

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

8314753

Ahtone, James Kendall

A SURVEY OF OKLAHOMA ADULT COMPREHENSIVE LEARNING
CENTERS ADMINISTERED BY THE BUREAU OF INDIAN AFFAIRS AND
THE OFFICE OF INDIAN EDUCATION

The University of Oklahoma

Ed.D. 1983

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark ✓.

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages ✓
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Other _____

University
Microfilms
International

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A SURVEY OF OKLAHOMA ADULT COMPREHENSIVE
LEARNING CENTERS ADMINISTERED BY THE
BUREAU OF INDIAN AFFAIRS AND THE
OFFICE OF INDIAN EDUCATION

A Dissertation
Submitted to the Graduate Faculty
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

By
JAMES KENDALL AHTONE

Norman, Oklahoma

1983

A SURVEY OF OKLAHOMA ADULT COMPREHENSIVE
LEARNING CENTERS ADMINISTERED BY THE
BUREAU OF INDIAN AFFAIRS AND THE
OFFICE OF INDIAN EDUCATION

APPROVED BY

Don S. Udell
Paul S. Kohnen
Billie D. Holcomb
Philip Lyman
Charles Butler

DISSERTATION COMMITTEE

DEDICATION

I wish to dedicate this dissertation to my heavenly father Jesus Christ, my lord and savior. This same heavenly father who carried me safely through a deadly period of war and turmoil. Who was always there during the lonely days, weeks, months, and years of the struggle to overcome my personal inabilities and inadequacies to achieve the best education available. Through years of patience, love and his limitless understanding inspired this poor spirit to excell far beyond my earliest expectations and desires.

Additional dedication is extended to this researcher's grandfather, Lewellyn D. Keel who attended a government boarding school as a youth and is a full-blood Indian, whose belief in the opportunities offered by an education encouraged this researcher to continue reaching and striving for the utmost level of education achievement. For his belief and support, I am extremely grateful.

ACKNOWLEDGEMENTS

This researcher wishes to express sincere appreciation to Dr. Don S. Udell, chairman of the doctoral committee and principal academic advisor. His christianity, insight, guidance, intellectual stimulation, and valuable time was greatly appreciated. As a teacher not only of Adult Education but of life itself, I will forever be grateful.

Gratitude is also extended to Dr. Phil Lujan for his ideas, experiences, and counsel whenever needed. His interest in this researcher's education has provided pleasant memories and a bond of friendship that cannot be measured.

Gratitude is also extended to Dr. Lloyd Korhonen for giving me the opportunity to receive on-the-job experience at the Oklahoma Center for Continuing Education, more than just a job, a real life-long learning experience.

Additional appreciation is extended to Dr. Billie Holcomb and Dr. Charles Butler for their willingness to serve on the researcher's committee and providing needed classroom vocational and human relations learning, and advice on the research study. The strength of this dissertation has been enormously increased by the practical

insight and help of the doctoral committee. All members have contributed without exception to the final outcome.

Finally, I would like to express my respect and appreciation to Dr. John E. Steffens, Ph.D., Coordinator, Public Responsibility and Community Affairs, O.C.C.E., and Dr. Peter H. Hackbert, Ph.D., for their assistance in providing me extensive use of data from the Adult Indian Education Project.

TABLE OF CONTENTS

	Page
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
 Chapter	
I. INTRODUCTION	1
Introductory Statement	1
Need for the Study	3
Statement of the Problem	4
Definition of Terms	6
Limitations of the Study	8
Basic Assumption	9
Organization of the Study.	10
II. REVIEW OF SELECTED LITERATURE.	11
III. METHODOLOGY.	25
Population of the Study.	25
Instrumentation.	25
Validity	27
Reliability.	27
Data Acquisition	28
Treatment of the Data.	29
Summary of Methodology	31
IV. FINDINGS	33
Introduction	33
Methodology.	37
Results.	39
SECTION I. GENERAL INFORMATION/INSTITUTION CHARACTERISTICS	39
Category 1. General Adult Education Center Descriptive Information.	39
Category 2. Adult Education Interest.	44
Category 3. Adult Education Placement	44
SECTION II. PERSONAL INFORMATION/RESPONDENT CHARACTERISTICS	45
Category 4. Human Resources	45
SECTION III. PROGRAM INFORMATION/PROGRAM CHARACTERISTICS.	48
Category 5. Physical Resources (Program).	48
SECTION IV. ADULT BASIC EDUCATION PROGRAMS (ABE) PARTICIPANTS PLACEMENT AND INTEREST.	58

	Page
Category 5. Physical Resources- Continued (Participants)	58
Category 6. Financial Resources.	66
SECTION V. SECONDARY EDUCATION AND GENERAL EDUCATIONAL DEVELOPMENT PROGRAMS/SE/GED . .	68
Category 7. Course Design Information. . .	68
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. . . .	82
Summary	82
Question One.	82
Question Two.	83
Question Three.	83
Question Four	85
Question Five	86
Conclusions	86
Question One.	87
Question Two.	87
Question Three.	88
Question Four	88
Question Five	89
Recommendations	90
BIBLIOGRAPHY.	93
REFERENCE LIST.	96
APPENDICES	
A. LETTER TO PANEL OF EXPERTS.	98
B. PANEL OF EXPERTS.	101
C. LETTERS OF PERMISSION	104
D. SURVEY INSTRUMENT	109
E. SURVEY COVER LETTER	126
F. FOLLOW-UP LETTER.	127
G. ANNUAL PERFORMANCE REPORT AND PROFILE FOR FISCAL YEAR 1980-81	130
H. QUESTIONNAIRE RESULTS FROM THE BIA, TRIBAL AND URBAN ABE/GED TEACHERS AND INSTRUCTORS. AND TEACHER RESPONSES TO QUESTIONNAIRE OPEN-ENDED QUESTIONS	144
I. SUPPLEMENTAL DATA	171

LIST OF TABLES

TABLE	Page
1. Type of Center	40
2. Reported Program Population	41
3. Average Reported Participant Age	41
4. Average Time of Program Participation	42
5. Reported Number of Volumes in Library	43
6. Experience Teaching GED/ABE Classes	46
7. Instructors' Educational Attainment by Type of Center	47
8. Inservice Training Availability	51
9. Inservice Training Frequency	51
10. Frequency of Staff Evaluations by Type of Center	52
11. Type of Staff Evaluation by Type of Center . . .	52
12. Criteria Used for Student Placement	59
13. Criteria Used to Monitor and Evaluate ABE Participants' Progress	60
14. Availability of Textbooks in ABE classes	63
15. Quality of Textbooks in ABE classes	64
16. Adult Education Budget as a Percent of Institution Budget	66
17. Reported Educational Program Budget	67
18. Budget Satisfaction by Budget Allocation	68
19. Funding Source Evaluation ABE Program	68
20. Criteria Used for Student Placement ABE	69
21. Criteria Used to Monitor and Evaluate GED Participants' Progress	70

	Page
22. Reported Frequency of GED Examination Per Year.	71
23. Average Number of Persons Given GED Examination	72
24. Percent Passing GED Test First Time by Type of Center	73
25. Percent Passing GED Test First Time by Class Attendance Requirement	73
26. Percent Passing GED Test First Time by Grade Level Attainment Requirement	74
27. Percent Passing GED Test First Time by Course Completion Requirement.	74
28. Adult Participant in GED or Secondary Program	75
29. Availability of Textbooks in GED Classes.	78
30. Quality of Textbooks in GED Classes	79
31. Funding Source Evaluation GED Program	81

A SURVEY OF OKLAHOMA ADULT COMPREHENSIVE
LEARNING CENTERS ADMINISTERED BY THE
BUREAU OF INDIAN AFFAIRS AND THE
OFFICE OF INDIAN EDUCATION

BY: JAMES KENDALL AHTONE

MAJOR PROFESSOR: DONALD S. UDELL, Ed.D.

The Survey of Oklahoma Adult Comprehensive Learning Centers administered by the Bureau of Indian Affairs and the Office of Indian Education successfully completed the study's objectives. First, the survey provided a thorough and accurate description of the extent of educational attainment among adult Indian educators in the state of Oklahoma. Second, the study was successful in developing an extensive data base of the programs and educational characteristics on the Adult Indian education programs within the state and within the participating tribal groups. Third, by conducting a survey of those characteristics as part of the survey, the survey results provide a detailed analysis of the personnel, employment and educational attainment of the educators of BIA, tribal, and urban learning centers in the state of Oklahoma.

The study was unique in that it was administered in large part and in conjunction with members of the Indian community being surveyed. This insures that the

people who would be responsible for implementing program development and modification called for by the survey results had the fullest opportunity to provide guidance in the research surveying the education programs being affected. It surveyed the teacher training needs of Adult Basic Education and General Education development instructors of Oklahoma Indians. This resulting research will then be returned to those tribes to (A) help them assess the educational needs of their communities and (B) facilitate the coordination of their education efforts with those state and national agencies concerned with the educational needs of Indians within Oklahoma. It utilized data which was exclusively collected by Native Americans. It developed a data base which was, in many cases, previously unavailable to the tribe or to any statewide Indian education effort.

A SURVEY OF OKLAHOMA ADULT COMPREHENSIVE
LEARNING CENTERS ADMINISTERED BY THE
BUREAU OF INDIAN AFFAIRS AND THE
OFFICE OF INDIAN EDUCATION

CHAPTER I

INTRODUCTION

Introductory Statement

The effects of Federal Indian Policies as they were formulated and implemented on the Oklahoma Indian population, the loss of Indian land and depletion of natural resources during the allotment period resulted in conditions of severe poverty including poor mental and physical health and social instability. Insufficient and inadequate educational services did not provide the Indians with the training needed to successfully adjust to the changes they experienced. The reform of Federal Indian policy allowed the Indians opportunities to revitalize their socio-cultural traditions and develop multi-tribal alliances and organizations.

In the Literacy and Education Among Adult Indians in Oklahoma study (AIEP, 1976), the authors acknowledge that:

American Indians as a group have historically been one of several minorities who have been socio-economically down trodden. Further, the particular methods used to provide federal support to the American Indians have often put Indian adults in a dependent relationship and reduced their rights and abilities in self-management, money handling, and education. Additionally, American Indians have historically had health perceptions and strategies different from those of mainstream American society. Also, the American Indians' lifestyles and language patterns historically have not required the extensive use of abstract logic such as that which underlies money and the use of numbers in general.

Many of these conditions have changed or are still in the process of changing, however, individuals who are presently adults grew up in circumstances where they had to face socio-economic conditions which were significantly different from their parents. At the same time they had to deal with a quickly changing society which had values different from their own. As a result, many children during that period of time and to a certain extent today, do not have role models that are fully appropriate to functioning within mainstream American society. Consequently, programs that are designed to address literacy and educational problems within the American Indian community must take these historical and cultural differences into account (pp. 177-178)

One of the principle reasons for the Survey of Oklahoma Adult Comprehensive Learning Centers administered by the Bureau of Indian Affairs and the Office of Indian Education is the lack of basic data concerning the educational attainment levels of adult Indian educators and programs within the state of Oklahoma. In addition, the results will provide to tribal adult educators as well as

state Indian leaders, a data base previously unavailable for Indians in Oklahoma.

Need For The Study

The period since 1900 is marked by a number of changes. In 1906 the schools, several hundred day schools and a number of boarding schools of the Five Civilized Tribes in Oklahoma, previously operated by the tribal governments, were placed in charge of the Bureau of Indian Affairs. At first the schools were operated under contract by the tribes but later by the Bureau of Indian Affairs. As applied throughout the years, the special legislative acts for Oklahoma have also affected Oklahoma Indian Tribal organization and tribal powers. The Curtis Act and early allotment acts in large part terminated the governments and schools of the Five Civilized Tribes, and also extended certain Indian Bureau functions over the Oklahoma tribes in derogation of the tribe's own authority.

Traditionally, the Bureau of Indian Affairs has been charged with the responsibility for education of and programs for Indian people. However, they have not performed the task successfully even though they are charged with the responsibility. Similarly other government

agencies have been non-responsive although responsiveness has been increasing. As stated in the AIEP (1976) study:

As governmental agencies such as the Indian Education Division of the U.S. Office of Education funnels money into various Indian Affairs programs, it is literally impossible to obtain the up-to-date and accurate information needed for decisions on these allocations. Information is lacking on basic questions of employment, average educational attainment, income, population, interests, and vocational abilities. These observations, which were identified in the 1974 report of the national advisory committee of Indian Education Title IV, are not intended as an indictment, but are provided to illustrate the need for more realistic human and physical resource data required for programs and legislative decisions particularly as they pertain to the Indian Education Act.

Within Oklahoma, this Indian population does not reside in a bounded reservation area, or for the most part in concentrated urban areas, rather it is scattered rather broadly among the general rural population of the state. As a result of this geographical distribution, data for most of the 34 tribes within this state is severely inadequate and in many cases virtually non-existent. There is no sound basis for comparison to determine the increase or decrease of given problems or indeed the improvement or lack of improvement in either literacy or educational attainment of adult Indian educators in Oklahoma. (p. 167)

Statement of the Problem

The problem of this study is to identify program development and inservice training needs of the teaching

staff of Adult Basic Education and General Education Development in the Bureau of Indian Affairs Adult Comprehensive Learning Centers, PL 93-638 Tribal Adult Education Centers and the Oklahoma City 92-318C Urban Indian Education Center. Recommendations for future program development and inservice training related to Indian adult education will be made to tribal, state, and agency personnel.

An attempt will be made to answer the following questions:

1. Is there a need for additional program development and inservice training for those involved in the instruction of Adult Basic Education and General Education Development classes within the Bureau of Indian Affairs Adult Education Department, PL 93-638 Tribal Adult Education Centers and the Oklahoma City 92-318C Urban Indian Education Center?
2. What are the program development and inservice training needs of those instructors?
3. What are the general human and physical aspects of the institutions?
4. What are the personal training needs of teachers and instructors?

5. What are the characteristics of Adult Basic Education and General Education Development programs?

Although a national study would have some generalizability, the individualized and particular situation of the various tribal groups in Oklahoma severely limits the generalizability of such studies. Therefore, this particular study focuses upon a state (Oklahoma) which has a largely non-reservation population. This non-reservation status characterizes the largest share of the Indian population. Thus, although it is not a national study, its statewide focus is justified by the substantial Indian population who are similarly situated as to socio-economic status, culture, and legislation, both federal and state.

Definition of Terms

1. Adult Basic Education (ABE).--Adult Basic Education is an instructional program for undereducated adults predicated upon those basic and specific skills essential to effective membership in society. (Good, 1973, p. 16)

2. General Education Development (GED Test).--A comprehensive test used primarily to appraise the

educational development of adults who have not completed their formal high school education. (Good, 1973, p. 598)

3. Bureau of Indian Affairs (BIA).--The organization and functions of the Bureau of Indian Affairs are: General management of and promulgation of policies covering all matters relating to Indians and to the natives of Alaska. (H. Doc. No. 146, 19th U.S. Congress, 1824, p. 6)

4. The Adult Comprehensive Learning Center Concept.--The traditional approach to Adult Education, that of a teacher, an organized class and a designated time of meeting, generally does not recognize that adult education is a luxury that many adults with family responsibilities find difficult to afford. The Adult Comprehensive Learning Center concept is centered on the individual learner and allows him to proceed at his own speed, on his own level of achievement, at a time convenient to him, and in a course of study designed to meet his individual needs.

5. Public Law 93-638 (The Indian Self-Determination and Education Assistance Act, Title I).--In response to widespread Indian interest and support, Congress enacted the Indian Self-Determination and Education Assistance Act, PL 93-638, which became law on January

4, 1975. The following Oklahoma Indian tribes are designated as having PL 93-638 Tribal Adult Education Centers: Cherokee Tribe, Tahlequah, Oklahoma; Chickasaw Nation, Ada, Oklahoma; Creek Nation, Okmulgee, Oklahoma; Seneca-Cayuga Tribe, Miami, Oklahoma; Quapaw Tribe, Quapaw, Oklahoma; hereinafter referred to as 93-638 Tribal Adult Education Centers.

6. Public Law 92-318C.--Part C of this Act directed the Commissioner of Education to make grants to support planning, pilot and demonstration projects, the dissemination of information and the evaluation of adult Indian education programs. In addition, the commissioner is authorized to assist in the establishment and operation of Adult Indian Basic Education Programs, to support major research and demonstrate efforts in their field and to determine accurately the extent of illiteracy and lack of high school completion of Indian adults.

Limitations of the Study

The study is limited to:

1. The Bureau of Indian Affairs Adult Comprehensive Learning Centers, PL 93-638 Tribal Education Centers and 92-318C Urban Indian Education Center in Oklahoma.
2. Those instructors employed by the Bureau of

Indian Affairs Adult Education Office and instructors employed by 93-638 Tribal Education Centers and the 93-318C Urban Indian Education Center.

Although this particular study is limited to Indian teachers, instructors and programs in particular, it has broader applicability. The Indian population in Oklahoma is similar in many socio-economic characteristics to other segments of the population. Those characteristics are primarily: both a rural and urban setting, socio-economic status (SES), educational attainment or lack of, and employment, circumstances shared with other minorities and rural and urban whites. Similarly, the generalized minority experience in the United States shared by American Indians with other significant minorities increases this study's breadth. Specifically, American Indians have shared the diminished opportunities and lack of participation in the dominant U.S. society with other minorities. This is particularly true of those who choose later in life to try to better themselves through adult education programs.

Basic Assumption

The questionnaires distributed to Adult Basic Education and General Education Development instructors

used simple, straightforward terminology. It is assumed that the terminology used was within the respondent's ability to comprehend. It is assumed also that all that responded gave accurate responses.

Organization of the Study

The study is divided into five chapters. Chapter I is an introduction which outlines the need for the study, statement of the problem, definition of terms, limitations of the study, and the basic assumption. Chapter II presents the review of the literature related to this study. Chapter III presents the methodological procedures utilizing the Statistical Analysis System (SAS) Computer package for the analysis of the data. Chapter IV presents the findings of the study. Chapter V contains the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF SELECTED LITERATURE

A review of the literature via ERIC revealed a limited pool of research data in Adult Basic Education, General Education Development and High School equivalency, also a lack of data in the Comprehensive Education Index for American Indians and Native Americans.

Because the subject matter of this dissertation is limited and highly focused upon American Indians and Native Americans it was necessary to rely extensively upon a limited sources pool. Chapter II reflects this dearth of material in that it relies heavily upon a report of the National Indian Management Service. The report is entitled, Overview of the Survey of Adult Indian Education: Needs and Programs. Interested readers should consult this report which although brief, is helpful.

A review of the legislation concerned with the provision of adult education and a review of the literature further substantiate the assumptions made in the preceding chapter.

