and in counties in the central part of the state.

Table I (See p. 22) indicates that the population of 25 years and over, who have less than an eighth grade education, composed 7.3 percent of the total population of the state. The percent by counties ranged from a low of 2.1 in Riley County to a high of 15.8 in Elk County.



TABLE I

PERCENT OF INDIVIDUALS IN EACH COUNTY WHO HAVE LESS THAN  
AN EIGHTH GRADE EDUCATION BASED ON THE UNITED  
STATES CENSUS REPORT, 1960 AND 1970\*

County	Total population	Number of individ- uals over twenty- five years of age with fewer than eight years of school	Percent of total
Allen	15043	1,627	10.8
Anderson	8041	1,032	12.8
Atchison	19165	1,717	9.0
Barber	7016	633	9.0
Barton	30663	1,790	5.8
Bourbon	15215	1,983	13.0
Brown	11685	1,354	11.6
Butler	38658	2,836	7.3
Chase	3408	290	8.5
Chautauqua	4642	670	14.4
Cherokee	21549	3,127	14.5
Cheyenne	4256	481	11.3
Clark	2896	176	6.1
Clay	9890	995	10.1
Cloud	13466	995	7.4
Coffey	7397	918	12.4
Comanche	2702	169	6.3
Cowley	35012	4,427	12.6
Crawford	37850	5,613	14.8
Decatur	4988	376	7.5
Dickinson	19993	1,569	7.8
Doniphan	9107	906	9.9
Douglas	57932	2,142	3.7
Edwards	4581	455	9.9
Elk	3858	611	15.8
Ellis	24730	1,493	6.0
Ellsworth	6146	737	12.0
Finney	18947	1,083	5.7
Ford	22587	1,346	6.0
Franklin	20007	2,025	10.1



TABLE I (Continued)

County	Total population	Number of individ- uals over twenty- five years of age with fewer than eight years of school	Percent of total
Geary	28111	1,432	5.1
Gove	3940	339	8.6
Graham	4751	324	6.8
Grant	5961	259	4.3
Gray	4516	292	6.5
Greeley	1819	110	6.0
Greenwood	9141	1,116	12.2
Hamilton	2747	191	7.0
Harper	7871	655	8.3
Harvey	27236	1,921	7.0
Haskell	3672	121	3.3
Hodgeman	2662	156	5.9
Jackson	10342	1,146	11.1
Jefferson	11945	840	7.0
Jewell	6099	425	7.0
Johnson	217662	4,684	2.2
Kearney	3047	191	6.3
Kingman	8886	735	8.3
Kiowa	4088	337	8.2
Labette	25775	3,013	11.7
Lane	2707	135	5.0
Leavenworth	53340	5,251	9.0
Lincoln	4582	381	8.3
Linn	7770	906	11.7
Logan	3814	261	6.8
Lyon	32071	1,761	5.5
Marion	13935	1,464	10.5
Marshall	13139	1,208	9.2
McPherson	24778	1,852	7.5
Meade	4912	378	7.7
Miami	19254	2,204	11.4
Mitchell	8010	561	7.0
Montgomery	39949	4,926	12.3
Morris	6432	709	11.0
Morton	3576	140	3.9

TABLE I (Continued)

County	Total population	Number of individuals over twenty-five years of age with fewer than eight years of school	Percent of total
Nemaha	11825	1,040	8.8
Neosho	18812	1,751	9.3
Ness	4791	402	8.4
Norton	7279	614	8.4
Osage	13352	1,148	8.6
Osborne	6416	551	8.6
Ottawa	6183	494	8.0
Pawnee	8484	889	10.5
Phillips	7883	729	9.2
Pottawatomie	11755	932	7.9
Pratt	10056	727	7.9
Rawlins	4393	447	10.2
Reno	60765	3,973	6.5
Republic	8498	819	9.6
Rice	12320	680	5.5
Riley	56788	1,206	2.1
Rooks	7628	446	5.8
Rush	5117	646	12.6
Russell	9428	868	9.2
Saline	46592	2,199	4.7
Scott	5606	242	4.3
Sedgewick	350694	19,797	5.6
Seward	15744	932	5.9
Shawnee	155322	8,131	5.2
Sheridan	3859	324	8.4
Sherman	7792	391	5.0
Smith	6757	462	6.8
Stafford	5943	551	9.3
Stanton	2287	126	5.5
Stevens	4198	253	6.0
Sumner	23553	1,693	7.2
Thomas	7501	348	4.6
Trego	4436	504	11.4

TABLE I (Continued)

County	Total population	Number of individ- uals over twenty- five years of age with fewer than eight years of school	Percent of total
Wabaunsee	6397	590	9.2
Wallace	2215	126	5.7
Washington	9249	982	10.6
Wichita	3274	227	6.9
Wilson	11317	1,440	12.7
Woodson	4789	624	13.0
Wyandotte	186845	20,594	11.0
Total	2,246,188	162,898	7.3

\*The figures on the total population were based on the 1970 U.S. Census Report. The number of individuals of twenty-five and over with less than the eighth grade were based on the 1960 U.S. Census Report since this information was not available for 1970 when this research project was undertaken.

Figure 2 (See p. 27) shows the average grade level completed in each county of the state. The grade levels ranged from an average of 9.0 years in Washington County to an average of 12.6 in Johnson County.

#### I. PARTICIPATION BY LOCAL ADULT BASIC EDUCATION INSTITUTIONS

Twenty-six local public educational institutions participated in adult basic education programs during the 1970-71 fiscal year.

Figure 3 (See p. 28) shows the distribution of the 26 participating ABE centers in each of the seven geographical areas of the state. The largest number, seven, is found in the southeast area, while the lowest number, one, is found in the north-northeast area.

Table II (See p. 29) indicates the number and percentage of the educational institutions participating in adult basic education programs by geographical area. Twenty-seven percent of the institutions were located in the south-southeast area. Only four percent were located in the north-northeast area. The northwest and northcentral areas each represented eight percent, while the southwest represented eleven percent and the southcentral 19 percent. East central ranked second highest with 23 percent.

The educational level of adults 25 years and older, by geographical area, is found in Table III (See p. 30). The highest percentage was found in the south-southeast area with a percent of 12.7. The remaining areas had an almost even distribution, with north-northeast as the highest at 9.9 percent, and northcentral the lowest at 6.1 percent.

Enrollment in adult basic education by geographical area is shown in Table IV (See p. 31). The southcentral area represented almost one-half of the total enrollment with the percentage of 46.1. Nearly one-fourth of the enrollment were found in the eastcentral area. Except for the south-southeast



KANSAS

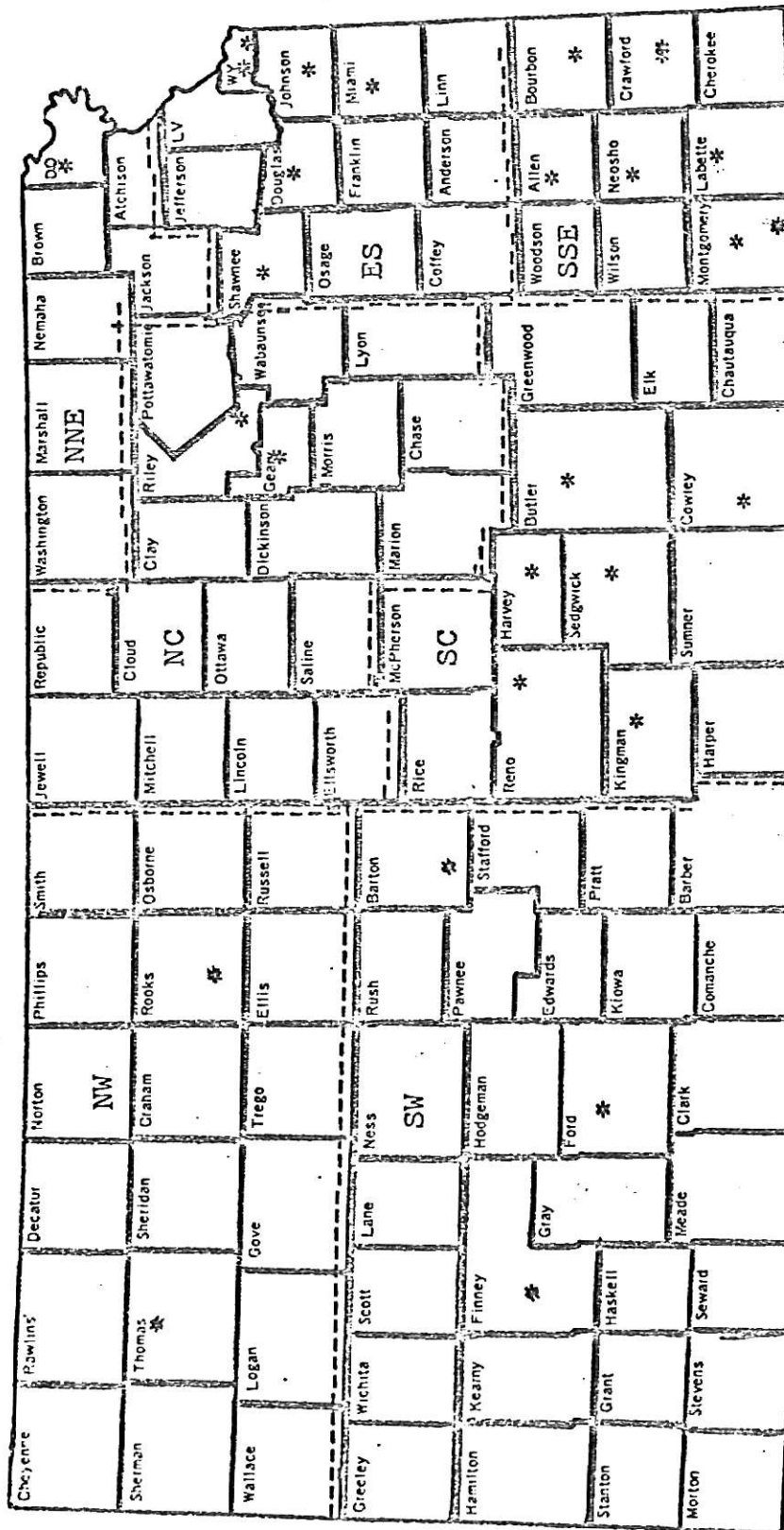


FIGURE 3  
DISTRIBUTION OF ADULT BASIC EDUCATION PROGRAMS  
IN EACH OF THE GEOGRAPHICAL AREAS IN KANSAS

TABLE II  
EDUCATIONAL INSTITUTIONS PARTICIPATING IN ADULT  
BASIC EDUCATION BY GEOGRAPHICAL AREA:  
KANSAS, 1970-71

Geographical area *	Number of institutions	Percent of institutions
Northwest	2	8
Northcentral	2	8
North-northeast	1	4
Eastcentral	6	23
Southwest	3	11
Southcentral	5	19
South-southeast	7	27
Total	26	100

\*The geographical areas are based on the seven suggested regions developed by Project SEEK Personnel, State Educational Evaluation of Kansas, Research & Grants Center, Kansas State Teachers College.

TABLE III  
EDUCATIONAL LEVEL OF ADULTS 25 YEARS AND OLDER  
BY GEOGRAPHICAL AREA:  
KANSAS

Geographical area	Total population	Adults with less than eighth grade	Percent of total
Northwest	122,071	9,084	7.4
Northcentral	288,356	17,559	6.1
North-northeast	84,512	8,353	9.9
Eastcentral	758,867	49,875	6.6
Southwest	194,599	12,957	6.7
Southcentral	607,414	40,966	6.7
South-southeast	190,299	24,104	12.7
Total	2,246,188	162,898	7.3

Source: U.S. Census Report, 1960.



TABLE IV  
ENROLLMENT IN ADULT BASIC EDUCATION BY  
GEOGRAPHICAL AREA: KANSAS, 1969-70

Geographical area	Enrollment	Percent of enrollment
Northwest	147	4.5
Northcentral	213	6.4
North-northeast	-	-
Eastcentral	774	23.2
Southwest	195	5.8
Southcentral	1538	46.1
South-southeast	470	14.0
Total	3337	100.0

area, which had 14 percent of the total, the remaining areas were almost evenly distributed. The lowest number of enrollees was found in the northwest area, which enrolled only 4.5 percent of the students. The north-northeast area is not represented in the table, because there was no ABE-program operating at the time this research study was conducted.

Table V (See p. 33) shows the enrollment figures and the number of clock hours of instruction given in each of the 19 ABE centers that were in operation fiscal year 1970. The enrollment ranged from a high of 697 students in Wichita, involving 96 hours of instruction, to a low of 37 students in Bonner Springs. The average number per program was 175. The number of hours of instruction varied greatly, depending on the number and length of class sessions per week, and the length of courses as well as the number of students.

Allocation of federal funds for adult basic education by geographical area, county and educational institutions are shown in Table VI (See p. 34). A little more than 32 percent of all federal funds were expended in the south-central area. The geographical area receiving the smallest portion of the funds, only 7.4 percent, was the northcentral area, including Manhattan and Geary ABE centers. Among the institutions, Hutchinson ranked highest in terms of federal funds received. This ABE-center is located in the south-central area and conducts one satellite program. Its allocation from federal funds was \$31,702 or 13 percent of the total. The institution receiving the smallest allocation of federal funds was Labette, which received only \$2,167.

Expenditures for adult basic education in each of the six geographical areas that conducted programs that year are given in Table VII (See p. 35). The southcentral area expended 32.6 percent of the total federal funds. The northcentral had the lowest percent of federal funds, 7.4 percent, expended.