The importance of adult education for adults whose inability to read and write English constituted a substantial impediment to their ability

to obtain or retain employment was acknowledged by the passage of the Economic Opportunity Act of 1964, which authorized adult education programs focusing on the eradication of illiteracy. This legislation was followed by the passage of the Adult Education Act of 1966 whose purpose was to expand education opportunity and encourage the establishment of programs in adult public education planned to enable all adults to "continue their education to at least the level of completion of secondary school." The Act was amended in 1978 to emphasize the establishment of programs for adults who lacked "sufficient mastery of basic educational skills to enable them to function effectively in society." An adult education agency was set up within the U.S. Office of Education to administer this title. Almost all federal dollars appropriated under this Act are granted to state educational agencies (SEA) who provide adult education services through delivery systems which vary from state to state, e.g., public school (local educational agencies), community colleges or in some states through non-profit community organizations. One section of the Adult Education Act, Section 3.14, Improvement of Education Opportunities for Indian Adults, provided for grant making by the Commissioner (of Education) to support adult education programs for Indian adults. (This section of the Act, however, has never been funded.) (NIMS, 1979, p. 8)

Many researchers have noted that Indian data is particularly difficult to obtain. This is related to the natural hesitancy of American Indians and tribes to participate in such data analysis. However, substantiation of this problem and an interesting analogy to other deprived groups has been noted.

Adult Indian participation in adult education programs operated by SEAs have not been documented. However, recent documents which have examined the

status of adult education in this country in terms of participant members and characteristics, program trends and impact, and financial support and growth, suggest that while overall enrollment rates have increased there appears to be a declining trend of participation in adult education programs among non-white, poor, less-educated adults. (NIMS, 1979, p. 9)

Similarly, Indian people have not participated in adult programs to a significant degree. This hesitancy may be the result of the overall tendency of Indian people to not participate in the dominant society--even when such programs are available and targeted for their participation. This lack of participation was noted in testimony before the Education Subcommittee of the Senate Committee on Human Resources, by Dr. Mary Berry, former Assistant Secretary of Education in 1977. She states:

Evaluation of the ABE program indicates that few of the target population participate and that even when they do participate, relatively few are helped by the program. The major difficulties are poor outreach and the use of teaching methods which are adequate for young children but are offensive to adults and work poorly. The targeted population needs the services that are provided but the services are not being made available in a form to which that population has access. (NIMS, 1979, p. 9)

This substantiation by federal officials of the needs of the target population is particularly important to the Indian population. We cannot analogize from the general population of poor and rural people, because of this lack of specific American Indian data. Therefore,

the following discussion is helpful.

The Adult Performance Level (APL) national survey on functional competency examined adults' proficiency coping ability in the general knowledge areas of occupational knowledge, consumer economics, government and law, health and community resources and in the skill areas of reading, problem solving, computation and writing. Respondents were ranked at level one (adults functioning with difficulty), level two (functional adults), and level three (proficient adults).

While the studies and the observations referred to here have described an adult population with coping skills deficiencies, neither has examined the educational status of American Indian adults. Each discusses participation rates and in the case of the APL performance levels of white, black and Spanish-speaking Americans while failing to describe at all American Indian adults whose status in terms of educational attainment, occupational status and income levels falls far short of the standards most adults enjoy in this country. (NIMS, pp. 9-10)

It is well known that achievement in school subjects correlates with the pupil's family backgrounds. In studies of the various factors that determine school achievement, the socio-economic status of the family proves to be more influential than the characteristics of the school. However, in cases where the family cannot support the pupil much, school may actually compensate to some extent.

There are several reasons for family background being a handicap in relation to school achievement of many Indian pupils in school. The first reason is that

the great majority of Indian pupils are reared in poverty-stricken families, and poverty is generally a disadvantage for school achievement. According to 1980 U.S. Census figures which are incomplete at this writing, the American Indian population of Oklahoma is 171,092, or 5.6 percent compared to 2,603,063 whites or 85.9 percent, and 204,810 blacks, the largest minority or 6.8 percent. (Okla. State Census 40 SMSA 1980--Summary Tape File 3A, p. 1)

There were 18,325 American Indian married-couple families in Oklahoma with their own children and 12,490 families without their own children. There were 582 American Indian families with their own children with male householder and no wife present. With female householder, no husband present and their own children there were 4,428 families. This compares to 314,066 white families with their own children and 335,734 families without their own children. The white male householder, no wife present numbered 6,505 families with their own children and 26,959 white families without their own children. Black, married-couple families with their own children numbered 16,842, without their own children, black, married couples numbered 12,204. With a black, male householder, no wife present the black family with their own children numbers 1,014 and without their own children numbers 1,318. The

black, female householder no husband present in Oklahoma is 11,886 with their own children and 4,608 without their own children. (Okla. State Census 40 SMSA 1980--Summary Tape File 3A, p. 1)

In the 1980 U.S. Census data on employment from tape file shows 32,803 male Indians and 24,646 female Indians in the civilian labor force, with 3,326 Indian males and 1,961 Indian females unemployed in Oklahoma. However, there are 17,684 Indian males and 32,785 Indian females not in the labor force at all. This compares to 34,851 black males and 35,334 black females employed in the civilian labor force in Oklahoma. There are 3,254 black males and 3,062 black females unemployed in Oklahoma. Black males not in the labor force at all total 22,389 and black females not in the labor force totals 34,590. The total civilian labor force for Oklahoma numbers 753,002 males and 534,855 females, with 30,359 males and 24,850 females unemployed. There are a total of 282,336 males not in the labor force and 625,451 females not in the labor force at all in Oklahoma. (Okla. State Census 40 SMSA 1980--Summary Tape File 3A, p. 1)

Also, with the exception of a growing minority of Indians, most Indian families have very little formal education and therefore Indian children are far more

dependent upon the school for academic instruction than children whose families are in a position to assist them in this area. The U.S. Census data for Oklahoma lists persons three years old and over enrolled in school by school enrollment for American Indians as 2,264 enrolled in nursery schools, 33,523 enrolled in kindergarten and elementary one to eight years. High school enrolled 14,542 one to four years, with 6,968 enrolled in college. However, American Indians 25 years old and over show 19,833 completed elementary, high school one to three years 16,354, with 26,338 completing four years of high school in Oklahoma. In college, 12,818 Indians in Oklahoma completed one to three years with 7,256 completing four years or more. This compares with 21,799 blacks who have completed elementary, 19,743 high school one to three years completed, 31,841 four years completed. In college from one to three years, blacks totaled 14,258 and four years or more 9,368. (Okla. State Census 40 SMSA 1980--Summary Tape File 3A, p. 1) Finally, U.S. Census data for 1980 by income for persons for whom poverty status is determined by race in Oklahoma is, white 2,244,361 persons above the poverty level with 285,568 below the poverty level, with 58,268 black persons below the poverty level. For American Indians

in Oklahoma the number of persons above the poverty level is 126,423 with 39,598 below the poverty levels. Nationally the numbers are 167,141,073 whites above the poverty level with 17,325,827 below the poverty level. For blacks, nationally, 17,977,881 were above the poverty level and 7,644,884 were below the poverty level. American Indians nationally above the poverty level numbers 1,076,077 with 407,982 below the poverty level. (U.S. Census 1980-- Summary Tape File 3C, p. 8)

Traditionally, the BIA has been charged with the responsibility for education and resources for the American Indian people. However, they have not performed this task successfully, even though they are charged with the responsibility. Similarly, other government agencies have been nonresponsive, though responsiveness has been increasing.

In 1926, the Secretary of the Interior, Herbert Wouk, initiated a comprehensive study of Indian affairs, appointed Lewis Meriam as leader of the survey team. Meriam's extensive report titled, The Problem of Indian Administration, was submitted to the Secretary on February 21, 1928. One lengthy chapter (IX) is devoted exclusively to educational matters and discusses sixteen different aspects of that subtopic. In the opening

statement of their report on the subject of education, the Meriam survey team declared, "The most fundamental need in Indian education is a change of point of view." Reporting on the boarding schools as the then dominant type of Indian school, the researchers criticized these institutions as being grossly inadequate in their provision and care for their Indian pupils: dormitories were overcrowded, the diet was deficient, medical facilities were inadequate, and the daily schedule of half-days of study and half-days of work was too demanding. The uniform curriculum was denounced as unrealistic in that it did not relate teaching with the actual needs of the Indian pupils, and the routine methods of class instruction were opposed in common with the traditional type of schools in general. The poor salary scale for teachers was particularly balanced for the low educational standards then prevailing in Indian schools as a whole.

(Meriam, Chapter IX, "Education," p. 346)

Another of the education emphases of the Meriam Report was directed to extension of the federal education programs, adequately supported, which will place it at the forefront of organizations devoted to the advancement of a people. (Meriam op. cit., pp. 21-22)

Equally important in the history of the Indian

Reorganization Act was John Collier (1933-45), a social scientist who became Commissioner of Indian Affairs on April 21, 1933, and held that office for twelve years under President Franklin Roosevelt.

In 1934, John Collier, appointed Commissioner of Indian Affairs by Franklin D. Roosevelt, advocated for a "community education" concept which would reach adult Indians and influence the "health, recreation and economic welfare" of the local area. Little in the way of programs and funding, however, was actually implemented for what ultimately became what was called adult education. (NIMS, 1979, p. 12)

In 1964, President Lyndon B. Johnson signed a bill of general, national application, which also had important implications for Indian education. On August 20, the eighty-eighth congress passed Public Law 452, better known as the Economic Opportunity Act. This measure provided educational and training opportunities to people whose schooling had been inadequate or who had failed to acquire the skills necessary to obtain employment. The program provided under the act is presented under seven "titles," two of which have been recognized by the Bureau of Indian Affairs as holding special import for the Indians. Under Title I, two subsections make educational provisions relevant to Indian youth.

The Report of the Committee on labor and Public Welfare in 1971 stated that about 75,000 Indian adults had not completed a fifth grade education. Less than one-fifth of the adult

Indian population has completed high school. Functional literacy was reported as only one of the major causes of Indian poverty and unemployment, and almost nothing was being done about it. The Indian Education Subcommittee observed:

A major commitment should be made to adult education programs for American Indians. The national need for such a commitment is all too evident in the low economic status, rise in alcoholism, lack of employment capabilities, the inability of too many Indian adults to read and write, and the general lack of fulfillment of Indian adults on Reservations. (Report of the Committee on Labor and Public Welfare, 1971) (NIMS, p. 13)

Another section under Title II of the Economic Opportunity Act is directed toward the reduction of adult illiteracy by providing programs of basic education for adults "whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability." (NIMS, p. 8)

The Congress subsequent to its investigations, authorized the Indian Education Act, PL 92-318. Part C of the Act directed the Commissioner of Education to make grants to support planning, pilot and demonstration projects, the dissemination of information and the evaluation of adult Indian education programs. In addition, the Commissioner authorized to assist in the establishment and operation of adult Indian basic education programs, to support a major research and demonstration effort in The Adult Education field, and to determine accurately the extent of illiteracy and lack of high school completion of Indian adults. (NIMS, p. 13)

In 1956 the Bureau of Indian Affairs initiated an adult education program that was aimed, primarily at reducing adult Indian illiteracy. But the project actually originated as a result of the expressed desire by individual adult Indians in numerous tribal groups to acquire the basic skills of speaking, reading, and writing the English language and doing simple arithmetic. Generally, U.S. Office of Education documents dealing with adult education provide literally little or/no information on American Indian adults.

Recent annual reports of the National Advisory Council on Indian Education to the Congress have only listed number of grants made and kinds of programs operating under the auspices of the U.S. Office of Indian Education/Title IV, Part C. No data in terms of number of adults served or kinds of programs operated has been presented.

Certain of the reports from the National Advisory Council on Adult Education and Adult Basic Education Program Statistics prepared by DHEW/USOE have listed participants in state operated adult education programs by age, sex, and race. In some of these reports, American Indians have been included in a separate count although as the reports indicate, some states do not report participants by race. Particular attention was paid to American Indian adult education programs in the 1974 report since it was during this time that seven American Indian Communities were the recipients of special Commissioner's discretionary experimental demonstration projects (Section 309(b) of the Adult Education Act) administered directly from the Bureau of Adult and Occupational Education. Later legislative amendments returned Section 309(b) funds to the states for administration and Indian grantees were rarely funded.

Responses to inquiries made to both the National Institute for Education and the National Center for Educational Statistics show that neither agency has (1) conducted any research in Indian adult education or (2) collected any data which isolates American Indian adults as a study area. (NIMS, pp. 14-15)

Education programs have been reoriented in an effort to meet the needs of Indians of varying degrees of acculturation, and with differing aspirations. The reorientation of education and literacy had endowed it with environmental roots that have created new substance, new patterns, and new goals.

A major and current piece of literacy research reported in the literature, the Adult Performance Level Study, was USOE-sponsored and set out to operationally define literacy in terms of skills and knowledge needed by adults in order to cope successfully in modern society and to measure adult competencies in these same terms. The study defined a set of adult needs, identified general knowledge and skill areas which seemed to be most critical to adult performance and development performance indicators for each competency. The performance indicators were subsequently field tested and revised. A national sample was taken to determine competency levels--with adults reported as competent in levels: (1) functioning with difficulty; (2) functional adults; or (3) proficient adults. The results widely publicized by the U.S. Office of Education, some state legislatures, and a number of state departments of education found approximately one-fifth of the U.S. population to be "functioning with difficulty" or at APL I with the greatest area of difficulty for adults appearing to be consumer economics where almost 30 percent of the population fell into the lowest level. (NIMS, p. 15)

A formal education program to meet the literacy needs of a normal average group from six years of age on up, has been readjusted with provisions made for special schools, nursery schools, formal adult education programs. Adult education permeates the total program, but unfortunately:

In terms of Indian literacy, the only research reported was Literacy and Education Among Adult Indians in Oklahoma, a USOE/OIE-sponsored survey of literacy and education among adult Indians in Oklahoma. This study interviewed members of Indian tribes residing within Oklahoma and presented data describing personal, social, tribal, and employment characteristics and functional literacy levels in four knowledge and four skill areas. The Oklahoma study was the first, and thus far the only, USOE/OIE-sponsored assessment of Indian adult literacy and of Indian adult education needs. (NIMS, p. 16)

CHAPTER III

METHODOLOGY

Population of the Study

The population of this study was all instructors employed by the Bureau of Indian Affairs Adult Comprehensive Learning Centers, Tribal Adult Education Centers and Urban Indian Education Center assigned to teach Adult Basic Education (ABE) and/or General Education Development (GED). The results are grouped into three classifications: group one is the BIA's Adult Comprehensive Learning Center, group two is the PL 93-638 Tribal Adult Education Centers, and group three is the PL 92-318C Oklahoma City Urban Indian Adult Education Center. Since the number (49) of ABE/GED teachers and instructors of adult Indians in Oklahoma was small, all 49 of the teachers and instructors were surveyed. In all, 49 questionnaires were returned, representing a 100 percent response.

Instrumentation

A questionnaire to identify the program development needs and inservice training needs of the Bureau of Indian Affairs Adult Comprehensive Learning Centers and

PL 93-638 Tribal Adult Education Centers ABE and GED teachers and instructors was adapted from an instrument developed (Longacre, 1981, p. 28) specifically to the assessment of teacher training needs for instructors of institutionalized adults. Questions were selected to provide a detailed, descriptive, and analytical picture of these needs. In the Longacre study, the review of the literature and a meeting with members of the Oklahoma Department of Corrections educational staff provided a tentative instrument, the validity of which was established by a panel of experts.

The final survey instrument consisted of five sections with a total of 80 yes/no and open-ended questions. Section one of the questionnaire contains 19 yes/no and open-ended questions regarding general human and physical aspects of the institution. Section two has 10 yes/no and open-ended questions that deal with personal information and training of the teachers. Section three includes 20 yes/no and open-ended questions regarding general program information. Section four deals specifically with 15 items of yes/no and open-ended questions concerning the Adult Basic Education program. Section five contains 16 yes/no open-ended questions relating specifically to the General Education Development area.

Validity

Preceding the distribution of questionnaires to BIA, tribal, and urban Adult Education teachers and instructors of the sample, validity of response items were reviewed by a panel of experts. The panel consisted of ten members who are experts in the area of Adult Education and other professions.

Panel members each received a letter explaining the purpose of the study, a copy of the questionnaire, a description of the sample of the study, a copy of the study's statement of the problem, and a stamped, self-addressed envelope in which to return the survey instrument. Members were asked to evaluate the instrument according to the purpose of the study, and then make recommendations for any necessary changes to make the questionnaire more precise and complete. Each of the panel members was requested to return the questionnaire within ten days.

Reliability

A pretest of the revised instrument was distributed to a review panel of American Indian professionals in the state of Oklahoma representing a cross-spectrum of expertise, experience, and interests. Representatives of

Indian industry, adult education, government, community health, law, and both tribal and intertribal service agencies were selected. Persons involved in the pretest were asked to make responses in terms of the quality of the questions and suggestions for wording improvement. As a result of the pretest, reliability of the instrument was made by replacing ambiguous words and rephrasing questions, per responses by the panel.

Data Acquisition

The data collection consisted of two parts:

- a. The first phase was a telephone interview, as a pre-survey measure, to explain to the BIA, tribal, and urban Adult Education officials the purpose of the survey and its contents, and to coordinate the administration of the instrument.
- b. The second phase of data acquisition consisted of site visitations to each Adult Comprehensive Learning Center to conduct the survey with the target group. A copy of the questionnaire was delivered to each ABE/GED

teacher and instructor at each center. In the event a teacher was absent on the scheduled survey date, a questionnaire and self-addressed, stamped envelope was left with the center coordinator.

Treatment of the Data

Once the completed questionnaire had been received and processed, the data was numerically coded and key-punched onto computer cards using the Statistical Analysis System (SAS) computer package for number of responses and percentages of the responses in each of the five question areas listed in the statement of the problem:

1. program development and inservice training of ABE and GED classes.
2. program development and inservice training needs of instructors.
3. human and physical aspects of the institutions.
4. training needs of teachers and instructors.
5. characteristics of Adult Basic Education and General Education Development.

Each question was placed in one of seven categories

to make possible the appropriate analysis of the collected data. The seven categories are:

1. Adult Learning Center information
2. Adult education interest
3. Adult education placement
4. Human resources
5. Physical resources
6. Financial resources
7. Course design information

The Chi-square test was chosen to assess the statistical significance of the relationships between the three sub-categories of these variables; sex, teaching experience, type of organization (BIA, tribal, or urban). In spite of collapsing categories for several variables to only two levels, e.g., low and high population (above and below the median) the cross tabulation tables were often too sparse to provide valid χ^2 values. Whether statistically significant or not, however, the categorical distributions contained substantive explanatory information worthwhile to an analysis of this type and were therefore included in this presentation. (See Appendix I). This will tell where a program and teacher is in relation to the overall sample of respondents. This, in turn, will provide information necessary for any

specific program development or modification addressing these needs.