TABLE V  
ENROLLMENT AND CLOCK HOURS OF INSTRUCTION IN  
ADULT BASIC EDUCATION BY EDUCATIONAL  
INSTITUTIONS: KANSAS, 1969-70

Educational institution	Enrollment	Hours of instruction
Bonner Springs	37	216
Butler County	268	645
Chanute	92	105
Coffeyville	116	180
Colby	147	169
Dodge City	40	150
Garden City	155	140
Geary County	109	145
Hutchinson	451	468
Independence	107	216
Kansas City	178	160
Labette	51	124
Lawrence	156	134
Manhattan	104	136
Newton	122	250
Paola	218	222*
Pittsburg	104	173
Topeka	185	174
Wichita	697	96
Total	3337	3903

\* Based on the average number of weeks per program.

TABLE VI

ALLOCATION OF FEDERAL FUNDS FOR ADULT BASIC EDUCATION  
BY GEOGRAPHICAL AREA, COUNTY, AND EDUCATIONAL  
INSTITUTION: KANSAS, 1969-70

Geographical area	County	Educational institution	Total federal funds received	Percent of total	
Northwest	Thomas	Colby	\$ 21,742	9.1	
Northcentral	Geary	Geary	8,265	7.4	
	Riley	Manhattan	<u>9,537</u>		
			17,802		
East central	Douglas	Lawrence	12,734	28.1	
	Johnson	Olathe	-		
	Miami	Paola	16,216		
	Shawnee	Topeka	15,963		
	Wyandotte	Bonner Springs	5,450		
		Kansas City	<u>16,909</u>		
			67,272		
Southwest	Ford	Dodge City	7,192	8.8	
	Finney	Garden City	<u>13,859</u>		
			21,051		
Southcentral	Butler	El Dorado	15,491	32.6	
	Harvey	Newton	12,016		
	Reno	Hutchinson	31,702		
	Sedgwick	Wichita	<u>18,874</u>		
			78,083		
Southsoutheast	Allen	Iola	-	14.0	
	Crawford	Pittsburg	4,800		
	Labette	Labette	2,167		
	Montgomery	Coffeyville	14,534		
		Independence	6,381		
	Neosho	Chanute	<u>5,527</u>		
			33,409		
Total	6	19	21	\$ 239,359	100.0

TABLE VII  
EXPENDITURES FOR ADULT BASIC EDUCATION BY  
GEOGRAPHICAL AREA: KANSAS, 1969-70

Geographical	Total expendi- tures	State and local funds	Federal funds	Percent of total federal funds
Northwest	\$ 25,119	\$ 3,377	\$ 21,742	9.1
Northcentral	20,362	2,560	17,802	7.4
Eastcentral	74,405	7,133	67,272	28.1
Southwest	23,250	2,199	21,051	8.8
South-southeast	38,534	5,125	33,409	14.0
Southcentral	88,112	10,029	78,083	32.6
Total	\$ 269,782	\$ 30,423	\$ 239,359	100.0

One area is excluded because of no operation of program.

## II. CHARACTERISTICS OF THE ABE-PROGRAMS

At the time when this study was conducted there were 26 ABE-programs in operation in Kansas. However, the part of this research study that refers to the last three fiscal years, includes only 19 ABE-programs. Six new programs were initiated last fiscal year and were located in Highland, Plainville, Winfield, Kingman, Barton County and Fort Scott.

Findings pertaining to the organizational structure and operation of the respective ABE-programs in Kansas will be presented in this section based on information provided by administrators of the original 19 programs plus those in Highland, Plainville and Winfield. These data were collected by questionnaire as explained in Chapter III.

Table VIII (See p. 37) shows the sponsoring institutions of the 22 ABE-programs. It indicates that one-half of the programs were sponsored by the community junior colleges and the other half by the unified school districts.

### A. ORGANIZATIONAL STRUCTURE OF THE PROGRAMS

The administrative structure of the programs consisted of a staff and line that was different for the two categories of sponsoring institutions. The ABE-programs that were operated in conjunction with the community colleges were administered by the president of the colleges and one of the deans. The title of the dean was in 30 percent of the institutions the Dean of Instruction or Instructional Services, and in 15 percent of the cases was the Dean of Community Services.

The descending line of administration in the unified school districts started with the superintendents who delegated their authority to the respective directors of adult education or other supervisory personnel in charge of the ABE-program.

TABLE VIII  
SPONSORING INSTITUTIONS OF THE  
KANSAS ABE-PROGRAMS

ABE-program	Sponsoring institution	Location
Bonner Springs	Unified School District # 204	Bonner Springs
Butler County	Butler County Community Junior Coll.	El Dorado
Chanute	Neosho County Comm. Junior College	Chanute
Coffeyville	Coffeyville Community Junior College	Coffeyville
Colby	Colby Community Junior College	Colby
Dodge City	Dodge City Community Junior College	Dodge City
Garden City	Garden City Community Junior College	Garden City
Geary County	Unified School District # 475	Junction City
Highland	Highland Community Junior College	Highland
Hutchinson	Hutchinson Comm. Junior College	Hutchinson
Independence	Independence Community Junior Coll.	Independence
Kansas City	K.C. Kansas Comm. Junior College	Kansas City, Ks.
Labette	Labette Community Junior College	Parsons
Lawrence	Unified School District # 497	Lawrence
Manhattan	Unified School District # 383	Manhattan
Newton	Unified School District # 373	Newton
Paola	Unified School District # 368	Paola
Pittsburg	Unified School District # 250	Pittsburg
Plainville	Unified School District # 270	Plainville
Topeka	Unified School District # 501	Topeka
Wichita	Unified School District # 259	Wichita
Winfield	Unified School District # 465	Winfield

According to the state plan of adult basic education, a local advisory committee is required for each ABE-program. Table IX (See p. 39) presents the number of ABE institutions that had not established such a committee. Of the 22 programs it was found that only ten of them had organized such a committee. This constituted 45 percent of the total programs, and 55 percent did not have local advisory committees.

Supervisory personnel were employed in 14 of the 22 ABE-centers. This represented 67 percent of the total programs. Some programs had a supervisor or coordinator who was directly responsible to the director of adult education for the operation of the ABE-program.

Table IX also revealed that one or more counselors were not employed in eleven of the programs. Even though this represented 50 percent of the entire programs, it was indicated by a few administrators that counseling was available through the regular school system.

#### B. OPERATION OF THE PROGRAMS

Most of the ABE-programs offered courses in the evenings only. The average number of class sessions per week for the last three fiscal years was found to be 2.1 for each participating ABE-program. The average number of hours per class session was found to be 2.4, and the means of weeks per course was 37.3.

Table X (See p. 41) indicates class sessions per week, hours per class session, weeks per course and the total hours of instruction for fiscal year 1970. Most programs conducted two class sessions per week. Hutchinson and Paola offered three sessions per week and Topeka had four.

Hours per class session for that year ranged from two to three hours per session. The number of weeks per course varied greatly from program to



TABLE IX  
ORGANIZATIONAL STRUCTURE OF THE PROGRAMS

ABE-program	Use of lay advisory committee		Use of super- visory personnel		Use of counselors	
	Yes	No	Yes	No	Yes	No
Bonner Springs		x	x			x
Butler County		x	x		x	
Chanute	x		x		x	
Coffeyville		x		x		x
Colby	x			x		x
Dodge City		x	x		x	
Garden City	x		x		x	
Geary County		x	x		x	
Highland	x		x		x	
Hutchinson	x		x		x	
Independence	x			x		x
Kansas City		x	x			x
Labette		x	x		x	
Lawrence	x		-	-	x	
Manhattan	x		x			x
Newton		x		x		x
Paola		x	x		x	
Pittsburg		x		x	x	
Plainville	x			x		x

TABLE IX (Continued)

ABE-program	Use of lay advisory committee		Use of super- visory personnel		Use of counselors	
	Yes	No	Yes	No	Yes	No
Topeka	x			x		x
Wichita		x	x			x
Winfield		x	x			x
Total	10	12	14	7	11	11

TABLE X  
 NUMBER OF CLASS SESSIONS PER WEEK AND COURSE HOURS  
 IN ADULT BASIC EDUCATION BY EDUCATIONAL  
 INSTITUTION FOR FISCAL YEAR 1970

Educational institution	Class sessions per week	Hours per class session	Weeks per course	Hours per course
Bonner Springs	2	3.0	36	216
Butler County	2	3.0	43	645
Chanute	2	3.0	20	105
Coffeyville	2	2.5	36	180
Colby	2	3.0	36	169
Dodge City	2	2.5	30	150
Garden City	2	2.0	35	140
Geary County	2	2.5	29	145
Hutchinson	3	3.0	52	468
Independence	2	3.0	36	216
Kansas City	2	2.5	32	160
Labette	2	2.0	31	124
Lawrence	2	2.0	34	134
Manhattan	2	2.0	34	136
Newton	2	2.5	50	250
Paola	3	2.0	37	222*
Pittsburg	2	2.5	36	173
Topeka	4	3.0	33	174
Wichita	2	2.0	24	96
Total				3903

program. The length of the ABE-program in Chanute, which was the shortest, was 20 weeks, and Hutchinson was highest with 52 weeks. The total hours of instruction per course varied also a great deal. Butler County accounted for the highest number, 645 hours.

### 1. Objectives.

Although the state plan does not require that each program has written program objectives, most program directors claimed to have them as such. Of the total programs, 64 percent said they had the objectives written.

The objectives of the students, however, differed to some extent. The most expressed reason for them to enroll in the ABE-programs was to complete high school education. It was found that 60 percent of the administrators held this reason to be most prevalent. Self-improvement and better employment was the most important reason held by 30 percent of the directors. Ten percent claimed that learning the basic skills of reading, writing and arithmetic was most dominant. It was also found in this study that 1,398 ABE-students passed the GED test last fiscal year. Most program directors concentrated their efforts in providing the opportunity for more and more students to acquire GED certificates. A cumulative record was maintained for each student in 13 of the 22 ABE-programs.

### 2. Recruitment of students.

A survey had been conducted in 55 of the areas where the ABE-centers were located. More than two-thirds of the programs employed numerous methods in the recruitment procedure. The most frequently used ways to publicize the programs were: radio, tv, newspaper, posters, flyers, letters, brochures and church bulletins. Even so, 65 percent of the administrators found that the

most effective methods in recruitment were word of mouth and personal contact by a staff member or a former student. About 77 percent found that the entire staff was responsible for recruiting new students to the ABE-programs.

### 3. Dropout and Retention.

The average dropout rate for the last three fiscal years was 26.8 percent for each program. There were considerably higher numbers of female students than male students in the programs. Table XI (See p. 44) presents the number of dropouts for each program in fiscal 1970. These figures indicate that the total dropout rate has decreased markedly. The average dropout rate for that year was 21 percent of the total enrollment. The same year there were 32 percent males and 68 percent females enrolled, so the actual dropout rate for men was 26.5 percent and for females 18.2 percent. The table also indicates the percentage of dropouts for each program that year. There were very great fluctuations in the various ABE-programs. Butler County had the lowest dropout rate of 3.7 percent, whereas Lawrence represented the highest of 57 percent.

The procedures that were followed to identify and encourage potential dropouts to remain in the programs were: telephone calls, letters, cards and personal visits by one of the staff members. Sixty-four percent of the respondents of the questionnaire claimed that they provided personal visits to the potential dropout. One program director arranged a special class session at home for these students, and only one program did not follow any organized plan.

The procedure that was utilized to follow up graduates or dropouts from ABE-classes were, in 32 percent of the cases, telephone calls and letters. Survey by questionnaire was employed by 18 percent of the program

TABLE XI  
DROPOUT RATE IN ADULT BASIC EDUCATION BY EDUCATIONAL  
INSTITUTION: KANSAS, 1969-70

Educational institution	Total enrollment	Male dropouts	Female dropouts	Total dropouts	% dropouts
Bonner Springs	37	1	2	3	8.1
Butler County	268	6	4	10	3.7
Chanute	92	11	6	17	18.4
Coffeyville	116	2	17	19	16.3
Colby	147	6	4	10	6.8
Dodge City	40	3	7	10	25.0
Garden City	155	14	24	38	24.5
Geary County	109	1	40	41	37.6
Hutchinson	451	38	20	58	12.8
Independence	107	15	19	34	31.7
Kansas City	178	30	22	52	29.2
Labette	51	4	14	18	35.3
Lawrence	156	25	64	89	57.0
Manhattan	104	5	15	20	19.2
Newton	122	21	28	49	40.1
Paola	218	13	14	27	12.3
Pittsburg	104	25	18	43	41.3
Topeka	185	16	25	41	22.1
Wichita	695	50	74	124	17.8
Total	3337	286	417	703	21.0

directors at the end of the school year. Forty-one percent of the programs did not provide any follow-up procedures.

With regard to employment, few provisions to assist the students in obtaining a new or better occupation were made. However, 36 percent of the respondents provided a cooperative arrangement with the local employment agencies.

#### 4. Curriculum.

The curricula for 32 percent of the ABE-programs were determined by the staff members. One program included students in determining the curriculum. Only three programs followed a state or local curriculum guide, and 58 percent of the programs followed such a guide partially.

Concerning the evaluation of the programs, no formal procedure was employed. Of the 22 programs, 55 percent were informally evaluated by the administrator and the staff members at periodic meetings or at the end of the school year. Seventy-two percent of the respondents characterized the program material they used to be balanced between traditional and programmed, and only nine percent of the programs used programmed material.