Summary of Methodology

The survey method was used to collect data from the ABE/GED teachers and instructors in the Adult Indian education centers. This description of the present status of ABE/GED instructors' training needs relative to Indian education centers in Oklahoma provides the information necessary to make program development and modification decisions related to Indian adult education at the tribal, state, and agency level.

The analysis of Adult Education Programs and teacher training needs in BIA, PL 93-638 Tribal Adult Education Centers and the Oklahoma City PL 92-318C Urban Indian Education Center in Oklahoma is unique in that like the American Indian Education Project:

1. It was designed in large part and in conjunction with members of the Indian community being surveyed. This insured that the people who are responsible for implementing program development and modification called for by the survey results had the fullest opportunity

to provide input into the research.

2. It utilized data which was exclusively collected by Native Americans.
3. It helped to develop a basic data base which is in many cases previously unavailable to the tribes or to any other Indian education effort.
4. It developed a measurement device potentially useful for evaluation of future Indian education programs.

(AIEP, pg. 168)

The results serve as a basis fo draw conclusions and make recommendations to the BIA Adult Education Department, the PL 93-638 Tribal Adult Education directors and the PL 92-318C Oklahoma City Urban Indian Education Center.

CHAPTER IV

FINDINGS

Introduction

The need for adult Indian education programs has been determined in previous evaluations. To meet the assessed needs, a variety of programs have been established. Among those in Oklahoma are the Adult Basic Education classes and General Education Development classes within the Bureau of Indian Affairs, Public Law 93-638 Tribal Adult Education Centers, and Public Law 92-318C Urban Indian Education Center.

With any innovation, which requires the expenditure of limited human and financial resources it is important that its development and introduction be followed by evaluation. The most common form such an evaluation has taken in the past has been an assessment of outcome: how many people complete the program, what is the average change in reading, test scores, how many program graduates find employment? One such study is the Evaluation of Adult Basic Education in Oklahoma for 1980-81. Evidence of program effectiveness was reported in terms of observed changes in target participants.

- I. The Adult Education program FY 80-81 was organized upon a statewide needs assessment which was conducted by the State Department of Education Adult Basic Education Section, the Steering Committee of the Participatory Planning Task Force and the Local Adult Learning Centers.

Program priorities were determined by the Steering Committee of the Task Force from data collected in the Needs Assessment. The rank order and the attainment of the priorities were as follows:

1. Adults with less than an eighth-grade achievement level.

According to the annual performance report submitted by the local Adult Learning Centers, a total of twelve thousand five hundred and ten (12,510) were enrolled in Level 1 which includes adults with an achievement level from zero (0) grade level to eighth (8) grade achievement level. Of this number eight thousand two hundred and fifty-one (8,251) completed this level. This amounts to a sixty-five and nine-tenths (65.9) completion rate.

2. Special emphasis areas (in rank and order)

- a. Skill related ABE classes

An estimated four hundred (400) in the state plan was projected. FY-80 exceeded that amount. The State had eight hundred and sixty-three (863) in skill related ABE classes.

- b. Adults with limited English speaking ability

They projected an estimated three hundred (300) in the state plan to be enrolled. When met it exceeded that amount. In FY-80 they had two thousand and twenty-seven (2,027) enrolled.

- c. Flexible class scheduling

All Learning Centers in the state had open entry and exit classes. Many of the centers also had daytime classes

to meet the needs of those who worked evening or night shifts.

- d. Institutionalized adults
They projected an estimated twelve hundred (1200) in the state plan to be enrolled. This projection was met and exceeded. Due to the increased enrollment at State penal institutions they exceeded their projection two and one half (2½) times.
- e. GED preparation
They had fourteen thousand seven hundred and eighty seven (14,787) enrolled in ABE classes and of this number two thousand nine hundred and twenty-four (2,924) passed the GED test.
- f. Child care and transportation services
This did not present a problem, because when these services were needed, the community agencies, organizations, churches and volunteer individuals have solved these problems.

II. It was felt that all goals and objectives had been successfully met and there was no slippage in any area. The year FY-80 had fourteen thousand seven hundred and one (14,701) enrolled and the year FY-81 enrolled fourteen thousand seven hundred and eighty-seven (14,787).

III. The lack of adequate funds is always a problem. Many of the State centers had to cut some classes short because the funds allocated were not sufficient to complete the program they desired. All funds are distributed to be matched on a ninety (90) to ten (10) ratio. Funds were allocated to Local Learning Centers on the basis of an approved application.

There has been no problem with the evaluation of each of the State Learning Centers. Each coordinator monitors each of the centers in his/her assigned area of the state throughout the year. The Learning Center submits an evaluation report at the end of each fiscal year.

- IV. The State Adult Advisory Council has carried out the functions set forth in the state plan. Among those functions are:
1. Advising the State Department of Education on the administration and implementation of the state plan.
 2. Assess the data compiled by the task force to determine the most acute areas and target populations of the state for participation in adult programs.
 3. Advise upon the improving of the reporting of state and local programs.
 4. The assurance that the state plan programs are meeting the needs of the community.
 5. They also advise upon the priority of all 310 projects. All expenses of the Adult Education Advisory Council come from non-Federal funds.
- V. The Administrator, Deputy Administrator and two (2) coordinators are available at all times for technical advice, workshops and inservice programs. The Deputy Administrator and two (2) coordinators are available to their specified areas of the state to give the Learning Centers any assistance they may request. They provide assistance in the methods and techniques of recruitment of classes, advice upon new curriculum which has been developed and give assistance with reports which are required by the state and federal offices of Adult Education.
- VI. The average cost per student for FY-81 was \$64.17. (See Appendix G, Annual Performance Report and Profile FY 1980-81).

However, because resources are scarce, more program administrators and evaluators have come to recognize the necessity to assess the input and process of a program as well. By examining program resources and their allocation and utilization, decision-makers may then be able

to re-assign personnel, re-distribute materials, or emphasize more strongly particular program components and, thus, improve a program's effectiveness and efficiency while it is in progress.

This study presents the findings of an input and process evaluation of ABE or GED teachers and instructors of adult Indian education centers in Oklahoma. The analysis is based upon a questionnaire completed by teachers and instructors representing each of the three classifications, i.e., Bureau of Indian Affairs, Tribal, and Urban Center. Questionnaires were returned by 100% of the 49 ABE and GED teachers. All teachers, however, did not respond to every question; therefore, the number of responses for each question is presented and denoted by the letter N. It is expected that results of the data analysis will provide the information necessary to make program development and modification decisions.

Methodology

Five specific questions were selected to be answered by the questionnaire:

1. Is there a need for additional program development and inservice training for instructors in the adult Indian education classes?
2. What are those needs?

3. What are the general characteristics of the personnel and human and physical aspects of the institutions involved in the educational programs?
4. What are the personal training needs of teachers and instructors education programs?
5. What are the characteristics of Adult Basic Education and General Education Development programs?

Each question was placed in one of seven categories to make possible the appropriate analysis of the collected data. The questionnaire itself was developed into five sections. The following seven categories of information are:

1. General adult education center descriptive information
2. Adult education interest
3. Adult educational placement
4. Human resources
5. Physical resources
6. Financial resources
7. Course design information

Site visits were made to each of the Adult Comprehensive Learning Centers and surveys were administered to instructors. When a teacher was absent or unavailable on the scheduled survey date, a questionnaire

and self-addressed, stamped envelope were left with the center coordinator. Responses were collected from 49 program instructors. Questionnaire item responses were then analyzed using the Statistical Analysis System (SAS) computer program procedures. The results of these analyses were then summarized in an item analysis for each section of the questionnaire. Categories were determined by using medians, quartiles, or logical breaks in the data.

Results

Results of the item analysis are presented in the order questions appeared in the survey. Only responses to items most directly related to the questions presented in the methodology are reviewed. A complete list of responses is recorded on the survey form in Appendix H.

Section I. General Information/Institution Characteristics

Category 1. General Adult Education Center Descriptive Information

Almost two-thirds of the 49 respondents (65.3 percent) worked in one of the tribal programs. Of those remaining, nine (18 percent) worked in BIA programs and eight (16 percent) worked in urban centers, see Table 1. (Tables 1 through 31 percentages have been rounded to the nearest whole number).

TABLE 1
TYPE OF CENTER

TYPE OF CENTER	N	TEACHER RESPONSE
		%
Creek	1	2.04
Quapaw	4	8.16
Seneca-Cayuga	2	4.08
Chickasaw	9	18.37
Cherokee	16	32.65
Total: Tribal	32	65.30
BIA	9	18.37
Urban	8	16.33
Total	49	100.0%

The number of students at the institutions housing these programs varied greatly. They ranged from as few as six to as many as 250. The median number of students enrolled was 55. However, the most frequently reported enrollment was 150. The distribution of numbers of students enrolled is presented in Table 2.

All respondents reported their programs served males and females. The average reported age of these participants ranged from 15 to 45; most often (18 of 49) instructors gave 35 as the average age of program participants. The distribution of reported average participant age is given in Table 3.

The average time participants spent in a particular program varied from as little as one month to 8 years. Most respondents reported a participation time of 6 or

TABLE 2
REPORTED PROGRAM POPULATION

NUMBER OF STUDENTS ENROLLED	TRIBAL (N=31)		TEACHER RESPONSE				TOTAL (N=49) *	
	N	%	BIA (N=9)		URBAN (N=8)		N	%
			N	%	N	%		
Non-response	(1)	-	0	-	0	-	1	-
6	0	0	0		7	87.50	7	14.58
10	1	3.23	0	0	0	0	1	2.08
12	1	3.23	0	0	0	0	1	2.08
20	1	3.23	0	0	0	0	1	2.08
25	3	9.68	0	0	0	0	3	6.25
26	2	6.45	0	0	0	0	2	4.17
27	2	6.45	0	0	0	0	2	4.17
35	0	0	4	44.44	0	0	4	8.33
40	1	3.23	0	0	0	0	1	2.08
42	1	3.23	0	0	0	0	1	2.08
55	0	0	0	0	1	12.50	1	2.08
70	1	3.23	0	0	0	0	1	2.08
75	2	6.45	4	44.44	0	0	6	12.50
76	2	6.45	0	0	0	0	2	4.17
80	1	3.23	0	0	0	0	1	2.08
150	8	25.81	1	11.11	0	0	9	18.75
250	5	16.31	0	0	0	0	5	10.42
Total	32	100%	9	100%	8	100%	49	100%

*1 non-response

TABLE 3
AVERAGE REPORTED PARTICIPANT AGE

AVERAGE AGE	TEACHER RESPONSE							
	TRIBAL (N=32)		BIA (N=9)		URBAN (N=8)		TOTAL (N=49)	
	N	%	N	%	N	%	N	%
15	0	0	0	0	1	12.50	1	2.04
17	0	0	0	0	1	12.50	1	2.04
20	4	12.50	1	11.11	0	0	5	10.20
24	0	0	1	11.11	0	0	1	2.04
25	3	9.38	1	11.11	0	0	4	8.16
27	1	3.13	0	0	0	0	1	2.04
28	0	0	0	0	2	25.00	2	4.08
30	3	9.38	3	33.33	2	25.00	8	16.33
32	2	6.25	0	0	0	0	2	4.08
34	1	3.13	0	0	0	0	1	2.04
35	17	53.13	1	11.11	0	0	18	36.73
40	0	0	0	0	2	25.00	2	4.08
42	0	0	2	22.22	0	0	2	4.08
45	1	3.13	0	0	0	0	1	2.04
Total	32	100%	9	100%	8	100%	49	100%

12 months (14 responses each). All of the answers regarding time of participation are summarized in Table 4.

TABLE 4
AVERAGE TIME OF PROGRAM PARTICIPATION

AVERAGE MONTHS ENROLLED	TEACHER RESPONSE							
	TRIBAL (N=32)		BIA (N=9)		URBAN (N=8)		TOTAL (N=49)	
	N	%	N	%	N	%	N	%
1	5	15.63	0	-	0	-	5	10.20
3	2	6.25	0	-	0	-	2	4.08
4	0	0	6	66.67	4	50.00	10	20.41
6	8	25.00	3	33.33	3	37.50	14	28.57
12	13	40.63	0	-	1	12.50	14	28.57
24	2	6.25	0	-	0	-	2	4.08
36	1	2.04	0	-	0	-	1	2.04
96	1	2.04	0	-	0	-	1	2.04
Total	32	100%	9	100%	8	100%	49	100%

Several questions addressed library and study facilities. Of the 45 persons who responded to this item, four reported having only 5 volumes available to participants. Most often (9 of 45) respondents reported having 1,000 volumes available. The median number of volumes available was between 900 and 1,000. Four institutions reported having 10,000 or more books (see Table 5). In some cases (5 of 49) not all volumes were available to adult participants.

When questioned concerning the adequacy of space and time available to meet the needs and goals of their educational programs, the large majority of respondents (89.6 and 93.9 percent, respectively) responded "yes," these items were adequate.

TABLE 5
REPORTED NUMBER OF VOLUMES IN LIBRARY

NUMBER OF LIBRARY VOLUMES	TRIBAL (N=29)		TEACHER RESPONSE				TOTAL (N=49) *	
	N	%	BIA (N=8)		URBAN (N=8)		N	%
Non-response	3	-	1	-	0	-	4	-
5-500	10	34.48	3	37.50	0	0	13	28.89
600-1000	6	20.69	2	25.00	8	100.00	16	35.55
1600-4000	9	31.04	2	25.00	0	0	11	24.44
6000-10000	1	3.45	1	12.50	0	0	2	4.44
12000-15000	3	10.35	0	0	0	0	3	6.67
Total	32	100%	9	100%	8	100%	49	100%

*4 non-response

About half (42.9 percent) of the instructors reviewed indicated they had interlibrary loan arrangements with public or private libraries. The remaining 57.1 percent did not.

Sixty-three percent of the respondents rated the library facilities at their institution as "adequate." Libraries got an "excellent" rating from 20 percent and 16 percent rated their library facilities as "poor."

Instructors were then asked to judge the availability of study space provided for out-of-class work. Thirty-six instructors (73.5 percent) reported space was available. Eleven (22.5 percent) indicated space was available on a limited basis while two (4 percent) reported out-of-class space was unavailable. Almost 86 percent answered that the available space was adequate for study purposes.

In response to questions concerning use of community resources, the following information was collected. Many

instructors (71.4 percent) used external resources "occasionally ." Twelve of 49 (24.5 percent) used community resources "regularly" and two reported they had "never" made use of these resources. Over 58 percent reported their educational programs were "not limited" in scope by lack of contact with community resources and experiences. A third of the 49 respondents indicated their programs were "moderately limited" by insufficient community contacts and 4 instructors felt their programs were "very limited" by this lack of contact.

Category 2. Adult Education Interest

When asked the general attitude of other institution personnel toward their educational programs, respondents reported over 70 percent (34 of 48) of the other instructors were "extremely supportive." The remaining 14 persons who answered this item reported "moderately supportive" attitudes. No one reported working with teachers whose attitudes were "not supportive" or "hostile." A similar division of attitudes was reported among institutional program coordinators and administrators, except that one respondent reported an administrator who was "not supportive."

Category 3. Adult Education Placement

In regard to an adult's educational progress and placement, 91.8 percent (45 of 49) of the teachers

answering the questionnaire said a cumulative progress record is kept for each participant. Alternative placements for participants with achievement problems or learning disabilities were available in about 70 percent of the institutions.

Section II. Personal Information/Respondent Characteristics

Category 4. Human Resources

The second section of the questionnaire contained items concerning the experience and training of the instructors completing the survey.

The largest group of these respondents (21 of 49) reported they had been teaching GED or ABE classes less than one year at their present institution. The median number of years teaching in these settings was from 1 to 2 years, but 4 respondents reported teaching 8 or more years in their present location. The distribution of years teaching GED or ABE classes at one's present location is displayed in Table 6. A similar distribution was reported for the number of years teaching at any institution.

Three-fourths of those responding stated they were full-time GED OR ABE instructors. The remaining one-fourth reported part-time status. Seventy percent (34 of 48) reported their responsibilities were for ABE and GED classes. Respondents were asked to specify in which levels of educational attainment they belonged. Seven reported "12th grade," six reported "12th grade +,"

TABLE 6

EXPERIENCE TEACHING GED/ABE CLASSES

MONTHS EXPERIENCE	TRIBAL (N=29)		BIA (N=7)		URBAN (N=7)		TOTAL (N=49) *	
	N	%	N	%	N	%	N	%
Non-response	(3)	-	(2)	-	(1)	-	6	-
0	2	6.90	0	0	1	14.29	3	6.98
1	2	6.90	0	0	1	14.29	3	6.98
6	2	6.90	0	0	3	42.86	5	11.63
12	4	13.79	3	42.86	2	28.57	9	20.93
24	4	13.79	0	0	0	0	4	9.30
29	1	3.45	0	0	0	0	1	2.33
30	3	10.34	0	0	0	0	3	6.98
36	2	6.90	0	0	0	0	2	4.65
48	5	17.34	2	28.57	0	0	7	16.28
60	0	0	1	14.29	0	0	1	2.33
72	1	3.45	0	0	0	0	1	2.33
96	3	10.34	1	14.29	0	0	4	9.30
Total	32	100%	9	100%	8	100%	49	100%

*6 non-response

and one reported having "vocational-technical training." Of those reporting college experience, 11 indicated they had an "associate of arts degree" and 11 had earned a "bachelor degree." Nine instructors had some education above the bachelor degree level; two had received masters' degrees and one had received training beyond the masters' level.

In Table 7, a comparison of program types is made in terms of educational attainment of program instructors. Although the BIA and Urban programs had a slightly higher number of persons reporting higher level educational attainment and tribal programs reported fewer numbers of more highly educated staff members, these differences were not significantly different from what was found

TABLE 7

INSTRUCTORS' EDUCATIONAL ATTAINMENTS BY TYPE OF CENTER

TYPE OF CENTER	EDUCATION		TOTAL
	LOW (12TH GRADE TO ASSOCIATE OF ARTS)	HIGH (BACHELORS TO MASTERS)	
Tribal	19	13	32
BIA	2	7	9
Urban	4	3	8
Total	25	23	48*
*1 non-response			

by examining the overall distribution of instructors by educational attainment.

Although there was a wide variety of specialization areas among instructors (see Appendix H), the majority (32 of 49) did not indicate they had state certification. Of those reporting state certification, 3 were in the area of elementary education, 2 were in adult basic education, 5 were in general secondary education, 4 were in specific subject areas and 3 were in guidance. Only one instructor reported having any special certification.