A library of appropriate materials for the ABE-programs was maintained by 72 percent of all the programs. The remaining programs did not have any library. To the question on how they judged their libraries, 56 percent responded that their library was adequate, 25 percent found it to be inadequate, and 19 percent claimed to have an excellent library.

#### 5. Pre-service and In-service.

New teachers usually receive pre-service training when they enter a new program. In this study it was found that 72 percent of the programs offered pre-service training for new teachers. The length of pre-service training in

clock hours ranged from a low of three hours in Coffeyville and Geary County to a high of 48 hours in Dodge City.

In-service training was offered by 64 percent of all the programs, while the remaining programs provided none. The nature of the in-service training in six of the fourteen programs that provided such, was mostly staff-meetings, workshops and short conferences.

#### 6. Teacher Recruitment.

Hiring good teachers was found to be of high concern to most administrators. They selected new teachers primarily from the local teachers. Some preferred retired teachers, others wanted junior high school teachers. When asked about the preferred quality of an ABE-teacher, six of the respondents looked for the ability to communicate, five for skill, three for experience and the rest looked for interest and empathy.

Teachers' salaries varied to a great extent in the respective ABE-programs. Table XII (See p. 47) presents the hourly pay for teachers and paraprofessionals in each institution. The table also indicates the increase of payment for the last two fiscal years. The hourly payment for teachers ranged from a low of four dollars in Geary County to a high of ten dollars in Labette. Thirty-six percent of the ABE-institutions paid their teachers six dollars per hour. Concerning the changes that had been made in the pay scale during the past two fiscal years, it was found that the increase varied from twenty-five cents to two dollars. An increase of one dollar was found in 27 percent of the programs, and 36 percent had not made any changes at all.

With regard to paraprofessionals, the highest hourly pay was found in Garden City, where they earned \$4.75, and the lowest hourly pay was found in Lawrence, where they earned \$1.50. The average hourly pay for the respective



TABLE XII  
HOURLY PAYMENT OF TEACHERS IN ADULT BASIC  
EDUCATION BY EDUCATIONAL INSTITUTION

Educational institution	Teachers			Paraprofessionals		
	1969	1971	Increase	1969	1971	Increase
Bonner Springs	\$5.00	\$6.00	\$1.00	\$ -	\$ -	-*
Butler County	5.00	6.00	1.00	2.00	2.00	0.00
Chanute	-	5.00	0.00	-	1.60	0.00
Coffeyville	7.00	7.00	0.00	3.00	3.00	0.00
Colby	5.00	6.00	1.00	0.00	0.00	0.00
Dodge City	5.50	6.50	1.00	0.00	0.00	0.00
Garden City	5.50	5.75	.25	4.00	4.75	.75
Geary County	4.00	4.00	0.00	3.00	3.00	0.00
Highland	-	5.00	-	-	-	-
Hutchinson	6.00	6.00	0.00	3.00	3.00	0.00
Independence	5.00	5.00	0.00	2.00	2.00	0.00
Kansas City	6.00	6.00	0.00	2.00	2.00	0.00
Labette	8.00	10.00	2.00	0.00	0.00	0.00
Lawrence	5.00	6.00	1.00	2.50	1.50	-1.00
Manhattan	5.00	5.00	0.00	0.00	2.00	2.00
Newton	4.50	5.00	.50	0.00	1.65	1.65
Paola	6.00	5.00	-1.00	2.00	2.00	0.00
Pittsburg	5.00	5.00	0.00	2.00	2.00	0.00
Plainville	-	5.60	-	-	-	-
Topeka	5.91	6.47	.56	2.00	2.00	0.00
Wichita	5.00	6.00	1.00	2.00	2.00	0.00
Winfield	-	6.00	-	-	-	-

\* Programs marked with a dash either did not operate any ABE program in 1969 or did not employ any para-professionals.

ABE-programs that were in operation for the last three fiscal years, was found to be \$5.37.

7. General Information of the Administrators and Students.

It was found in this study that all the ABE-administrators had a Master's degree or equivalent. The administrative work in ABE was a part-time position or part of the responsibilities of the director of adult education. The administrators were asked about their professional background and the time they devoted to adult basic education.

Table XIII (See p. 49) shows the percentage of time devoted to the ABE-program by the directors. It also indicates the years of experience in administration and in adult education.

Of the 22 directors, six spent 100 percent of their time on administrative work, and only one-third were engaged in teaching. The highest percentage of time devoted to the ABE-program was found in Colby, where 60 percent of the administrative work was spent on ABE. The lowest percentage was found in Plainville, two percent. This program was newly established and was coordinated by the superintendent, counselor and the O.E.O. Director.

As most of the administrators held an administrative position in the formal school system, they revealed a high amount of past experience in administrative work. The program director in Topeka represented the highest number of years of experience, 44 years. The lowest number, one year, was found in Lawrence and Dodge City. Experience in adult education and ABE was found to be less for most directors. The director in Wichita had 25 years of experience in adult education and ranked highest. With respect to ABE experience, the average number of years was 3.5. Highest ranked the director from Pittsburg, with 16 years.

TABLE XIII  
PROFESSIONAL BACKGROUND OF THE ADMINISTRATOR

ABE-program	Percentage of time devoted to			Years of experience in		
	ABE-program	Adm. work	Teaching	Adm.	Ad.Ed.	ABE
Bonner Springs	10	5	50	12	2	2
Butler County	20	20	0	14	18	3
Chanute	35	100	0	7	7	2
Coffeyville	20	50	0	-*	5	5
Colby	60	50	0	-	4	4
Dodge City	5	100	0	1	0	0
Garden City	20	10	0	6	5	5
Geary County	10	100	0	23	5	5
Highland	10	70	0	6	3	0
Hutchinson	-	100	0	10	10	5
Independence	20	75	0	-	2	2
Kansas City	35	60	5	-	2	2
Labette	10	2	8	15	3	2
Lawrence	15	75	25	1	4	4
Manhattan	20	100	0	3	3	3
Newton	25	60	40	11	5	3
Paola	50	20	20	4	5	5
Pittsburg	10	50	0	23	16	16
Plainville	2	1	0	8	-	0
Topeka	50	50	5	44	2	2
Wichita	10	100	0	25	25	7
Winfield	10	100	0	0	0	0

\* Programs marked with a dash did not provide the figures.

The average age of the students for the three last fiscal years was in Basic I, 31.6 years, Basic II, 32.8 years and Basic III, 32 years. It was further found that there was an average of 30.9 students in Basic I per program, 43.2 students in Basic II and 93.6 students in Basic III. The total number of graduates in Basic III for those three years was 1,295 students.