When asked about their current involvement in training for themselves, either (a) outside the BIA or (b) within BIA, instructors most often replied they were not presently receiving training (39 of 48 and 42 of 48, answered "no" to the respective questions).

Respondents were then asked to reply in regard to

their personal need for additional training or information in a series of subject areas. The distribution of responses among instructors was about the same for most of these items. From one-fifth to one-third indicated they would like to have more training or information about writing educational goals, making job market assessments, utilizing community resources, recruiting, teaching methods, testing, using programmed instruction, improving classroom instruction, performing student evaluations, writing syllabi, selecting special needs materials, and conducting program evaluations.

Fewer instructors expressed a need for training or information for developing teacher-centered, content-centered, or student-centered objectives. Nine of 49 wished to have more information about teacher-centered objectives and competencies. Five persons were interested in each of the other two areas.

The most interest was shown in the use of counseling and supportive services. Almost 43 percent (21 of 49) instructors indicated they would like to have additional training or information in this area.

Section III. Program Information/Program Characteristics

Category 5. Physical Resources (Program)

Items in the third section of the survey addressed the programs administered by the instructors in the institution already described.

About half the instructors (46.9 percent) reported their education programs had a handbook or catalog describing available courses or programs. Almost two-thirds of those (16 of 27) gave this booklet to all adults at the institution; the remaining third (11 of 27) distributed it to interested adults only. (See Appendix H, Section III, Question One).

Respondents were then asked whether any of several aptitude tests were administered to adults entering their programs. Five persons reported the Stanford Achievement Test being used; the California Achievement Test was used in four programs; and tests of Adult Basic Education were administered in 20 programs. Two persons did not know which tests were utilized in their programs and 18 described tests other than those listed in the survey.

Of those responding, 85 percent said these tests scores were available to them. Slightly more than half (56.2 percent) had access to records of participants' previous educational attainments. Ninety percent (36 of 40) felt if this information were available it would be beneficial to them in their roles as GED or ABE instructors.

Adult Basic Education was reported to be a compulsory part of 25 programs (54.3 percent). The GED program was compulsory in 26 of 46 instances. In contrast, only 3 of 46 vocational education programs were reported

to be compulsory. Twenty-four percent of the programs (11 of 46) required a specified grade equivalency.

Eighteen of 47 (38.3 percent) of the instructors reported all of the adult participants were given academic and/or vocational counseling prior to entering a program. Another 21.3 percent (10 of 47) said "most" participants received counseling. "Very few" participants got counseling prior to entering a program in 7 instances and no participants received counseling in about a fourth of the programs.

Approximately one-third of the programs were reported to have classes providing English as a second language. The remaining two-thirds (64.8 percent) provided no classes with English as a second language.

All instructors responding indicated they had education programs available for themselves. About one-fourth (26.67 percent) reported having staff classes combined with those for adults. Another 28.89 percent had separate classes for institutional staff. Nineteen of 45 (42.22 percent) answered that no classes were available for staff members.

Almost all the survey respondents (93.75 percent) said adults in their programs were permitted to take books or materials home. Only 3 of 45 indicated participants were not allowed to take items home to study.

Inservice training was mandatory in 14 of the 49

instructors surveyed. Twenty of 49 had optional inservice training and no training was available to 15 instructors (see Table 8). Over half of those responding (21 of 39)

TABLE 8
INSERVICE TRAINING AVAILABILITY

AVAILABILITY	TRIBAL (N=32)		TEACHER RESPONSE				TOTAL (N=49)	
	N	%	N	%	N	%	N	%
Mandatory	11	34.38	2	22.22	1	12.50	14	28.57
Optional	12	37.50	5	55.56	3	37.50	20	40.82
Not Available	9	28.13	2	22.22	4	50.00	15	30.61
Total	32	100%	9	100%	8	100%	49	100%

stated this training was offered weekly. Four persons (10.26 percent) reported monthly inservice training sessions. Others (14 of 39) 35.9 percent indicated annual training was given for their program personnel (see Table 9).

TABLE 9
INSERVICE TRAINING FREQUENCY

FREQUENCY	TRIBAL (N=24)		TEACHER RESPONSE				TOTAL (N=49)	
	N	%	N	%	N	%	N	%
Non-response	(8)	-	(1)	-	(1)	-	(10)	-
Weekly	17	70.83	1	12.5	3	42.86	21	53.85
Monthly	3	12.50	0	0	1	14.29	4	10.26
Annually	4	16.67	7	87.5	3	42.86	14	35.90
Total	32	100%	9	100%	8	100%	49	100%

Regular evaluations of the educational staff were reported by 39 of 46 respondents. In 34 cases, these

evaluations were conducted annually; in the remaining 5, they were held monthly (see Table 10). These evaluations

TABLE 10
FREQUENCY OF STAFF EVALUATIONS BY TYPE OF CENTER

TYPE OF CENTER	FREQUENCY			TOTAL
	ANNUALLY	MONTHLY	NOT CONDUCTED	
Tribal	24	2	4	30
BIA	5	2	2	9
Urban	5	1	1	7
Total	34	5	7	46*

*3 non-response

were conducted by a variety of people. Six questionnaire respondents reported persons external to their programs gave evaluations. Eighty-five percent (41 of 48) of those replying said supervisors were the persons responsible for evaluations. One instructor reported a peer evaluation system (see Table 11).

TABLE 11
TYPE OF STAFF EVALUATOR BY TYPE OF CENTER

TYPE OF CENTER	PERSONNEL	SUPERVISORS	PEERS	TOTAL
Tribal	2	29	0	31
BIA	1	8	0	9
Urban	3	4	1	8
Total	6	41	1	48*

*1 non-response

Many of the instructors surveyed (34 of 49) indicated that adult program participants were employed in support or teaching positions. About 60 percent (29 of 48) reported participants employed as teacher aides. One-sixth (8 of 48) hired participants as tutors or 16.67 percent; in 4 programs, participants were paid to monitor equipment or 8.33 percent; and participants were reported employed as classroom teachers in 14 instances or 29.17 percent.

Teachers were asked to rank three factors, recommendation of counselors, test results or adult interest, according to their importance in determining whether or not an adult becomes involved in educational programs. Counselor recommendations were considered "moderately important" by 6 of the 49 respondents or 12.25 percent; "important" by 19 respondents or 38.78 percent and "very important" by twenty-four instructors or 48.98 percent. Test results were rated "moderately important" by 4 instructors or 8.16 percent; "important" for 23 or 42.86 percent and "very important" for 21 or 42.86 percent. Adult participant interest was reported "moderately important" to involvement in 3 instances or 6.12 percent, "important" in 7 cases or 14.29 percent, and "very important" by 39 of 49 of those replying or 79.59 percent.

Several questions were asked to determine whether

or not problems existed with respect to the instructors' ability to meet participants' learning needs. Respondents were instructed to rate each item on a scale from 1 ("not a problem") to 5 ("serious problem.") (See Appendix H, Section III, Question Twenty).

In regard to adequate liaison with teacher staff, 72.92 percent (35 of 48) of those answering gave a rating of 1 (not a problem). Four persons considered this a moderate to serious problem or 8.33 percent.

Conflict with other institutional programs for adults was gauged to be a slight or non-existent problem by 28 respondents or 58.33 percent. Three persons regarded program conflict as a moderate or serious problem or 6.25 percent.

Twenty-five of 48 (52.08 percent) of those completing the questionnaire felt lack of qualified teachers was not a problem. Thirteen or 27.08 percent considered this a slight problem and four persons or 8.33 percent reported lack of teachers was a serious problem.

The need for supplementary staff, such as educational counselors and psychologists, was reported as no problem by 17 teachers (35.42 percent), a slight problem by 18 persons (37.5 percent), a moderately serious problem by 4 respondents (8.33 percent) and a serious problem by 3 persons (6.25 percent).

Lack of "hardware," i.e., videocassettes, tapes, etc., was not felt to be a problem in 38 programs (79.17 percent). Six persons or 12.5 percent reported the problem was moderate and three persons reported it as a moderately serious problem or 6.25 percent and one person as serious or 2.08 percent.

Lack of educational "software," such as workbooks and textbooks, was similarly reported to be no problem to 36 of 48 teachers (75 percent). Six persons (12.5 percent) considered the software need to be a moderately serious problem, three persons rated it as a serious problem, 6.25 percent respectfully.

More respondents reported the amount of staff inservice training to be a problem. Seven instructors (15.56 percent) classified the lack of such training a serious problem; 4 persons (8.89 percent) rated it as a moderately serious problem. Twenty-four persons reported a lack of inservice training for staff was not problem in their programs (53.33 percent).

Several of those replying were uncertain of the severity of problems caused by lack of instructional materials aimed at adult needs. Ten people out of forty-seven gave this item a "middle-of-the road" rating of "3" or 21.28 percent. Twenty-two respondents (46.81 percent) considered this area "not a problem" and 9 (19.15

percent) rated it as a slight problem. Six persons judged this lack a moderate to serious problem, 12.76 percent respectfully.

When asked about the adequacy of books, tools, and other educational materials, 29 instructors (60.42 percent) replied the lack of these items was not a problem. Eleven persons (22.92 percent) rated it at "3" in the nature of its impact. No one reported this need to be a serious problem and only one person (2.08 percent) considered it moderately serious.

Four teachers reported a serious lack of good study areas and 3 rated their lack as a moderately serious problem (8.51 and 6.38 percent respectively). Twenty-one people (44.68 percent) judged lack of studies areas conducive to learning was not a problem in their programs. An additional 25.53 percent (12 of 47) considered it a slight problem.

Respondents were also asked to rate the adequacy of library facilities available to their program participants. Fourteen teachers (29.79 percent) gave this item an in-between rate of "3." Sixteen (34.04 percent) reported "no problem;" seven, 14.89 percent, a slight problem. Eight persons (17.02 percent) felt lack of library facilities was a moderately serious problem and 2 people rated it a serious problem (4.26 percent).

The fewest positive responses were recorded when

those surveyed were asked about student motivation. Six persons reported low student motivation was not a problem (3.33 percent); 12 respondents (26.67 percent) rated low motivation to be a slight problem. In contrast, 9 persons (20.0 percent) judged low student motivation to be a serious problem in their programs while another 12 rated motivation as moderately serious at "2" or 26.67 percent respectively.

When queried concerning the funding of their programs, several instructors were undecided about its adequacy. Eighteen of 48 (37.5 percent) rated this item "3" on the scale from one to five. Ten persons, 20.83 percent, felt there was a slight problem and seven reported no problem, 14.58 percent. Six and seven survey respondents, respectively, considered lack of funding a moderately serious to serious problem (27.08 percent in all).

The opinions concerning administrative support were more favorable. Twenty-eight of 48 (58.33 percent) felt there was no lack of administrative support. One-fourth of those surveyed (12 of 48 or 25.0 percent) judged lack of support to be a slight problem. Only one person reported a moderately serious problem, 2.08 percent, and a serious problem by 2 (4.17 percent). For a more comprehensive look at these areas readers are referred to Appendix H, Section III, Question Twenty.

Section IV. Adult Basic Education Programs (ABE)
Participants Placement and Interest

Category 5. Physical Resources-Continued (Participants)

Respondents were asked for information to describe the Adult Basic Education Programs more specifically.

Instructors were first asked about criteria used to place adults in the ABE programs. Less than half of those responding (38.3 percent) used achievement tests for placement. The remaining 61.7 percent (29 of 47) used other placement aids. Intelligence tests were used by only 4 of 47 program instructors. The distribution for those using grade level as a basis for placement was the same as that of achievement test use. More than 60 percent of those surveyed reported grade level was not used in placement. Interviews were the most commonly reported means for determining in what program level an adult should be placed. Thirty-four of those questioned (72.34 percent) indicated an interview was the placement criterion for adults entering their programs. (See Table 12).

When asked whether individualized programmed instruction or classroom instruction best described their ABE programs, almost three-fourths of the respondents (70.83 percent) said both modes of instruction were used

TABLE 12
CRITERIA USED FOR STUDENT PLACEMENT

CRITERIA USED	COMBINED TEACHER REPONSES					TOTALS
	YES N	%	NO N	%	NON- RESPONSE	
Achievement						
Tests	18	38.30	29	61.70	2	N=49=100%
Intelligence						
Tests	4	8.51	43	91.49	2	N=49=100%
Grade Levels	18	38.30	29	61.70	2	N=49=100%
Interviews	34	72.34	13	27.66	2	N=49=100%

in their institutions. About one-fourth (22.92 percent) specified programmed instruction as best describing the method used. Three persons (6.25 percent) used classroom instruction predominantly.

Respondents were also questioned about the means used to monitor and evaluate an ABE participant's progress in the program. Most often (64.58 percent) of those surveyed reported using pre- and post-tests for this purpose. Staff meetings were used in one program; written reports from teachers, in nine. Five persons made use of educational counselor interviews and two people used all these methods. (See Table 13)

Participants were given grades to apprise them of their progress in four programs or 8.33 percent. Three-fourths (36 of 48 or 75 percent) of the instructors surveyed indicated they made students aware of their progress through conferences. Another 12.5 percent (6 of 48) used written evaluations.

TABLE 13

CRITERIA USED TO MONITOR AND EVALUATE
ABE PARTICIPANTS' PROGRESS

CRITERIA USED	COMBINED TEACHER RESPONSES	
	N	%
Non-response	1	-
Use of Pre- and Post-Tests	31	64.58
Staff Meetings	1	2.08
Written Reports from Teachers	9	18.75
Interviews with Educational Counselor	5	10.42
All of these	2	4.17
Total	49	100%

Instructors were next asked in which of three activities persons were allowed to participate while enrolled in the ABE program. Twenty-nine of those surveyed (60.42 percent) reported adults participating in their programs were also allowed to attend vocational education classes. Over three-fourths (77.08 percent) stated that program participants were allowed to work while enrolled in ABE programs. Half of those questioned (24 of 48 or 50 percent) reported participants in their classes could also attend social education programs (cultural affairs). Twenty-five of 48 (52.08 percent) indicated that any of the 3 areas were open to participants in their programs. (See Appendix H, Section IV, Question Six).

Teachers were then asked to answer several questions about the objectives of their programs. Over half (28 of 48) reported having a specific list of objectives and/or

competencies for their ABE programs. These lists were made available to teachers in 65.96 percent of the programs. Students had these objectives or competencies made available to them in about one-third of the programs or 34.04 percent. Counselors were most often (87.23 percent) not made aware of the lists. In only one case were objectives available to persons other than teachers, student or counselor.

Sixty percent of the teachers surveyed (26 of 43) indicated their specified objectives or competencies were teacher-centered and 60 percent also considered their objectives content-centered. Over 81 percent (35 of 43) classified their objectives as student-centered.

Various methods were reported being used to determine whether or not objectives were being achieved. Seventeen of 44 reporting (38.64 percent) said they used standardized tests to measure competencies. Twenty instructors (45.46 percent) reported using criterion-based tests they had constructed themselves. In addition, 54.55 percent of those answering this item (24 of 44 persons) said they based competency judgments on their observations of the participants. Over one-fourth of those questioned (12 of 44 or 27.27 percent) used work samples to measure objective attainment and some instructors reported utilizing conferences, one-on-one evaluations or some type of report as a means of evaluating participant accomplishments.

More than 80 percent of the questionnaire respondents (37 of 46 with 3 non-responses) stated that a syllabus was not available for each ABE course being offered. Only nine persons reported such syllabi were available or 19.57 percent.

Eighteen percent or 9 of 47 of those responding also reported their program operated on a semester basis. More than half of the instructors (56.25 percent) indicated they had night classes offered in their programs. Most instructors (57.45 percent) also stated the programs in which they worked operated on an on-going basis. Over 65 percent of those surveyed (31 of 47) had day programs.

Only one instructor reported from a program requiring participant enrollment at the beginning of a semester. All others replied that a student could enter their programs at anytime.

Those surveyed were next asked to rate the availability and quality of several items and groups of items. In terms of availability, instructors were asked to judge whether items were (1) sufficient to meet needs of all classes, (2) available in limited quantity, or (3) definitely insufficient. The quality scale ranged from (1) modern and of high quality, to (2) adequate, but needs improvement, to (3) poor quality and not meeting needs.

More than three-fourths of those answering (36 of 47) indicated textbooks were available in sufficient

quantities to meet classroom needs. Eight persons (17.02 percent) reported textbooks in limited supply and 3 instructors felt textbook supply was insufficient (see Table 14).

TABLE 14

AVAILABILITY OF TEXTBOOKS IN ABE CLASSES

AVAILABILITY	TRIBAL (N=31)		TEACHER RESPONSE				TOTAL (N=49) *	
	N	%	N	%	N	%	N	%
Non-response	1	-	0	-	1	-	2	-
Sufficient	23	74.19	8	88.89	5	71.43	36	76.60
Limited	5	16.13	1	11.11	2	28.57	8	17.02
Insufficient	3	9.68	0	0	0	0	3	6.38
Total	32	100%	9	100%	8	100%	49	100%
*2 non-response								

Almost half of those asked about the availability of charts, graphs, globes and maps (44.68 percent) reported a limited quantity of these items in their programs. One-fourth of those queried (12 of 47 or 25.53 percent) felt the supply of graphic aids was definitely insufficient. Fourteen persons (29.79 percent) felt they had sufficient numbers of these items.

About two-thirds of the instructors (30 of 46 or 65.22 percent) reported having sufficient quantities of films and filmstrips and 61.7 percent reported no problems with audiovisual equipment availability or 29 of 47.

Over half the instructors (24 of 47 or 51.06 percent) said classroom space was available in sufficient

supply. Seventeen respondents or 36.17 percent felt their classroom space was limited and six rated space insufficient or 12.77 percent. A similar distribution of responses was seen for the question of classroom furniture availability: 25 sufficient ratings or 53.19 percent, 18 reported limited quantities or 32.3 percent, and 4 insufficient ratings or 8.51 percent respectively.

The quality ratings of the preceding items did not necessarily parallel their availability ratings. The quality of available textbooks was rated modern and high by less than half of those responding (20 of 47 or 42.55 percent). A higher percentage (48.94 or 23 of 47 instructors) felt textbooks used in their programs were adequate but needed improvement (see Table 15).

TABLE 15
QUALITY OF TEXTBOOKS IN ABE CLASSES

QUALITY	TRIBAL (N=31)		BIA (N=9)		URBAN (N=7)		TOTAL (N=49) *	
	N	%	N	%	N	%	N	%
Non-response	1	-	0	-	1	-	2	-
High	10	32.26	8	88.89	2	28.57	20	42.55
Adequate	18	58.06	1	11.11	4	57.14	23	48.94
Low	3	9.68	0	0	1	14.29	4	8.51
Total	32	100%	9	100%	8	100%	49	100%
*2 non-response								

Four persons reported they were using poor quality texts which were not meeting their needs. Fewer persons rated graphic aids highly (23.4 percent). Half of those

responding (24 of 47) felt these items needed improvement. One-fourth of those questioned (12 of 47 or 25.53 percent) said their graphic aids were not meeting their students needs.

Quality of education films and filmstrips was rated high by 26 of 46 respondents (56.52 percent). Seventeen instructors (36.96 percent) judged these items to need improvement and 3 persons (6.52 percent) felt they had poor quality films. The quality of the audiovisual equipment, however, was rated modern by almost two-thirds of these surveyed (30 of 46 or 65.22 percent). The remaining 16 persons or 34.78 percent reported adequate quality equipment available to them. No one felt this equipment was inadequate.

Over half the instructors (26 of 48 or 54.17 percent) rated classroom quality adequate, but needing improvement, while 6 persons (12.5 percent) reported poor quality classrooms. The furniture in these classrooms was considered modern by more than two-thirds of these polled (33 of 48 or 68.75 percent). Thirteen (27.08 percent) had adequate quality desks and chairs and 2 teachers rated their furniture as poor quality or 4.17 percent.

Another concern to which instructors were asked to respond was the question of material design. When asked whether or not they utilized materials designed specifically for adult illiterates and low level readers,

When questioned about program budgeting, a variety of responses were given by instructors. The adult education program percentage of the total institution budget ranged from 4 of 99 percent. Over 30 percent of those responding reported 10 percent of institution funds went to adult education; almost 50 percent (20 of 41) reported 10 to 15 percent of the larger budget was allocated for adult education. An additional nine persons (21.95 percent) said half of the institution's funds were for their education programs (see Table 16).

PERCENT	TEACHER RESPONSE							
	TRIBAL (N=27)		BIA (N=9)		URBAN (N=5)		TOTAL (N=49)*	
	N	%	N	%	N	%	N	%
Non-response	(5)	-	0	-	(3)	-	(8)	-
4	1	3.7	0	0	0	0	1	2.44
6	4	14.81	0	0	0	0	4	9.76
10	13	48.15	0	0	0	0	13	31.71
15	7	25.93	0	0	0	0	7	17.07
40	0	0	0	0	3	60.0	3	7.32
50	1	3.70	8	88.89	0	0	9	21.95
70	1	3.70	0	0	0	0	1	2.44
80	0	0	0	0	1	20.0	1	2.44
90	0	0	1	11.11	0	0	1	2.44
99	0	0	0	0	1	20.0	1	2.44
Total	32	100%	9	100%	8	100%	49	100%

*8 non-response

The actual dollar amounts for these programs' budgets ranged from \$8,600 to \$1 million. The modal value for this distribution was \$59,000 and the median was between \$60,000 and \$86,000 (see Table 17).

TABLE 17
REPORTED EDUCATIONAL PROGRAM BUDGET

BUDGET	TRIBAL (N=30)		TEACHER RESPONSE				TOTAL (N=49) *	
			BIA (N=8)		URBAN (N=0)			
	N	%	N	%	N	%	N	%
Non-response	(2)	-	(1)	-	(8)	-	(11)	-
8,600	0	0	1	12.50	-	-	1	2.63
12,000	4	13.33	0	0	-	-	4	10.53
14,000	1	3.33	0	0	-	-	1	2.63
59,000	9	30.00	0	0	-	-	9	23.68
60,000	1	3.33	0	0	-	-	1	2.63
86,000	0	0	6	75.00	-	-	6	15.79
100,000	1	3.33	0	0	-	-	1	2.63
148,000	1	3.33	0	0	-	-	1	2.63
150,000	0	0	1	12.50	-	-	1	2.63
1,000,000	13	43.33	0	0	-	-	13	34.21
Total	32	100%	9	100%	8	0	49	100%
*11 non-responses								

None of the instructors considered the amount budgeted them to be "generous." Most (37 of 48 or 77.08 percent) stated the amount was "adequate," but 7 persons replied that the budget was "inadequate" for their programs. (See Table 18).

Finally, instructors were asked about funding source requirements for evaluations of their programs. Over two-thirds of those responding (31 of 46) were in programs for which annual evaluations were required. Four programs (8.70 percent) were said to have evaluations

TABLE 18

BUDGET SATISFACTION BY BUDGET ALLOCATION

ALLOCATION	SATISFACTION		TOTAL
	ADEQUATE	INADEQUATE	
\$8,600 to \$59,000	14	1	15
\$60,000 to \$140,000	9	0	9
\$150,000 to \$1,000,000	7	6	13
Total	30	7	37*
*12 non-response			

conducted twice a year and 6 programs (13.04 percent) were evaluated more than twice a year. Five instructors (10.87 percent) indicated program evaluation was not a requirement of their funding sources. (See Table 19).

TABLE 19

FUNDING SOURCE EVALUATION ABE PROGRAM

REQUIREMENT	COMBINED TEACHER RESPONSES	
	N	%
Non-response	3	-
Once a Year	31	67.39
Twice a Year	4	8.70
More Than Twice a Year	6	13.04
Not a Requirement	5	10.87
Totals	49	100%

SECTION V. Secondary Education and General Educational Development Programs/SE/GED

Category 7. Course Design Information

The final section of the questionnaire was directed toward the secondary education and GED programs offered at the institutions surveyed. Respondents were asked to answer a group of questions similar to those employed in the previous section to collect additional descriptive data.

Achievement tests were used as adult placement criteria in 18 of 48 secondary education or GED programs (37.5 percent). Intelligence tests were reportedly used in 6 programs (12.5 percent). Half the instructors surveyed indicated grade level attainment was used as a basis for placement within their programs and 35 of 48 respondent's (72.92 percent) reported basing placement on interviews with applicants (see Table 20).

TABLE 20
CRITERIA USED FOR STUDENT PLACEMENT ABE

CRITERIA USED	COMBINED TEACHER RESPONSES					
	YES		NO		NON-RESPONSE	TOTAL
	N	%	N	%		
Achievement Tests	18	37.50	30	62.50	1	N=49=100%
Intelligence Tests	6	12.50	42	87.50	1	N=49=100%
Grade Levels	24	50.00	24	50.00	1	N=49=100%
Interviews	35	72.92	13	27.08	1	N=49=100%

When asked what method of instruction typified their programs, most instructors, 40 of 48 (83.33 percent) described a combination of individualized programmed instruction and classroom instruction. The remaining eight persons

(16.67 percent) stated they used programmed instruction alone. No one relied solely on classroom instruction.

An adults' progress in a GED or secondary education program was most often monitored and evaluated by means of pre- and post-tests. Over 85 percent of those responding (40 of 47) said they used this method. Staff meetings were used by 7 persons (14.89 percent). Written reports from teachers were also used by 36.17 percent of the programs. A similar number of instructors (18 of 47) reported using interviews with educational counselors to evaluate students. (See Table 21).

TABLE 21

CRITERIA USED TO MONITOR AND EVALUATE
GED PARTICIPANTS' PROGRESS

CRITERIA USED	COMBINED TEACHER RESPONSES					TOTAL
	YES		NO		NON- RESPONSE	
	N	%	N	%		
Use of Pre- and Post-Tests	40	85.11	7	14.89	2	N=49=100%
Staff Meetings	7	14.89	40	85.11	2	N=49=100%
Written Evaluations	17	36.17	30	63.83	2	N=49=100%
Interviews with Educational Counselor	18	38.30	29	61.70	2	N=49=100%
All of These	-	-	-	-	-	-

The adult participant is made aware of his or her progress by grades in 22.91 percent of the programs (11 of 48). Conferences were also used in 83.33 percent of the programs surveyed (40 of 48). More than one-third of those surveyed (17 of 48) also reported using written

evaluations to notify students of progress. (See Appendix H, Section V, Question Five).

Thirteen of 47 instructors responding (27.66 percent) stated that formal staff meetings were held in their institutions for each adult completing their programs to formulate additional education and placement goals. The remaining 34 persons (72.34 percent) indicated no such procedures were available in their programs.

Several questions were asked regarding the GED test. Over 80 percent of those polled (37 of 46) offered the test to their participants. The test was offered from two to nine times per year in different programs (see Table 22). Nine tests per year was the most often

TABLE 22
REPORTED FREQUENCY OF GED EXAMINATION PER YEAR

FREQUENCY OF PER YEAR EXAMINATION	TEACHER RESPONSE							
	TRIBAL (N=30)		BIA (N=8)		URBAN (N=7)		TOTAL (N=49) *	
	N	%	N	%	N	%	N	%
Non-response	2	-	1	-	1	-	4	-
2	3	10.00	1	12.50	0	0	4	8.89
3	0	0	5	62.50	0	0	5	11.11
4	12	40.00	0	0	0	0	12	26.67
5	0	0	0	0	6	85.71	6	13.33
6	0	0	1	12.50	1	14.29	2	4.44
9	15	50.00	1	12.50	0	0	16	35.56
Total	32	100%	9	100%	8	100%	49	100%
*4 non-response								

reported testing frequency (16 of 45), but 12 persons (26.67 percent) stated tests in their programs were given four times each year. The average number of persons taking

the test ranged from 1 to 50. However, instructors most often reported an average test attendance of 5 (10 to 44). Eight persons (18.18 percent) had an average of 10 participants taking the test and 7 persons (15.91 percent) reported an average test group of 25 (see Table 23).

TABLE 23
AVERAGE NUMBER OF PERSONS GIVEN GED EXAMINATION

AVERAGE NUMBER EXAMINED	TRIBAL (N=28)		TEACHER RESPONSE				TOTAL (N=49) *	
			BIA (N=9)		URBAN (N=7)			
	N	%	N	%	N	%	N	%
Non-response	4	-	0	-	1	-	5	-
1	0	0	0	0	1	14.29	1	2.27
2	2	7.14	0	0	0	0	2	4.55
4	2	7.14	0	0	3	42.86	5	11.36
5	10	35.71	0	0	0	0	10	22.73
6	2	7.14	0	0	3	42.86	5	11.36
10	4	14.29	0	0	0	0	4	9.09
15	2	7.14	6	66.67	0	0	8	18.18
20	0	0	1	11.11	0	0	1	2.27
25	6	21.43	1	11.11	0	0	7	15.91
50	0	0	1	11.11	0	0	1	2.27
Total	32	100%	9	100%	8	100%	49	100%
*5 non-response								

Instructors were next asked to estimate the percentage of those taking the GED test who passed the first time they took it. Reports of 75 and 80 percent success rates were the most often recorded responses (see Table 24). One person estimated 10 percent of the participants passed the GED test the first time and 7 persons estimated a 50 percent first examination success rate. Three instructors estimated 90 percent and two instructors estimated 99 percent of their participants passed the test the first

TABLE 24

PERCENT PASSING GED TEST FIRST TIME
BY TYPE OF CENTER

PERCENT PASSING FIRST TIME	TYPE OF CENTER			TOTAL
	TRIBAL	BIA	URBAN	
65% or less	7	1	8	16
75%	6	6	0	12
80%	13	1	0	14
More than 80%	6	1	0	7
Total	32	9	8	49

time they took it. (See Appendix H, Section V, Question Seven for a detailed analysis).

Twenty-one of 48 respondents (43.75 percent) were from programs requiring class attendance before the GED test could be taken (see Table 25). Over half of those

TABLE 25

PERCENT PASSING GED TEST FIRST TIME BY
CLASS ATTENDANCE REQUIREMENT

PERCENT PASSING FIRST TIME	CLASS ATTENDANCE		
	COMBINED TEACHER RESPONSES		TOTAL
	REQUIRED	NOT REQUIRED	
65% or less	7	8	15
75%	8	4	12
80%	2	12	14
Greater than 80%	4	3	7
Total	21	27	48*
	*1 non-response		

replying (54.17 percent) reported requiring a specified grade level attainment by participants who wished to take the GED. (See Table 26). A few instructors said their

TABLE 26

PERCENT PASSING GED TEST FIRST TIME BY
GRADE LEVEL ATTAINMENT REQUIREMENT

FIRST TIME	GRADE LEVEL ATTAINMENT COMBINED TEACHER RESPONSES		TOTAL
	REQUIRED	NOT REQUIRED	
65% or less	8	7	15
75%	11	1	12
80%	3	11	14
Greater than 80%	4	3	7
Total	26	22	48*
*1 non-response			

programs included requirements for completing particular courses before the test would be administered (9 of 48 or 18.75 percent) (see Table 27).

TABLE 27

PERCENT PASSING GED TEST FIRST TIME BY
COURSE COMPLETION REQUIREMENT

FIRST TIME	COURSE COMPLETION COMBINED TEACHER RESPONSES		TOTAL
	REQUIRED	NOT REQUIRED	
65% or less	3	12	15
75%	3	9	12
80%	3	9	12
More than 80%	1	6	7
Total	9	39	48*
*1 non-response			

When enrolled in the GED or secondary education program, participants were also permitted to attend vocational education courses in 47.83 percent of the programs surveyed (22 of 46). Attending social education (cultural) programs was reportedly allowed in 17 of 46 GED programs (36.96 percent). Forty-one of 46 (89.13 percent) of the instructors questioned reported participants in their programs were permitted to work while enrolled in GED classes. Half of those surveyed (23 of 46) said that participants could simultaneously be enrolled in their program and in post-secondary education courses. Forty-five percent of the respondents (21 of 46) were in programs in which all of the options were available (see Table 28).

TABLE 28
ADULT PARTICIPANT IN GED OR SECONDARY PROGRAM

PROGRAM AREA	YES		COMBINED TEACHER RESPONSES			
	N	%	NO		NON- RESPONSE	TOTAL
Vocational Education	22	47.83	24	52.17	3	N=49=100%
Social Education	17	36.96	29	63.04	3	N=49=100%
Work	41	89.13	5	10.87	3	N=49=100%
Post-secondary Education	23	50.00	23	50.00	3	N=49=100%
All of the Above	21	45.65	25	54.35	3	N=49=100%

When asked about specific objectives or competencies for their GED or secondary education programs, over 70 percent (34 of 48) of the instructors stated lists of objectives or competencies were available. Two-thirds of

the instructors (36 of 48) said these lists were available to teachers. About half (22 of 48) reported objectives were made available to students while 7 of 41 (14.58 percent) indicated counselors had this information available to them.

Over half of those surveyed indicated that objectives and competencies were teacher and content-centered (56.52 and 52.17 percent, respectively). Thirty-two of 46 of these instructors (69.57 percent) said their objectives were student-centered.

Standardized tests were used to determine whether or not objectives or competencies were achieved by 17 of 45 instructors (37.78 percent). Teacher-developed criterion-based tests were reported to be used by 22 of 46 teachers. Seventeen of 45 instructors also used observation of participants as a basis for measuring achievement in 36.96 percent of those surveyed. Taking work samples or using some other means of evaluating progress were given in 8 instances or 17.39 percent.

A syllabus for each GED or secondary education course was seldom available. Eight of 48 (18.75 percent) instructors answered that a syllabus was available for each course.

As with the ABE program, teachers were asked to identify within what time frame the GED programs operated. Six programs (12.5 percent) were reported to

operate on a semester schedule. Two-thirds of those replying (32 of 48) said their programs included night school. Over 70 percent (34 of 48) stated their programs operated on an on-going basis and over half (26 of 48) included daytime courses in their offerings. In the area of student entrance into a GED program almost all of those surveyed (46 of 48 or 95.83 percent) indicated potential participants could enroll in their programs at anytime. Only 10 instructors (20.83 percent) of 48 were reported to require enrollment at the beginning of a semester.

As with the ABE section of the questionnaire respondents were also asked to rate the availability and quality of items in their GED and secondary education programs. The availability of textbooks was judged sufficient to meet the needs of all classes by representatives of 34 programs (70.83 percent). Ten persons (20.83 percent) reported textbook availability was limited in their programs and 4 persons (8.33 percent) said textbook quantity was definitely insufficient (see Table 29). Charts, graphs, globes and maps were rated to be available in sufficient quantities in 13 of 48 programs (27.08 percent). Half of those responding (24 of 48 or 50.0 percent) reported limited quantities of these items available. Eleven instructors (22.92 percent) felt supplies of this type were insufficient in their programs.

TABLE 29

AVAILABILITY OF TEXTBOOKS IN GED CLASSES

AVAILABILITY	TEACHER RESPONSE							
	TRIBAL (N=32)		BIA (N=9)		URBAN (N=7)		TOTAL (N=49) *	
	N	%	N	%	N	%	N	%
Non-response	0	-	0	-	1	-	1	-
Sufficient	24	75.00	9	100.00	1	14.29	34	70.83
Limited	5	15.63	0	-	5	71.43	10	20.83
Insufficient	3	9.38	0	-	1	14.29	4	8.33
Total	32	100%	9	100%	8	100%	49	100%
*1 non-response								

Respondents reported films and filmstrips were available to meet their needs in 28 of 47 programs (59.57 percent). Fifteen persons (31.92 percent) reported limited quantities of films available and 8.5 percent (4 of 47) reported insufficient quantities.

Audiovisual equipment availability was also rated. Again 28 persons (59.57 percent) judged the equipment they had available sufficient to meet their needs. Seventeen persons (36.17 percent) stated they had limited supplies of audiovisual equipment while two persons (4.26 percent) felt their supplies were insufficient.

Seating was felt to be in adequate supply by 27 of 48 respondents (56.25 percent). Respondents from 17 programs (35.42 percent) reported having limited seating available. Four persons (8.33 percent) answered that seating availability was insufficient in their programs.

The same set of items were also rated according to what instructors judged their quality to be. Half of

24 of 48, 50.0 percent, of those surveyed said textbooks were modern and high quality. Eighteen of 48 (37.5 percent) felt their books were adequate, but needing improvement. An eighth of those polled (6 of 48 or 12.5 percent) rated the quality of their books as poor and not meeting needs (see Table 30).

TABLE 30
QUALITY OF TEXTBOOKS IN GED CLASSES

QUALITY	TRIBAL (N=32)		TEACHER BIA (N=9)		RESPONSE URBAN (N=7)		TOTAL (N=49)*	
	N	%	N	%	N	%	N	%
Non-response	0	-	0	-	1	-	1	-
High	15	46.88	8	88.89	1	14.29	24	50.00
Adequate	14	43.75	1	11.11	3	42.86	18	37.50
Poor	3	9.38	0	0	3	42.86	6	12.50
Total	32	100%	9	100%	8	100%	49	100%

*1 non-response

Maps and other graphic aids received a high quality rating by 20 of 48 instructors (41.67 percent). Almost as many (19 of 48 or 39.58 percent) felt the quality of these items needed improvement. Nine persons (18.75 percent) reported needs not being met regarding graphic aids.