Table XIV (See p. 51) gives the percentage of ethnical and foreign representation in the ABE-programs, as estimated by the administration. Black Americans constituted 15 percent of the students, and Bonner Springs and Kansas City had the highest representation. All programs contained predominantly white Americans and they represented 66 percent of the entire student body. Plainville had the highest percentage as all their students were white Americans. Spanish Americans were mostly found in the southwest area, and Dodge City and Garden City ranked highest with 50 percent and 56 percent each respectively. Altogether the Spanish Americans represented nine percent of all the ABE students. American Indians constituted only one percent of the total, while foreigners represented nine percent. The highest percentages of foreign born were found in Geary County, Lawrence and Manhattan.

TABLE XIV

ESTIMATED PERCENTAGE OF ETHNICAL AND FOREIGN  
REPRESENTATION IN THE KANSAS ADULT BASIC  
EDUCATION PROGRAMS, 1971

ABE-program	Black American	White American	Spanish American	American Indian	Foreign
Bonner Springs	70	20	10	-	-
Butler County	5	90	3	1	1
Chanute	2	85	10	-	3
Coffeyville	15	80	3	2	-
Colby	-	95	5	-	-
Dodge City	10	30	50	5	5
Garden City	-	43	56	-	1
Geary County	30	9	1	-	60
Highland	20	80	-	-	-
Hutchinson	10	75	10	-	5
Independence	10	80	5	4	1
Kansas City	65	25	7	-	3
Labette	10	80	5	-	5
Lawrence	6	40	2	2	50
Manhattan	10	50	5	5	30
Newton	10	70	10	-	10
Paola	10	90	-	-	-
Pittsburg	1	96	-	1	2
Plainville	-	100	-	-	-
Topeka	25	25	23	-	27
Wichita	15	80	5	-	-
Winfield	4	95	1	-	-
Average percentage	15	66	9	1	9

## CHAPTER V

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### I. SUMMARY

Nearly half the world's adult population is illiterate. In the United States the goal to eradicate illiteracy has been one of highest concern, not only because of the financial burden which illiteracy causes, but because of the great loss of potential manpower to society. Advancement of knowledge and the rapid technological development demands that adults undertake supplementary education.

Nearly every state has enough illiterates to justify a program of adult basic education. In Kansas 0.9 percent of the total population are illiterate, and there are adequate potential ABE students to participate in the programs.

The U.S. Government recognized the great need for adult basic education in 1964 when legislation securing basic education for undereducated adults was provided. Subsequent legislation was passed in 1966 which ascertained that federal money should be expended in each state on a proportional matching basis.

The Kansas Plan for Adult Basic Education was approved in 1967, and provides operational procedures for adult basic education in Kansas.

A review of the literature revealed that relatively little research has been conducted on ABE, but it has increased markedly in recent years. The Adult Education Act of 1966 provides through the state plans, however, that funds should be granted to public agencies for special training projects and research.

Each state plan, which was found different in the respective states, provides that a local advisory committee shall be established. This was found especially relevant for recruitment.

The literature also indicated that there was little relationship between curriculum and social and economical needs of the students, and this keeps them away from the programs. Students with low academic ability dropped out of ABE credit classes more readily than students with high academic ability. Predominantly personal circumstances and the interference of programs with work schedules caused students to drop out. Counseling was found to be an important means of avoiding dropouts as well as to help students that had already dropped out. Much of the instructional material in ABE was reported to be inadequate for adults especially in mathematics.

The practice of letting local programs contribute ten percent of the funding might limit participation in ABE by some school districts because of limited funds.

Data were collected from the annual reports in the State Department of Education of 19 ABE-programs that were in operation during fiscal years 1968, 1969 and 1970. A questionnaire was mailed to the directors of 22 ABE-programs requesting additional data and these were collected at an ABE-workshop later. All data were then classified and transferred to data cards for convenience in sorting and further analysis.

The research findings were presented and analyzed in Chapter IV. Twenty-six educational institutions participated in the adult basic education program for the 1970-71 fiscal year. There were 3,337 enrollees in the preceding fiscal year, and 1,398 students passed the G.E.D. test as a result of the program. Twenty-seven percent of the total ABE-programs were located in

the south-southeast area, 23 percent in east central, the northwest and north-central areas represented both 8 percent, while the southwest constituted 11 percent. The south central accounted for 19 percent and only 4 percent of the institutions were found in the north-northeast area.

The south central area had 46 percent of the total enrollment, east central 23 percent, and the south-southeast 14 percent. The southwest accounted for almost six percent, and north central approximately six and a half percent, while the northwest had the lowest enrollment percentage of four and a half. The north-northeast did not have any ABE-programs in operation fiscal 1969-70.

The highest percentage of undereducated adults was found in the south-southeast area which accounted for more than 12 percent. The north-northeast area constituted nearly 10 percent and the remaining areas had about an equal percentage of six.

The south central area expended over 32 percent of the total federal funds; east central, 28 percent; south-southeast 14 percent; northwest, 9 percent; and the lowest, northcentral, expended approximately seven and a half percent.

The study revealed the following characteristics of the programs: one-half of the programs was sponsored by the unified school districts; forty-five percent did not have an advisory committee; courses lasted from 20 to 52 weeks per year and most class sessions were two hours long; sixty-four percent of the administrators had written course objectives; the expressed reason for students to enroll was to acquire a high school diploma; the most effective method in recruitment was word of mouth and personal contact according to 65 percent of the administrators; the dropout rate for the last



three fiscal years was 26.8 percent in average for all programs. Seventy-two percent used a balance of traditional and programmed material and nine percent used only programmed material. Sixteen programs maintained a library, and the same number of programs offered pre-service training, while in-service training was provided by 14 programs; teachers' hourly payment ranged from four dollars to ten dollars, the average hourly pay for the last three fiscal years was \$5.37; one-third of the directors were engaged in teaching and 27 percent spent all their working time on administrative work; black Americans constituted 15 percent of the total enrollment, white Americans 66 percent, Spanish Americans nine percent, foreigners nine percent, and American Indians one percent.

## II. CONCLUSIONS

### Distribution of Adult Basic Education

The study indicated that the extent of participation by local educational institutions in adult basic education in Kansas was greatest in the south-southeast, eastcentral, and the southcentral areas of the state. The greater percentages of federal funds were expended in the southcentral and eastcentral regions. These programs also accounted for the highest percentage of enrollment in ABE.

These same areas had the highest number of undereducated adults in Kansas. However, compared to the total adult population of these areas, the percentages of undereducated adults were less than the average percentage for the whole state. Nearly twice as high a percentage was found in the south-southeast area.

## Characteristics of the Adult Basic Education Programs

### 1. Administration

The study showed that all programs had well qualified administrators as all of them had a Master's degree or the equivalent. In terms of experience in administration and adult education there was a big difference among the various program directors. Forty-five percent of the programs did not have an advisory committee which is required by the state plan. Fifty percent of the programs did not employ counselors and 65 percent did not use supervisory personnel.