Respondents rated their education film resources to be high quality in 28 of 47 programs (59.57 percent). Seventeen instructors (36.17 percent) judged films and filmstrips in their programs needed improvement; two persons, 4.26 percent, judged the quality poor.

Almost three-fourths of those answering (35 of 48

or 72.92 percent said the audiovisual equipment to which they had access was modern and of high quality. Eleven (22.92 percent) rated the quality of their equipment adequate while 2 (4.17 percent) people said their audiovisual equipment was not meeting the needs of their program participants.

The quality of classroom space was seen as modern by over half the respondents (26 of 48 or 54.17 percent). Eighteen of 48 (37.5 percent) reported adequate space but needing improvement. Four persons, 8.33 percent, rated classroom space available to them to be inadequate.

Over 60 percent of the instructors surveyed (29 of 48 or 60.42 percent) replied that classroom furniture, such as desks and chairs, were modern and of high quality. Fifteen (31.25 percent) felt furniture was adequate and 4 respondents, again 8.33 percent, judged these items to be of poor quality in their situations.

Finally, instructors were asked at what intervals their funding sources required evaluations of their programs. The majority (27 of 44 or 61.36 percent) reported being required to conduct annual program evaluations. Eight persons (18.18 percent) had evaluations of their programs held twice each year. Evaluations more than two times per year were required in 4 programs (9.09 percent). Five people (11.36 percent) reported that an evaluation was not a requirement of their funding source. (See Table 31).

TABLE 31

FUNDING SOURCE EVALUATION GED PROGRAM

REQUIREMENT	COMBINED TEACHER RESPONSES	
	N	%
Non-response	5	-
Once a Year	27	61.36
Twice a Year	8	18.18
More Than Twice a Year	4	9.09
Not a Requirement	5	11.36
Total	49	100%

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The responses analyzed in the previous Chapter were used to answer the questions put forth in the Methodology.

Question One: Is there a need for additional program development and inservice training for instructors in the Adult Education classes?

Responses to many of the items suggested there were indeed, areas within the various programs which could benefit from further development. Although respondents generally agreed that the space and time available to them was adequate to meet their program needs, there were considerable discrepancies reported among programs in terms of more tangible resources, such as library facilities or teaching aids.

A third of the respondents felt their programs were moderately limited by lack of contact with community resources and over 70 percent of them used these external resources only occasionally. In light of findings in the Evaluation of Adult Basic Education in Oklahoma for 1980-81 Appendix G in the Chapter IV introduction, it appears that developing means for Indian adult education program

instructors to more effectively utilize community resources would be a productive endeavor. In the aforementioned evaluation, several references were made to the beneficial support and involvement received from businesses, industries, churches, and other community agencies.

Question Two: What are those needs?

Although more than half of the respondents reported they received weekly inservice training, there were still areas in which many of them desired to have additional training or information. As noted previously, the more often selected areas were related to classroom performance, community relations and evaluation of students and programs. The greatest need was indicated for training in the use of counseling and supportive skills. This need was also noted in the Evaluation of Adult Basic Education and the problem solved in one instance by inviting professionals to visit classes and counsel students. Such a solution might also be considered for the Indian adult education programs.

Question Three: What are the general characteristics of the personnel and human and physical aspects of the institutions involved in the educational programs?

The general human and physical aspects of the institutions from the responses of the teachers and instructors profiles each of the program types that were developed.

Tribal programs were fairly evenly divided between high and low population programs, with slightly more than expected reporting high enrollments of 70 to 250 participants. The ages of those participating in Tribal programs was also distributed almost equally between low and high categories. There were more programs with long-term participants among the Tribal groups than BIA or Urban participants and fewer participants who stayed only one to six months. There were fewer Tribal programs with better library facilities that were found, as judged by a higher number of library volumes, but this difference was not large. Categorically, more Tribal programs had instructors with more experience teaching GED and ABE classes, but fewer instructors with high educational attainments. Inservice training in Tribal programs was more often offered weekly and budgets for those programs were more often less than \$86,000. However, almost half the Tribal program budgets were in the \$100,000 to \$1,000,000 range. Finally, representatives of Tribal programs reported slightly fewer numbers of first time GED test passing percentages, 75 and below, and slightly more percentages of 80 and above.

The BIA programs were also almost evenly divided between high and low participant population categories. There were slightly more numbers of programs with younger participants and more programs had participants enrolled for one to six months. In the BIA programs,

the distribution of reported number of library volumes between high and low categories was approximately even as was experience of teachers. However, more numbers of teachers in BIA programs had earned bachelor degrees or better. Perhaps for that reason, inservice training was reported to occur most often on an annual basis. Evaluations of instructors in BIA programs were almost exclusively conducted by supervisory personnel and all but one of the budgets fell into the low category (\$86,000 or less). Six of nine BIA instructors reported a 75 percent first time passing rate for their participants taking the GED exam.

In the urban programs, all instructors surveyed reported enrollments between six and 55. The average ages of participants in these programs were slightly more often categorized in the age group, 15 to 32. The urban programs were evenly divided between those with short and long enrollment times for their participants. All programs were reported to have access to libraries with 1,000 to 15,000 volumes and all instructors reported having two years or less experience teaching GED and ABE classes.

Question Four: What are the personal training needs of teachers and instructors for education programs?

The education attainment level of instructors in urban programs was almost evenly divided between high and low categories. Likewise, about half the instructors

reported evaluations conducted by external personnel and half by supervisors. One person reported peer evaluations. No budget information was reported from the urban programs and all instructors reported first time GED test passing rates of 65 percent or less.

Question Five: What are the characteristics of Adult Basic Education and General Education Development programs?

Finally, ABE and GED program characteristics were similar in many respects. In both types of program instructors indicated interviews were most often used as criteria for placement. A combination of individualized programmed instruction and classroom instruction was also used in both types of program. And both used pre- and post-tests most often to monitor and evaluate participants' progress.

A higher number of instructors in ABE programs reported participants were allowed to attend vocational training while a higher number of GED programs allowed participants to hold jobs.

Conclusions

The purpose of a process evaluation is to determine whether or not shortcomings exist in the implementation of a program. If problems are discovered, then solutions may be recommended. Thus, such an evaluation serves to answer questions and to pose new ones.

Conclusion: Question One.

There were certainly indications from the responses of those surveyed in this evaluation of adult Indian education that areas needing improvement did exist. It was also evident from the collected responses that the programs investigated varied greatly. Some served only a few students, others dealt with hundreds. Some received relatively small budgets, others as much as \$1,000,000. Some had high quality supplies readily available, others functioned as best they could with resources of insufficient quantity and/or quality.

Conclusion: Question Two.

Since no one questioned felt the amount budgeted for a particular program was any more than adequate, and since even people from programs with large budgets judged them inadequate (Table 18), it follows that an important area for continued evaluation is allocation of funds within a program. In addition, the interactions between fund allocation and other variables seem to worthy of further investigation. It has already been mentioned that the Evaluation of Adult Basic Education in Oklahoma, 1980-81 demonstrated the importance of involving community resources in adult education. Although the population in that study included blacks, Asian and Pacific Islanders, Hispanics and whites, as well as American Indians, the generalizability of this finding to the present situation is likely to hold.

Conclusion: Question Three.

Several questions arise when considering other variables in relationship to funding. Do instructor experience and frequency of inservice training outweigh shortages in facility resources? For example, Tribal programs more often had experienced instructors (Table 6) and held weekly inservice sessions (Tables 8 and 9). They were also often reported to in institutions with poor library facilities. Yet, Tribal program instructors most often said a high percentage of their participants passed the GED examination the first time they took it (Table 24). A large percentage of Tribal programs were reported to have large budgets (Table 16). Are those larger budgets being used to supplement poor institutional facilities' resources and, if so, are re-usable resources being accumulated for the future? On the other hand, all the urban programs were reported to have less experienced instructors (Table 6), and lower rates of first time GED test passing (Table 24). They also were all said to have better quality library facilities available to them.

Conclusion: Question Four.

The contrast between these findings and those regarding the Tribal programs just described, emphasize the need to have more information about funding allocation, quality of instruction, institutional resources and how

the three interact. More information is needed about program participants as well. What is the ratio of student to instructors in each type of program? Does the age of a participant affect interest, future prospects, and therefore, teachability? How long are participants in a program before taking GED or other exams? What are their initial achievement or attainment levels? For example, participants spent more time, on the average, in Tribal programs (Table 3). Was this because of lower initial education levels for participants in these programs or did the Tribal programs fill a need for long-term participant support not seen in other programs.

Conclusion: Question Five.

A major finding of ABE and GED program characteristic was the similarity in both programs' instructors that indicated interviews were most often used as the criteria for placement. As stated earlier a combination of individualized programmed instruction and classroom instruction was also used in both types of program. Both used pre- and post-tests most often to monitor and evaluate participants progress. Availability of training programs for instructors of ABE and GED classes has been disappointing. Instructors have attended several poor workshops over the years, they usually lasted for two days with participants telling how many students were enrolled in their centers. There needs to be a sharing

of materials, methods and techniques of teaching and instructing participants of ABE and GED classes.

Recommendations

In consideration of the foregoing summary, the following recommendations are made:

1. That program administrators and instructors be trained and encouraged to fully utilize community resources, especially in those programs with the most severe budget limitations.
2. That more information be collected or compiled concerning how recently instructors have been trained and how aware they are of research regarding teacher-student relations and student motivation in adult education programs.
3. That more information be collected or compiled concerning allocation of funds, particularly between high budget and low budget programs and between more and less "effective" ones (in terms of GED exam passage, etc.).
4. That more information be collected or compiled concerning participants in each program: ratio to teachers, plans at program completion, initial achievement levels.
5. That an output evaluation of adult Indian education programs be performed based on the information requested in items 1 through 4 and observed changes in participants, such as those listed in the Evaluation of Adult Education in Oklahoma, 1980-81: program completions, examinations passed, high school diplomas received, employment gains made, etc.

The Survey of Oklahoma Adult Comprehensive Learning Centers Administered by the Bureau of Indian Affairs and The Office of Indian Education Findings and conclusions successfully completed the study's objectives. First,

the survey provided a thorough and accurate description of the extent of educational attainment among adult Indian Educators in the state of Oklahoma. Second, the study was successful in helping develop an extensive data base of the programs and educational characteristics on the Indian Adult Education programs within the state and within the participating tribal groups. Third, by conducting a survey of these characteristics as part of the study, the survey results provide a detailed analysis of the personnel, employment and educational attainment of the educators of BIA, Tribal and Urban learning centers in the state of Oklahoma.

The study was unique in that it was administered in large part and in conjunction with numbers of the Indian community being surveyed. This insures that the people who would be responsible for implementing program development and modification called for by the survey results had the fullest opportunity to provide guidance in the research surveying the educational programs being affected. It surveyed the teacher training needs of ABE and GED instructors of Oklahoma Indians. This resulting research will then be returned to those tribes to (a) help them assess the educational needs of their communities, and (b) facilitate the coordination of their education efforts with those state and national agencies concerned with the educational needs of Indians

within Oklahoma. It utilized data which was exclusively collected by Native Americans. It developed a basic data base which was, in many cases, previously unavailable to the tribe or to any statewide Indian education effort.

However, as implicated by the findings, these programs need to expand beyond their present scope. There are substantial numbers of adults who have not completed even the eighth grade who also have a high degree of educational need. Yet studies' results indicate that high school drop-outs are the principal users of these two particular programs to persons having less than an eighth grade education which might potentially be used as a stepping stone to those more traditional type programs. Programs at all levels should be conducted as much as possible by members of the Indian community being served. (AIEP, p. 168).

BIBLIOGRAPHY

Periodical

Roth, E. "APL: A Ferment in Education." American Education. Vol. 12, No. 4. May, 1976.

Books

Adams, E.C. American Indian Education, Government Schools and Economic Progress. New York: Arno Press and The New York Times, 1971.

Adult Functional Competency: A Summary. Austin, Texas: University of Texas, 1975.

The Adult Performance Level Study. Austin, Texas: University of Texas, 1973.

Cohen, F.S. Handbook of Federal Indian Law. Albuquerque, New Mexico: University of New Mexico Press, 1942.

Fuchs, E., and Havinghurst, R.S. To Live on This Earth. Garden City, New York: Doubleday Press, 1972.

The Study of the Problems of Teaching English to American Indians. Washington, D.C.: Center of Applied Linguistics, 1967.

Government Documents

Adult Basic and Secondary Level Program Statistics. Department of Health, Education and Welfare. Washington, D.C.: National Center for Educational Statistics, 1975.

An Historical Perspective: The Adult Education Act. Washington, D.C.: U.S. Government Printing Office, 1966.

Annual Report of the Commissioner of Indian Affairs, 1885.

Collier, J. Indian Education: A National Tragedy--A National Challenge. Report of the Committee on Labor and Public Welfare. Special Subcommittee on Indian Education. United States Senate. Report No. 91-501, 91st U.S. Congress. Washington, D.C.: U.S. Government Printing Office, 1969.

The Condition of Education. Volumes I and II, 1977 ed. Department of Health, Education and Welfare. Washington, D.C.: National Center for Educational Statistics, 1977.

Galladay, M.A. The Condition of Education, ed. Department of Health, Education and Welfare. Washington, D.C.: National Center for Educational Statistics, 1977.

Indian Education: The Right To Be Indian. The Third and Fourth Reports to the Congress of the United States National Advisory Council on Indian Education. Washington, D.C.: U.S. Government Printing Office, 1976 and 1977.

Orso, N.A. Adult Basic and Secondary Level Program Statistics. National Center for Educational Statistics. Department of Health, Education and Welfare. Washington, D.C. U.S. Government Printing Office, 1975.

Participation in Adult Education. Department of Health, Education and Welfare. Washington, D.C.: National Center for Educational Statistics, 1969, 1972 and 1975.

Unpublished Materials

Annual Performance Report and Profile, Fiscal Year 1980-81. Oklahoma State Department of Education. Adult Basic Education Section, 1981.

Annual Reports. National Advisory Council on Adult Education, 1973-1977.

Fishbacher, T. A Study of the Role of the Federal Government in the Education of the American Indian. Doctoral dissertation. Arizona State University, 1967.

Northcutt, N. Adult Functional Competency: A Summary. Austin, Texas: University of Texas, 1975.

Proceedings of the Second National Indian Workshop on
School Affairs. Albuquerque, New Mexico,
February 22-28, 1970.

Rosenthal, E.L. Adult Education and Equal Opportunity.
Rutgers University: Rutgers Labor Education Center,
December, 1976.

REFERENCE LIST

Books

Good, C.V. (ed.). Dictionary of Education (3rd ed.).
New York: McGraw-Hill, 1973, p. 16.

Ibid., p. 598.

Meriam, L. A Survey of Teacher Training Needs of Adult
Basic Education, Problems of Indian Administration.
Baltimore, Maryland: John Hopkins Press, 1928,
pp. 21-22.

Ibid., p. 346.

Unpublished Materials

Hackbert, P., and Hall, P.R. Final Report: Literacy and
Education Among Adult Indians in Oklahoma. U.S.
Office of Education. Indian Education Division.
Title IV, Part C, Grant No. G007501757, 1976,
pp. 167-168.

Ibid., pp. 177-178.

H. Doc. No 146. 19th U.S. Congress. 1st Session.
March 11, 1824, p. 6.

Longacre, C.D. A Survey of Teacher Training Needs of
Adult Basic Education and General Education
Development Program Instructors in the Oklahoma
Penal System. Doctoral dissertation. University
of Oklahoma, 1981, p. 28.

Oklahoma State Census 40 SMSA 1980. Summary Tape File
3A, p. 1.

Overview of the Survey of Adult Indian Education: Needs
and Programs. Philadelphia, Mississippi: National
Indian Management Service of America, March, 1979,
pp. 8-10.

Ibid., pp. 12-16.

U.S. Census 1980. Summary Tape File 3C, p. 8.

APPENDIX A

LETTER TO PANEL OF EXPERTS



The University of Oklahoma

COLLEGE OF EDUCATION
820 Van Vleet Oval
Norman, Oklahoma 73019

98

September 13, 1982

Dear :

I am a doctoral student in Adult and Community Education at the University of Oklahoma, and writing my dissertation entitled "A Survey of Oklahoma Adult Comprehensive Learning Centers Administered By The Bureau of Indian Affairs And The Office of Indian Education." At this stage, I'am conducting a Statewide Survey of Indian adult education programs operated either by the Bureau Of Indian Affairs, Tribal Governments or the Office of Indian Education, Washington, D.C.

The Survey will be distributed to teachers and instructors of adult Indians across the state of Oklahoma. Before I can distribute this survey, I feel that I must seek the advice of a panel of experts, I realize that your time is at a premium, however, as a member of this panel, I would be advised by your expertise.

Enclosed please find one copy of the draft of the Survey of Adult Comprehensive Learning Centers, Teachers and Instructors. A copy of the Survey will be sent to each teacher and instructor of adult Indians also enclosed is a copy of the studys' questions and one self-addressed, stamped envelope.

When developing the Survey Instrument I was concerned about its length, yet I wanted to be sure that the questions would provide information which would allow the researcher to make conclusions

and recommendations about the quality of Adult Indian Education in the State of Oklahoma. Please read the question statements; then go through the survey and indicate what might be done to make the survey a more accurate and complete instrument. Again, I realize the demands upon your time; however, I believe that this type of research is greatly needed. I would appreciate it if you would return the information within the next two weeks. If you would like a copy of the results of this study, please make a note on the enclosed material.

Thank you very much for your time and effort.

Sincerely,

James Ahtone

Enclosures

APPENDIX B
PANEL OF EXPERTS

PANEL OF EXPERTS

Mary Jo Cole, Director
c/o Cherokee Capitol
Tahlequah, OK 74464

William Goombie, Coordinator
Anadarko Adult Comprehensive
Learning Center
Post Office Box 769
Anadarko, OK 73005

Belle Harjo, Director
Chickasaw Nation
1018 North Broadway
c/o Ada Rental
Ada, OK 74820

Leroy Howard, Business Manager
Seneca-Cayuga
Tribal Complex
Miami, OK 74354

Louis Keel, Attorney At Law
Deputy District Attorney Oklahoma
County
409 County Office Building
Oklahoma City, OK 73102

Barbara Lunsford, Quapaw Tribe
Beaver Springs Park
Quapaw, OK 74363

Elva Onco, Director
Post Office Box "G"
Carnegie, OK 73015

Leola M. Taylor, Education Specialist
Bureau of Indian Affairs
Muskogee, OK 74400

John E. Thompson, Education Specialist
Bureau of Indian Affairs
Anadarko Agency
Post Office Box 309
Anadarko, OK 73005

Buddy York, Director
Creek Nation
c/o Round House
Creek Capitol Building
Okmulgee, OK 74474

APPENDIX C
LETTERS OF PERMISSION



IN REPLY REFER TO:
Adult Education

104

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS

ANADARKO AGENCY

P. O. BOX 309

ANADARKO, OKLAHOMA 73005

September 21, 1981

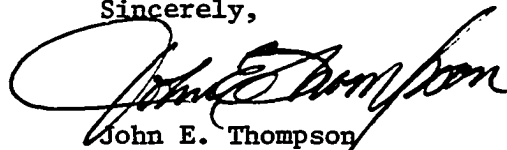
Mr. James Ahtone
3708 North West 58th Street
Oklahoma City, OK 73112

Dear Mr. Ahtone,

Thank you for your telephone call on 9/17/81. We are interested to know that you are doing a study of the impact the Bureau of Indian Affairs Adult Education programs and their staff have on the population. Our comprehensive adult learning centers have been operating for some time. We hope you will provide each of us a finished copy of your dissertation upon its completion. We will be happy to cooperate with you in your efforts. I understand from your phone call that you will want our teaching staff to fill out a questionnaire for you.