### 2. Operation

Courses were operated mainly in the evenings. The average number of class sessions per week was 2.1, and the average number of hours per class was 2.4. The means of weeks per course were 37.3.

## Objectives

Sixty-four programs had written program objectives. The most expressed reason for students to enroll in ABE-programs was to obtain high school certificates. A total of 1,398 students passed the G.E.D. examination last fiscal year.

## Recruitment

More than two-thirds of the programs employed various methods in recruiting new students. The remainder used only one or a few methods. Sixty percent of the administrators held that word of mouth and personal contact were the most effective methods. About 70 percent found that the whole staff was responsible for the recruitment of students.

### Dropout and Retention

The average dropout rate in the Kansas ABE-programs was 26.8 percent for the last three fiscal years. There was a difference, however, between men and women, as 16.9 percent of the female students dropped out and 9.9 percent of the male students. Figures for last fiscal year, however, indicated that the percentage had dropped markedly, and the actual dropout rate for women had sunk to 18.2 percent, and for men to 26.5 percent. It should be considered that there are considerably higher enrollments of females in the programs. However, there are great fluctuations in the dropout rate for the respective programs. Sixty-four percent of the respondents provided personal visits to the potential dropout.

Follow-up of graduates or dropouts was not provided by 41 percent of the programs. Provisions for employment or occupational training to help the ABE-students to obtain a new or better job, were not made in most programs.

### Curriculum

Staff members determined the curriculum in 32 percent of the ABE-programs and 58 percent followed a state or local curriculum guide partially. No formal evaluation was employed. Program material was characterized by 72 percent of the administrators as balanced between traditional and programmed. Only nine percent used programmed material exclusively. The provision and use of instructional materials varied greatly in the programs.

Libraries were maintained in 72 percent of all the programs. Six programs did not have any, and 25 percent of those that had a library found it to be inadequate, while 19 percent claimed theirs to be excellent.

### Pre-service and In-service

Pre-service training was provided in 72 percent of the programs, and in terms of clock hours it ranged from three hours to 48 hours.

In-service training was arranged in 64 percent of the total programs and consisted of regular staff meetings, workshops and short conferences in some of the programs.

### Teacher Recruitment

New teachers were selected from the local school district; some were retired teachers, others were mainly high school teachers. The ability to communicate with adult students was found by most administrators to be a desired quality in teachers.

The salary of the ABE-teachers, however, varied to a great extent. The hourly pay ranged from four dollars per hour to ten dollars for teachers, and from \$1.50 to \$4.75 for paraprofessionals. Thirty-six percent of the programs had not made any changes in their pay scale for the past two years. The average hourly pay per program for the last three fiscal years was \$5.37.

### Students

The average age of the ABE-students in the different levels for the past fiscal years was: in Basic I, 31.6 years, in Basic II, 32.8 years, and in Basic III, 32.0 years. There was an average of 30.9 students in Basic I, per program for the same years, 43.2 students in Basic II, and 93.6 students in Basic III. The total number of graduates in Basic III was 1,295 for the three last fiscal years.

Figures on ethnical and foreign representation in the ABE-courses show that white Americans constituted 66 percent of the entire student body, black Americans represented 15 percent and were enrolled predominantly in Kansas

City and Bonner Springs. Spanish Americans were mostly located in the programs in the southwest area and accounted for nine percent. Foreigners represented nine percent and American Indians constituted only one percent of the total number of students.

### III. IMPLICATIONS FOR FURTHER RESEARCH

1. That a study be conducted in order to improve retention in the adult basic education programs. There were indications of great fluctuation of the dropout rate in the respective programs.
2. That the library, books and material be improved in those programs that are lacking such or have an inadequate supply.
3. That provisions be made to assist students in obtaining occupational training, new jobs or better employment.
4. That efforts be made to insure accuracy in record keeping and in the completion of reports requested by the state office. As there were great fluctuations particularly in the figures concerning cost per student and cost per instructional hour, it would be especially relevant to work out a better formula for determining the average daily attendance.
5. That advisory committees be established in all local ABE-programs as required by the State Plan of Adult Basic Education in Kansas.

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## APPENDIX



ADULT & OCCUPATIONAL EDUCATION DEPT.  
COLLEGE OF EDUCATION  
KANSAS STATE UNIVERSITY 66502

Brynjulv  
Norheim,  
Researcher

KANSAS ABE DESCRIPTION STUDY

June, 1971

Program Characteristics.

I. Identifying Data.

Local Sponsoring Institution \_\_\_\_\_

Address \_\_\_\_\_  
                    street                      city                      county

Directors name \_\_\_\_\_

II. The information requested in this section pertains to the organizational structure of your program and will become a part of the Kansas ABE Description study.

A. What was the original beginning date of your program?

Month \_\_\_\_\_ Year \_\_\_\_\_

B. How does the ABE program fit into the administrative structure of your institution? (Organizational Chart or describe relationships.)

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

C. Do you utilize a lay advisory committee? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, what is its general composition?

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

D. What is the title of your immediate supervisor? \_\_\_\_\_

\_\_\_\_\_

E. Briefly describe the fiscal channels in operation for your program  
(Purchasing procedures, etc.) \_\_\_\_\_

F. Do you employ supervisory personnel? Yes \_\_\_\_\_ No \_\_\_\_\_

G. Do you employ one or more counselors? Yes \_\_\_\_\_ No \_\_\_\_\_

III. This section requests information pertaining to the operation of the program. If you think that additional information may be helpful, please feel free to include such information with this questionnaire.

A. Objectives of the program.

1. Are the objectives of your program available in written form?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. What are the most commonly expressed reasons for the student to enroll in the program?

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3. Is a cumulative record maintained for each student in addition to ABE Student Information Form required by the state office?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, who maintains the cumulative record and where is it kept?

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B. Recruitment, retention, and follow-up of students.

1. Has a survey been conducted in your area to determine the number and location of potential students for ABE? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, what agency conducted the survey? \_\_\_\_\_

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2. Who is responsible for recruiting students for your programs?

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3. What means do you use to publicize the program?

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4. Describe briefly the recruitment procedure which is followed by your program?

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5. What means have you found to be most effective in recruitment?

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6. What procedures are followed to identify and encourage potential dropouts to remain in the program?

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7. What procedures are utilized to follow-up graduates or dropouts from the ABE classes?

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3. What provisions are made to assist students to obtain occupational training, find jobs, or better employment?

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1. Describe briefly the relationship your program has with other agencies which work with ABE students. (e.g., CAMPS, CAP, Public Health Office, Employment Service, Civic and Church organizations.)

Agency or Organization

Relationship

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1. How do you determine the level at which a student should begin?