Please stop by each of our centers or our office if we can help you further.

Sincerely,



John E. Thompson
Education Specialist



105

IN REPLY REFER TO:

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
MUSKOGEE AREA OFFICE
MUSKOGEE, OKLAHOMA 74401

EDUCATION

September 18, 1981

Mr. James Ahtone
3709 N.W. 38th Street
Oklahoma City, Oklahoma 73112

Dear Mr. Ahtone:

In your quest and endeavor in behalf of Adult Education facilitated via Bureau of Indian Affairs and Public Law 93-638, Indian Self-Determination Act contracts, I am pleased and honored to submit the following programs funded under the auspices of the Muskogee Area for FY '81:

Cherokee Nation - Mary Jo Cole, Director
c/o Cherokee Capitol
Tahlequah, Oklahoma 74464
(918) 456-0671

You may wish copies of reports submitted by
Briggs ABE and GED
Tahlequah " "
Stilwell " "
Hulbert " "

Chickasaw Nation - Geraldine Greenwood, Director
1018 N. Broadway
c/o Ada Rental
Ada, Oklahoma 74820
(405) 332-7111

ABE and GED classes and graduates

Creek Nation - Buddy York, Director
c/o Round House
Creek Capitol Building
Okmulgee, Oklahoma 74447
(918) 756-8700

Inter-Tribal Council - Bill Christman, Executive Director
811 3rd Street, N.E.
Miami, Oklahoma 74354
(918) 542-8969

Seneca-Cayuga Tribe - Leroy Howard, Business Manager
Tribal Complex
Miami, Oklahoma 74354
(918) 542-6609

Quapaw Tribe - Barbara Lunsford
Beaver Springs Park
Quapaw, Oklahoma 74363
(918) 542-1853

Hopefully, the above will supply fruitful sources for your questionnaire and render, if not in total, at least something of your concern.

Let me know if I may be of service to you further in your quest for sufficiency in your doctoral program.

Sincerely,

Lesla M. Taylor

Education Specialist,
Adult Education and MIS

Approved:

Robert J. Perryhill
Area Education Programs Administrator

cc:ing

J.D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE-FEDERAL

MURL VENARD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
JOHN FOLKS, Associate Deputy Superintendent

2500 North Lincoln Boulevard

Oklahoma City, Oklahoma 73105

October 28, 1981

Mr. Jim Ahtone
3709 N. W. 58th Street
Oklahoma City, Oklahoma 73112

Dear Mr. Ahtone:

I am enclosing the material we discussed on the phone. Maybe this will be of some help. We may have other information or references that you may later on. If we can be of further service, do not hesitate to call on us.

Sincerely,

Johnny P. Howard
Johnny P. Howard, Administrator
Adult Education Section



APPENDIX D
SURVEY INSTRUMENT

SURVEY QUESTIONNAIRE

Section I

General Information

1. Respondent's Name: _____
Teaching Responsibility: _____
(subject area)

ABE _____
GED _____
Both _____
2. Institution Name: _____
3. Number of Adults: _____
4. Institute enrolls: Males _____
Females _____
Both _____
5. Average age of adult population in years of age: _____
(Your best guess.)
6. What is the average length of time served at this institution?
_____ (Your best guess.)
7. Approximately how many volumes do you have in your institutional library? _____
8. Are all these volumes available to adult students?

Yes _____ No _____
9. Is this availability in terms of space adequate to meet the needs and goals of your educational projects?

Yes _____ No _____
10. Is this availability in terms of time adequate to meet the needs and goals of your educational projects?

Yes _____ No _____

11. Do you have arrangements for interlibrary loans with public/private libraries?

Yes _____ No _____

12. How would you rate the library facilities in your institution?

Excellent _____ Adequate _____ Poor _____

13. How would you rate the availability of study space provided for out-of-class work?

Available _____
Available on a Limited Basis _____
Not Available _____

14. How would you rate the adequacy of study space provided for out-of-class work?

Conducive to Studing _____
Not Conducive to Studing _____

15. Do you use external resources (i.e., from the local community or industries) in your education programs?

Regularly _____ Occasionally _____ Never _____

16. To what extent are Your education programs limited in scope by lack of contact with community resources and experiences?

Not Limited _____
Moderately Limited _____
Very Limited _____

17. What is the general attitude of other institutional personnel towards the educational programs.?

Coordinator
Extremely Supportive _____
Moderately Supportive _____
Not Supportive _____
Hostile _____

Teachers
Extremely Supportive _____
Moderately Supportive _____
Not Supportive _____
Hostile _____

17. continue

<u>Administration</u>	
Extremely Supportive	_____
Moderately Supportive	_____
Not Supportive	_____
Hostile	_____

18. Does a record of an adult's educational progress go into a cumulative file?

Yes _____ No _____

19. If an adult who is referred for educational placement cannot be adequately placed in existing program offerings (e.g., because of extremely low level of achievement and/or serious learning disability), are there alternative placements or services available?

Yes _____ No _____

Section II

Personal Information

1. How many years have you been teaching GED or ABE classes at the institution where you are presently located?

Less than 1 year	_____	5 - 6 years	_____
1 - 2 years	_____	6 - 7 years	_____
2 - 3 years	_____	7 - 8 years	_____
3 - 4 years	_____	More than 8 years	_____
4 - 5 years	_____		

2. How many years have you been teaching GED and ABE classes?

Years _____

3. (a) Are you employed by the (BIA, Tribal or NAC, Native American Center*) as a GED or ABE instructor?

Full-time _____

Part-time _____

- (b) If part-time, what are your other responsibilities?

4. What is your present level of educational achievement?

_____ 12th Grade	_____ Bachelor Degree +
_____ 12th Grade +	_____ Masters Degree
_____ Vocational-Technical	_____ Masters Degree +
_____ Training	_____ Doctorate
_____ 1-2 Years of College	_____ Other (please specify)
_____ Associate of Arts Degree	_____
_____ Bachelor Degree	

*BIA Bureau of Indian Affairs
Tribal
NAC Native American Urban Center

5. What were/are your areas of specialization? Please indicate all appropriate areas:

6. What state certification do you presently hold?

☐ Elementary Education
☐ Adult Basic Education
☐ Secondary Education General
☐ Specific Subject Area
☐ Guidance

Specialist Certification

☐ Special Education
☐ Learning Disabilities
☐ Educative Mentally Retarded
☐ Speech Therapy
☐ Social Restoration
☐ Other (List) _____
☐ Reading

7. Are you presently involved in any training program outside the (BIA, Tribal and Native American Center) such as University, College, Vo-Tech, etc?

Yes _____ No _____

If yes, please specify: _____

8. Are you presently involved in any training programs sponsored (BIA, Tribal by the Native American Center)?

If yes, please specify: _____

9. What (BIA, Tribal and Native American Center) sponsored training programs have you participated in? (In the past five years.)

10. Please check any of the following program aspects of which you would like to have additional training or information:

- _____ (a) Writing Educational Goals and Principals
- _____ (b) Job Market Assessment
- _____ (c) Utilization of Community Resources
- _____ (d) Recruitment/Selection Procedures
- _____ (e) The Use of Counseling and Supportive Services
- _____ (f) Teaching Methods
- _____ (g) Pre- and Post-Testing Procedures
- _____ (h) Individual Programmed Instruction
- _____ (i) Classroom Instruction
- _____ (j) The Student Evaluation Process
- _____ (k) Teacher Centered Objectives/Competencies
- _____ (l) Content Centered Objectives/Competencies
- _____ (m) Student Centered Objectives/Competencies
- _____ (n) How to Write a Syllabus
- _____ (o) Textbooks, Equipment and Education Materials
Designed to Meet Special Needs
- _____ (p) Program and Student Evaluation
- _____ (q) Others (Please specify): _____

Section III

Program Information

1. Does the education program at your institution have a handbook or catalog describing available courses and programs?

Yes _____

No _____

If yes, is this handbook or catalog given to:

_____ All Adults

_____ No Answer

_____ Only Adults Interested
in Education

2. What tests are administered to adults upon entering an Adult Comprehensive Learning Centers?

_____ Stanford Achievement Test

_____ California Achievement Test

_____ Tests of Adult Basic Education

_____ Wechsler Intelligence Test

_____ Stanford Binet Intelligence Test

_____ Minnesota Multiphasic Personality Inventory

_____ I am not aware of what tests are administered

_____ Others (Please specify): _____

Are your students' test results/scores readily available to you?

Yes _____

No _____

3. What additional tests are administered by your institution which are of assistance to you in your classroom situation? Please specify: _____
- _____
- _____

4. Do you have access to adults' educational records as they pertain to previous educational levels of attainment such as completion of 8th grade, GED completion, college entry, etc.?

Yes _____

No _____

If no, do you think this information would be beneficial to you as a GED or ABE instructor?

Yes _____

No _____

5. How many adults are currently participating in your classes?

_____ Adults

6. Which parts of your education program are compulsory? (You may check more than one.)

_____ Adult Basic Education (ABE)

_____ GED Program

_____ Vocational Education

_____ None

_____ Specified Grade

_____ Equivalency

_____ Other

7. How many of the adults are given academic and/or vocational counseling prior to the selection of an educational or vocational training program?

_____ All of them

_____ Most of them

_____ Very few of them

_____ None of them

8. Are classes provided in English as a second language?

Yes _____

No _____

9. Are education programs available for you (you may check more than one):

_____ Institutional staff combined in classes with adults

_____ Separate classes for institutional staff

_____ No classes available for institutional staff

10. Are adults permitted to take books or materials home?

Yes _____

No _____

11. Are inservice training courses available?

_____ Mandatory

_____ Optional

_____ Not available

12. How often are inservice training courses offered?

☐ Weekly ☐ Other (Please specify):
☐ Monthly
☐ Annually _____

13. How often are regular evaluations of educational staff conducted?

☐ Annually ☐ Other (Please specify):
☐ Monthly
☐ Not Conducted _____

14. By whom are evaluations of educational staff conducted?
(You may check more than one.)

☐ External Personnel ☐ Other (Please specify):
☐ Supervisors
☐ Peers _____
☐ Adults

15. Are adults employed as support or teaching staff in your education program?

Yes ☐ No ☐

If yes, check which of the following responsibilities are given to adults:

☐ Teacher Aides ☐ Monitoring Equipment
☐ Assigned Tutoring ☐ Classroom Teaching
☐ Other (Please specify):

16. How would you rate the following factors in the part they plan in determining whether an adult becomes involved in educational programs? (Circle one for each item.)

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Moderately</u> <u>Important</u>	<u>Not</u> <u>Important</u>
Recommendations of Counselor	4	3	2	1
Test Results	4	3	2	1
Adult Interest	4	3	2	1
Other (Please specify):	4	3	2	1

17. What percent of the total institutional budget is given to education? _____%

18. What is your annual budget for educational programs? (Include internal and external funding sources.) _____

19. Do you consider this amount:

_____ Generous _____ Adequate _____ Inadequate

20. Using the scale to the right of each item, indicate how seriously the following items are problems with respect to your ability to meet adults' learning needs.

	<u>Not a</u> <u>Problem</u>				<u>Serious</u> <u>Problem</u>
Lack of Adequate Liaison with teacher staff	1	2	3	4	5
Conflicts with Other Institutional Program for Adults (Religious, recreational, cultural, etc.)	1	2	3	4	5
Lack of Qualified Teachers	1	2	3	4	5
Lack of Supplementary Staff (Educational counselors, psychologist, etc.)	1	2	3	4	5

	<u>Not a Problem</u>			<u>Serious Problem</u>	
Lack of Educational "Hard- ware" (Videocassettes, tapes, etc.)	1	2	3	4	5
Lack of Educational "Soft- ware" (Workbooks, texts, etc.)	1	2	3	4	5
Lack of Inservice Training for Staff	1	2	3	4	5
Lack of Instructional Mater- ial Related to Adults Needs	1	2	3	4	5
Lack of Adequate Books, Tools & Other Educational Materials	1	2	3	4	5
Lack of Study Areas Con- ducive to Good Learning	1	2	3	4	5
Inadequate Library Facilities	1	2	3	4	5
Low Student Motivation	1	2	3	4	5
Lack of Adequate Funding	1	2	3	4	5
Lack of Administrative Support	1	2	3	4	5

Section IV

Adult Basic Education Programs (ABE)

1. What specific criteria are used for placement of an adult in the ABE program? (You may check more than one.)

<input type="checkbox"/> Achievement Tests	<input type="checkbox"/> Grade Level
<input type="checkbox"/> Intelligence Tests	<input type="checkbox"/> Interviews

2. If grade level is used for placement, please specify your cut-off points: _____
- _____

3. Which of the following best describes the ABE program? Please check only one.

<input type="checkbox"/> Individualized Programmed Instruction
<input type="checkbox"/> Classroom Instruction
<input type="checkbox"/> Both of These
<input type="checkbox"/> Other (Please specify) _____

4. How is an adult's progress in the ABE program monitored and evaluated? (You may check more than one.)

<input type="checkbox"/> Use of Pre- and Post-Tests
<input type="checkbox"/> Staff Meetings
<input type="checkbox"/> Written Reports from Teachers
<input type="checkbox"/> Interviews with Educational Counselor
<input type="checkbox"/> Other (Please specify) _____

5. How is the adult made aware of his or her progress? (You may check more than one.)

<input type="checkbox"/> Grades	<input type="checkbox"/> Written Evaluations
<input type="checkbox"/> Conferences	<input type="checkbox"/> Other (Please specify)

6. If a student is enrolled in the ABE program, which of the following can he/she participate in simultaneously? (You may check more than one.)

____ Vocational Education
____ Work

____ Social Education
None of These

7. Do you have a list of specific objectives and/or competencies for the ABE program?

Yes

No _____

If yes, is this list made available to: (You may check more than one.)

____ Teachers ____ Students ____ Counselors
____ Others (Please specify) _____

8. Are these objectives/competencies: (You may check more than one.)

_____ Teacher-Centered
 _____ Content-Centered
 _____ Student-Centered

9. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one.)

☐ Standardized Tests ☐ Work Sample
☐ Criterion-Based Tests ☐ Other (Please specify)
 (Teacher-made) _____
☐ Observation

10. Is there a syllabus for each ABE course being offered?

Yes _____

No _____

11. Does the ABE program operate on: (You may check more than one.)

 A Semester Basis
Night School

_____ An On-Going Basis
Day School

12. Can a student enter the program:

_____ At any time
_____ Other (Please specify)

____ At the beginning of a semester

13. How would you rate the availability and quality of the following items for the ABE program? (Circle one number under Availability and one under Quality for each item listed.)

Availability*Quality**

1	2	3	Textbooks	1	2	3
1	2	3	Charts, Graphs, Globes and Maps	1	2	3
1	2	3	Educational Films and Filmstrips	1	2	3
1	2	3	Audiovisual Equipment	1	2	3
1	2	3	Classroom Space	1	2	3
1	2	3	Desk, Chairs & Other Classroom Furn.	1	2	3

*Availability**Quality

- 1-Sufficient to Meet Needs of All Classes
 2-Available in Limited Quantity
 3-Definitely Insufficient

- 1-Modern and of High Quality
 2-Adequate But Needs Improvement
 3-Poor Quality and Not Meeting Needs

14. Do you use materials designed for adult illiterates and low level readers?

Yes _____

No _____

15. Does your finding source for the ABE program require that a program evaluation be done?

_____ Once a Year

_____ Twice a Year

_____ Other (Please specify)

_____ More than Twice a Year

_____ Not a Requirement

Section V

Secondary/GED Programs (SE/GED)

1. What specific criteria are used for placement of an adult in the GED or Secondary program? (You may check more than one.)
 - ☐ Achievement Tests
 - ☐ Intelligence Tests
 - ☐ Grade Level
 - ☐ Interviews
2. If grade level is used for placement, please specify your cut-off points:

3. Which of the following best describes the GED or Secondary program? (Please check only one.)
 - ☐ Individualized Program Instruction
 - ☐ Classroom Instruction
 - ☐ Both of these
 - ☐ Other (Please specify) _____
4. How is an adult's progress in the GED or Secondary program monitored and evaluated? (You may check more than one.)
 - ☐ Use of Pre- and Post-Tests
 - ☐ Staff Reports from Teachers
 - ☐ Written Reports from Teachers
 - ☐ Interviews with Educational Counselor
 - ☐ Other (Please specify) _____
5. How is the adult made aware of his or her progress? (You may check more than one.)

<input type="checkbox"/> Grades <input type="checkbox"/> Conferences <input type="checkbox"/> Written Evaluations	<input type="checkbox"/> Other (Please specify) _____ _____
---	--
6. Upon completion of the GED or Secondary program, is a formal staffing held for each adult to formulate recommendations for further educational or alternative placement within the institution?

Yes _____ No _____

7. Please provide the following information about the GED test:

GED Test is Offered _____ GED Test is not Offered _____

If the GED test is offered, please answer the following:

Number of times the GED test is offered per year _____

Average number of adults taking the exam per year _____

Based on the last two years, what percent of those
adults taking the GED test for the first time
are able to pass? _____

What are the requirements for taking the GED test?
(You may check more than one.)

_____ Class Attendance
_____ Grade Level

_____ Particular Courses
_____ Other (Please specify)

8. If a student is enrolled in the GED or Secondary program, which of the following can he/she participate in simultaneously?
(You may check more than one.)

_____ Vocational Education
_____ Social Education
_____ Work

_____ Post Secondary Education
_____ None of these

9. Do you have a list of specific objectives and/or competencies for the GED or Secondary Program?

Yes _____

No _____

10. Are these objectives/competencies: (You may check more than one.)

_____ Teacher-Centered
_____ Content-Centered
_____ Student-Centered

11. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one.)