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11. What are the expressed reasons for dropouts? \_\_\_\_\_  
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 \_\_\_\_\_
12. What is the estimated percentage of ethnical and national representation in your programs?
- Blacks \_\_\_\_\_ Foreign \_\_\_\_\_
- Caucasian \_\_\_\_\_
- Spanish-American \_\_\_\_\_
- American-Indian \_\_\_\_\_

C. Curriculum.

1. Does your program follow a state or local curriculum guide?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Partially \_\_\_\_\_
- If no, who determines what the curriculum program shall be?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What provisions are made for local formal or informal evaluation of the ABE Program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Would you characterize the material you use in your program to be:
- Traditional \_\_\_\_\_ Programmed \_\_\_\_\_ Balanced \_\_\_\_\_
4. Please list the standardized tests used in your program and explain the major purpose or use of the tests.

Name of test

Purpose


5. Please list principal audio-visual equipment and instructional materials which are made available to your teachers:

Audio-visual equipment:	Instructional Materials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Do you maintain a library of appropriate materials for your ABE Program?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how would you judge your library?

Inadequate \_\_\_\_\_ Adequate \_\_\_\_\_ Excellent \_\_\_\_\_

D. Records Maintenance.

Please indicate which of the following records are maintained by your office. If any of the records are maintained but not in your office, please indicate where they are maintained.

	Yes	No	If no, where?
Fiscal accounting records	_____	_____	_____
Attendance records	_____	_____	_____
Visual test records	_____	_____	_____
Hearing test records	_____	_____	_____
Student educational progr. records	_____	_____	_____
Anecdotal records	_____	_____	_____
Counseling records	_____	_____	_____
Other / specify _____	_____	_____	_____

E. STUDENT SERVICES.

1. What student services are funded through ABE for the students?

Counseling \_\_\_\_\_

Health Services \_\_\_\_\_

Placement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What services are available to the student through a cooperative arrangement with external agencies?

Counseling \_\_\_\_\_

Health services \_\_\_\_\_

Social & Family \_\_\_\_\_

Placement \_\_\_\_\_

Welfare \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F. PRE-SERVICE AND IN-SERVICE.

1. Do new teachers receive pre-service training offered by your local program?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what is the length in clock hours? \_\_\_\_\_ hrs. (approx.)

2. Was any in-service training provided locally for your teachers during the last year? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what was the nature of the in service training? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

G. TEACHER RECRUITMENT.

What are your primary sources and basis for teachers selection? (What Do you look for in a teacher?) \_\_\_\_\_

- H. What is the approximate pay of your ABE teachers per hour \$\_\_\_\_\_ your para-professionals \$\_\_\_\_\_. What changes have been made in the pay scale during the past two fiscal years? \_\_\_\_\_

I. GENERAL INFORMATION.

1. If funds were available, approximately how many additional students could you serve? \_\_\_\_\_
2. If funds were available, what are some major changes you would make in your program? \_\_\_\_\_

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3. Please describe any new or innovative approaches to teaching, counseling, security etc. that have been found to be helpful in your program?

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IV. This section requests information pertaining to the professional background of the administrator.

1. What is your title? \_\_\_\_\_
2. What is the percentage of your working time devoted to the ABE Program?  
\_\_\_\_\_ %
3. What percentage of your ABE time is devoted to administrative work?



4. What percentage of your ABE time is devoted to teaching? \_\_\_\_\_ %

5. Complete the following:

A. Educational background: \_\_\_\_\_

B. Administrative experience: \_\_\_\_\_

C. Adult Education experience: \_\_\_\_\_

D. Adult Basic Education experience \_\_\_\_\_

E. What training have you had in ABE? \_\_\_\_\_

F. What are your major administrative duties? \_\_\_\_\_

A DESCRIPTIVE STUDY OF ADULT BASIC  
EDUCATION IN KANSAS

by

BRYNJULV D. NORHEIM

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

The purposes of the study were: (1) to determine the extent of adult basic education programs in areas of Kansas where most undereducated adults reside; (2) to describe the manner in which the programs are operated in order to meet the needs of the students; and, (3) to describe some common characteristics of the programs, administrators and students.

Data were collected from the annual ABE reports in the State Department of Education, Division of Adult Education. Information was acquired from those programs that had actively participated in adult basic education during the fiscal years 1968, 1969 and 1970. Visits were paid to some programs to obtain additional information. A questionnaire was then mailed to the directors of the Kansas ABE-programs and later collected at an ABE-workshop at Kansas State University.

A review of the literature was conducted to obtain pertinent information related to this study.

Twenty-six educational institutions participated in the adult basic education program for the 1970-71 fiscal year. There were 3,337 enrollees the preceding fiscal year, and 1,398 students passed the G.E.D. test as a result of the program.

#### Participation by Geographical Area

Extent of participation. Twenty-seven percent of the total ABE-programs were located in the south-southeast area, twenty-three percent in eastcentral and four percent in the north-northeast area. The remainder were distributed in the other areas.

Enrollment. The southcentral area had forty-six percent of the total enrollment and northwest the lowest, four and one-half percent. Enrollments in the other areas ranged between these two.

Educational level. The highest percentage of undereducated adults was found in the south-southeast area which accounted for more than twelve percent. The north-northwest area constituted nearly ten percent and the remaining areas had about an even percentage.

Expenditure of federal funds. The southcentral area expended the highest percentage of federal funds, over thirty-two percent, and the north-central the lowest, almost seven and a half percent.

### Characteristics of the Programs

The study revealed the following characteristics of the programs: Fifty percent of the programs were sponsored by the community colleges; forty-five percent did not have an advisory committee; courses lasted from twenty to fifty-two weeks per year and most class sessions lasted for two hours; sixty-four percent of the administrators had the course objectives written down; the expressed reason for students to enroll was to acquire a high school diploma; the most effective method in recruitment was word of mouth and personal contact, according to sixty-five percent of the administrators; the dropout rate for the last three fiscal years was 26.8 percent for each program in average; seventy-two percent used a balance of traditional and programmed material, nine percent used only programmed material. Seventy-two percent of the programs maintained a library, seventy-two percent offered pre-service training, and in-service training was provided by sixty-four percent of all programs; teachers' hourly payment ranged from four dollars to ten dollars, the average hourly pay for the last three fiscal years was \$5.37; one-third of the directors were engaged in teaching and twenty-seven percent spent all their working time on administrative work; black Americans constituted fifteen

percent of the total enrollment, white Americans sixty-six percent, Spanish Americans nine percent, foreigners nine percent and American Indians one percent.

The author offers five implications for further research:

1. That a study be conducted to improve retention in adult basic education programs.
2. That the library, books and material be improved in those programs that are lacking such or have an inadequate supply.
3. That provisions be made to assist students in obtaining occupational training, new jobs or better employment.
4. That efforts be made to insure accuracy in record keeping and in the completion of reports requested by the state office.
5. That advisory committees be established in all local ABE-programs as required by the State Plan for Adult Basic Education in Kansas.