_____ Standardized Tests
_____ Criterion-Based Tests
(Teacher-made)
_____ Other (Please specify)

_____ Observation
_____ Work Sample

12. Is there a syllabus for each GED or Secondary course being offered?

Yes _____ No _____

13. Does the Secondary or GED program operate on: (You may check more than one.)

_____ A Semester Basis _____ An On-Going Basis
 _____ Night School _____ Day School

14. Can a student enter the program:

_____ At Any Time _____ Other (Please specify)
 _____ At the Beginning
 of a Semester _____

15. How would you rate the availability and quality of the following items for the Secondary/GED program? (Circle one number under Availability and one under Quality for each item listed.)

Availability*

Quality**

1	2	3	Textbooks	1	2	3
1	2	3	Charts, Graphs, Globes and Maps	1	2	3
1	2	3	Educational Films and Filmstrips	1	2	3
1	2	3	Audiovisual Equipment	1	2	3
1	2	3	Classroom Space	1	2	3
1	2	3	Desks, Chairs & Other Classroom Furn.	1	2	3

*Availability

**Quality

1-Sufficient to Meet Needs of All Classes
 2-Available in Limited Quantity
 3-Definitely Insufficient

1-Modern and of High Quality
 2-Adequate But Needs Improvement
 3-Poor Quality and Not Meeting Needs

16. Does your funding source for the Secondary/GED program require a program evaluation be done?

_____ Once a Year _____ More than Twice a Year
 _____ Twice a Year _____ Not a Requirement
 _____ Other (Please specify)

APPENDIX E
SURVEY COVER LETTER



The **University of Oklahoma**

COLLEGE OF EDUCATION
820 Van Vleet Oval
Norman, Oklahoma 73019

126

September 13, 1981

Dear :

My doctoral committee at the University of Oklahoma has approved my proposal to Survey ABE and GED Program Teachers needs at B.I.A. Tribal and Urban Adult Comprehensive Learning Centers in Oklahoma. Please be kind enough to participate in the study by answering the following questionnaire, I am aware of the demands on your time, so the questionnaire is designed to be completed quickly. The information you supply will be extremely useful for my study. Rest assured that all responses, names and positions will be kept in the utmost confidence.

I will make available to each respondent a final copy of my study upon request for your support and cooperation in this study. It is vitally important that the questionnaire be completed and returned by _____ in order to complete the first phase of the study. Your help is most important and deeply appreciated.

Sincerely,

James Ahtone

APPENDIX F
FOLLOW-UP LETTER



The
University of Oklahoma

COLLEGE OF EDUCATION
820 Van Vleet Oval
Norman, Oklahoma 73019

128

October 2, 1981

Dear :

I am writing in regard to a Questionnaire I sent you approximately three weeks ago. The questionnaire requested specific information about your Adult Indian Education Center. I have not received the information requested and want to take this opportunity to send you an identical Survey and request, if you would, please take time to fill it out and return it to me. Your time is very valuable; however, this type of research is of vital importance to expand and increase knowledge in the field of Adult Indian Education.

Your cooperation and consideration in completing the questionnaire and enclosing it in the self-addressed, stamped envelope within the next few days will be highly appreciated.

Thank you again for your time.

Sincerely,

James Ahtone.

APPENDIX G

ANNUAL PERFORMANCE REPORT AND
PROFILE FOR FISCAL YEAR 1980-81

EVALUATION OF
ADULT BASIC EDUCATION
1980 - 81

Statutory Designation

Adult Education Act, Title XIII-A of Public Law 95-561.

Purpose or Goal

To provide adults with less than an eighth grade education an opportunity to continue their formal academic development to a higher socioeconomic level.

State and Federal Allocation of Funds

	Federal	State
FY-1971	\$ 591,894.00	\$ 0
FY-1972	620,400.00	0
FY-1973	1,011,451.00*	0
FY-1974	665,854.00	0
FY-1975	910,306.00	0
FY-1976	910,306.00	0
FY-1977	944,441.00	0
FY-1978	1,068,797.00	0
FY-1979	1,198,479.00	0
FY-1980	1,315,509.00	0
FY-1981	1,315,509.00	0
FY-1982	1,315,509.00	146,300.00

*\$345,597.00 of this allocation was impounded funds released by the president.

Education Needs - Adults in Oklahoma (25 years of age and older)

<u>Grade Level Completed</u>	<u>1970</u>	<u>1978**</u>
No Formal Education	17,322	18,856
1 - 4 grade level	62,209	68,545
5 - 7 grade level	149,973	164,847
8th grade level	188,663	206,156
1 - 3 yrs. high school	<u>269,125</u>	<u>299,001</u>
(Eligible Adults)	687,292	757,405

**Estimated census data obtained from Oklahoma State Employment Security Commission.

Scope

Forty-one (41) local education agencies were established to serve as area Adult Learning Centers for two hundred and fifteen (215) local education agencies in the state. The area Adult Learning Centers and their Satellites are as follows:

<u>Adult Learning Center</u>	<u>Satellites</u>
Ada	Byng
Altus	Hollis, Granite, Olustee, Frederick, Grandfield, Synder, Eldorado, Chattanooga
Anadarko	Fort Cobb, Carnegie, Lookeba, Sickles, Binger
Ardmore	Marietta, Healdton, Ringling, Davis
Bartlesville	Ramona, Copan Nowata
Chickasha	Alex
Clinton	Weatherford, Cordell
Drumright	Speery, Sapulpa, Broken Arrow, Cushing, Mounds, Kellysville, Central Vo-Tech, Owasso, Cleveland, Chandler, Bristow, Okemah, Prague, Keystone
Duncan	Walters, Waurika, Marlow, Velma-Alma
Durant	Atoka, Coalgate, Madill
Elk City	Hobart, Western Vo-Tech, Hammon, Erick
Enid	
Fairview	Garber, Alva Vo-Tech, Pond Creek, Hennessey
Guymon	
Hugo	Fort Towson, Grant, Nashoba
Idabel	Valliant, Wright City, Haworth, Smithville
Lawton	Cache, Pleasnat Valley
McAlester	Haileyville, Kiowa, Calvin, Canadian, Eufaula
Moore	Edmond, Mustang, Millwood, El Reno Vo-Tech Yukon, Tinker Air Force Base, South Oklahoma City Jr. College, Choctaw
Muskogee	Taft, Haskell, Oktaha, Checotah, Porum, Sims Boynton, Wagoner, Warner
Norman	Noble, Central State Hospital, Mental Health Center
Oklahoma City	Eighteen local satellites within OKC Sch. Dist.
Okmulgee	Henryetta
Pauls Valley	Lindsey, Wynnewood, Stratford, Wayne, Sulpur, Maysville, Purcell
Pawhuska	Hominy, Barnsdall
Poteau	Cameron, Arkoma, Spiro, Fort Coffee, Pacola, Panama, Heavener

<u>Adult Learning Center</u>	<u>Satellites</u>
Ponca City	Tonkawa
Pryor	Bluejacket, Chelsea, Afton, Oak Hill, Claremore Colcord, Cherokee Hts., Bull Hollow, Kenwood Ballau, Jay, Vinita, Eucha, Commerce, Catoosa Grove, Pitcher
Sallisaw	Belfonte, Kentucky, Stilwell, Muldrow, Marble City, Roland, Vian
Shawnee	Maud, McLoud, Wanette, Techumseh, Harrah, Macomb, Boley
Stigler	Kinta
Stillwater	Perry, Pawnee, Fairfax, Perkins-Tyron
Tahlequah	Briggs
Talihina	Fanshawe, Albion
Tulsa	Eighteen local satellites within City system, Coweta, Sand Springs, Skiatook
Watonga	Geary, Kingfisher
Wewoka	Konawa, Seminole
Wilburton	Red Oak
Woodward	

There were 14,787 adults participating in the Adult Education Program through the Adult Learning Centers and their satellites. The participants by learning level were as follows:

Level 1 - 12,510

Level 2 - 2,277

The Adult Learning Centers were served by the following personnel:

State Department of Education	4
Local Administrators	45
Professional (Teachers)	452
Paraprofessional	38

Kind of projects or components with number of learner participants per component:

Elementary and Junior High (ABE)	1,074
Secondary	3,412
Community College	401
Learning Center	4,361
Correctional Institution	2,820
Other locations	2,719

Evidence of Program Effectiveness

For evaluating the effectiveness of the program in academic standards, many standardized tests are used as well as teacher evaluations. Some of the standardized tests used are:

Adult Learning Examination	California Achievement Test
S.R.A. Achievement Series	Metropolitan Achievement Test
Jordan Reading Survey	

Observed changes in target participants can be documented in the following terms:

7,362	-	completed A.B.E. program through the eighth grade
0	-	enrolled in high school after completing the adult program
2,924	-	passed G.E.D. examination
9	-	graduated from high school after starting A.B.E. program
1,543	-	employed as a result of the A.B.E. program
178	-	registered to vote for the first time
60	-	became U.S. citizens
1,455	-	obtained a better job or salary increase
660	-	were removed from public assistance

Oklahoma
State

Annual Performance Report
OKLAHOMA
FY-81

Profile A

Table 1 Part A and B Profile of adult education participants.

LEVEL I													
Age	American Indian		Black		Asian or Pacific Islander		Hispanic		White		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
24	162	231	312	284	273	241	264	264	1,485	2,474	2,496	3,494	5,990
44	192	179	558	242	186	260	233	205	1,429	1,734	2,598	2,620	5,218
59	29	59	41	84	31	34	40	61	161	334	302	572	874
or Older	3	11	45	70	1	2	3	2	78	213	130	298	428
Total	386	480	956	680	491	537	540	537	3,153	4,755	5,526	6,984	12,510
Grand Total	866		1,636		1,028		1,072		7,908		12,510		

Oklahoma

State

Annual Performance Report

OKLAHOMA
FY-81

Profile A

1 Part A and B Profile of adult education participants.

LEVEL II												
American Indian		Black		Asian or Pacific Islander		Hispanic		White		Total		Grand Total
M	F	M	F	M	F	M	F	M	F	M	F	
42	38	26	116	11	17	6	9	284	578	369	758	1,127
10	22	25	75	12	23	11	9	196	570	254	699	953
3	9	0	1	0	1	1	0	23	95	27	106	133
0	0	5	23	0	1	0	0	12	23	17	47	64
55	69	56	215	23	42	18	18	515	1,266	667	1,610	2,277
124		271		65		36		1,781		2,277		

Profile B

Employed	2,409	2,920
Unemployed	633	1,886
Nonworkers	271	1,157
Receiving public Assistance	219	968
Handicapped	203	234
Adults with limited English Proficiency	892	1,135
Adults in rural areas	840	2,154
Adults in urban areas with high rates of unemployment	966	1,673
Immigrant Adults	970	721
Institutionalized Adults	2,718	361

Table 2. Number of participants by educational functioning level and type of services received.

Educational Functioning Level	SERVICES													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	Totals
	Job referral	Training referral	Counseling	Day Care	Transportation	Bilingual Instruction	ESL Instruction	Homebased instruction	Correspondence instruction	Tutorial instruction	Other (specify)	Other (specify)	Other (specify)	
A. Level I	1,730	780	3,047	173	141	83	1,925			4,631				12,510
B. Level II	603	67	792	2	50	8	54	0	0	701	0	0	0	2,277

Table 3, Part B. Number of Participants by location of program

Location of program (a)	Number of Participants (b)
1. Business and industry facilities	18
2. Vocational and technical schools	919
3. Union halls	69
4. CITA program facilities	3
5. Other manpower and training agency facilities	51
6. Community colleges (junior college)	401
7. Colleges and universities	4
8. Elementary schools	1,074
9. High schools	3,412
10. Other public educational agencies and institutions (specify)	308
11. Other private educational agencies and institutions (specify)	107
12. Correctional institutions	2,820
13. Hospitals	0
14. Institutions for the handicapped	184
15. Facilities of other agencies for institutionalized persons	37
16. Voluntary organization facilities	0
17. Community organization facilities	196
18. Fraternal and sororal organization facilities	0
19. Health agency facilities	57
20. Antipoverty program facilities	54
21. Libraries	276
22. Churches	54
23. Adult Learning Center	4,361
24. Other (specify)	382
Totals	14,787

Table 4. Number of Personnel, by Organizational placement and type of job performed and by number taking training.

Organizational Placement And Type of Job Performed (a)	Adult Education Personnel			
	Paid Personnel		Volunteers (d)	Number Taking Training (e)
	Total Number of Personnel (b)	Equivalent Number of Full-Time Personnel (c)		
1. State level Administrative Supervisory Personnel	4	4		4
2. Local Administrative and Supervisory Personnel	45	9.0		36
3. Local Teachers	452	75.0		284
4. Local Counselors	13	2.5		9
5. Local Paraprofessionals	38	6.3		14
6. Other (Specify) <u>custodians</u>	9	1.3		0

Table 5. Participant Achievements

Achievements	Number of Participants
<u>Educational</u>	
1. Improved basic skills for personal satisfaction and increased self-confidence	8,251
2. Obtained or improved competencies in:	3,587
a. government and law	3,484
b. community resources	3,213
c. consumer economics	1,893
d. parenting	3,241
e. occupational knowledge	3,169
f. health care	453
g. other	
3. Were Level I and learned reading, writing, and math skills	7,762
4. Obtained an adult high school diploma (Carnegie units)	9
5. Passed the GED Test	2,924
6. Learned the English language (for participants whose primary language is not English)	1,648
7. Entered another education/training program	863
<u>Societal</u>	
8. Received U.S. citizenship	60
9. Voted for first time	178
<u>Economic</u>	
10. Obtained a job	1,144
11. Obtained a better job or salary increase	1,272
12. Were removed from public assistance	496
<u>Other</u>	
13. Other (specify) _____	0
14. Other (specify) _____	
15. Other (specify) _____	

Table 6. Number of participants leaving the program and their reasons

Reasons for leaving	Number of participants
1. Completed their objectives	3,642
2. Reasons for leaving before completing their objectives:	219
a. Health problems	
b. Child care problems	223
c. Transportation problems	181
d. Family problems	294
e. Location of class	173
f. Lack of interest; instruction not helpful to participant	691
g. Time class/program is scheduled	91
h. Other known reasons (specify)	682
i. Unknown reasons	725

APPENDIX H

QUESTIONNAIRE RESULTS FROM THE BIA, TRIBAL AND
URBAN ABE/GED TEACHERS AND INSTRUCTORS. AND
TEACHER RESPONSES TO QUESTIONNAIRE OPEN-ENDED QUESTIONS

SURVEY QUESTIONNAIRE

Section I

General Information

1. Respondent's Name: _____

Teacher Responsibility: _____
(subject are)

	Number of Respondents	Percent
ABE	14	28.57%
GED	3	6.12%
Both	<u>32</u>	<u>65.31%</u>
	49	100.00%

2. Institution Name: _____

Type of Center	Number of Respondents	Percent
1	1	2.04%
2	4	8.16%
3	2	4.08%
4	9	18.37%
5	16	32.65%
6 BIA	9	18.37%
7 Urban	<u>8</u>	<u>16.33%</u>
	49	100.00%

3. Number of Adults: _____

Adult Participants	Number of Respondents	Percent
Non-response	1	
6	7	14.58%
10	1	2.08%
12	1	2.08%
20	1	2.08%
25	3	6.25%
26	2	4.17%
27	2	4.17%
35	4	8.33%
40	1	2.08%
42	1	2.08%

Adult Participants	Number of Respondents	Percent
55	1	2.08%
70	1	2.08%
75	6	12.50%
76	2	4.17%
80	1	2.08%
150	9	18.75%
250	5	10.42%
	<u>49</u>	<u>100.00%</u>

4. Institute enrolls: Males _____
 Females _____
 Both 49 (100.00%)

5. Average age of adult population in years of age: _____
 (Your best guess.)

Average Age	Number of Respondents	Percent
15	1	2.04%
17	1	2.04%
20	5	10.20%
24	1	2.04%
25	4	8.16%
27	1	2.04%
28	2	4.08%
30	8	16.33%
32	2	4.08%
34	1	2.04%
35	18	36.74%
40	2	4.08%
42	2	4.08%
45	1	2.04%
	<u>49</u>	<u>100.00%</u>

6. What is the average length of time served in this institution?
 _____ (Your best guess.)

Months in Program	Number of Respondents	Percent
1	5	10.20%
3	2	4.08%
4	10	20.41%
6	14	28.57%
12	14	28.57%
24	2	4.08%
36	1	2.04%
96	1	2.04%
	<u>49</u>	<u>100.00%</u>

7. Approximately how many volumes do you have in your institutional library? _____

Number of Library Volumes	Number of Respondents	Percent
Non-response	4	
5	4	8.89%
100	1	2.22%
150	1	2.22%
200	2	4.44%
300	4	8.89%
500	1	2.22%
600	2	4.44%
800	4	8.89%
900	1	2.22%
1000	9	20.00%
1600	2	4.44%
2000	1	2.22%
3000	2	4.44%
3200	2	4.44%
3500	3	6.67%
4000	1	2.22%
6000	1	2.22%
10000	1	2.22%
12000	1	2.22%
15000	2	4.44%
	<u>49</u>	<u>100.00%</u>

8. Are all these volumes available to adult students?

Yes 44 (89.80%)

No 5 (10.20%)

9. Is this availability in terms of space adequate to meet the needs and goals of your educational projects?

Yes 43 (89.58%)

No 5 (10.42%)

Non-response 1

10. Is this availability in terms of time adequate to meet the needs and goals of your educational projects?

Yes 46 (93.88%)

No 3 (6.12%)

11. Do you have arrangements for interlibrary loans with public/private libraries?

Yes 21 (42.86%)

No 28 (57.14%)

12. How would you rate the library facilities in your institution?

Excellent 10 (20.41%) Adequate 31 (63.27%) Poor 8 (16.33%)

13. How would you rate the availability of study space provided for out-of-class work?

Available	<u>36 (73.47%)</u>
Available on a Limited Basis	<u>11 (22.45%)</u>
Not Available	<u>2 (4.08%)</u>

14. How would you rate the adequacy of study space provided for out-of-class work?

Conducive to Studying	<u>42 (85.71%)</u>
Not Conducive to Studying	<u>7 (14.29%)</u>

15. Do you use external resources (i.e., from the local community or industries) in your education programs?

Regularly	<u>12 (24.49%)</u>	Occasionally	<u>35 (71.43%)</u>
Never	<u>2 (4.08%)</u>		

16. To what extent are Your education programs limited in scope by lack of contact with community resources and experiences?

Not Limited	<u>28 (58.33%)</u>
Moderately Limited	<u>16 (33.33%)</u>
Very Limited	<u>4 (8.33%)</u>

17. What is the general attitude of other institutional personnel towards the educational programs?

<u>Coordinator</u>	
Extremely Supportive	<u>33 (68.75%)</u>
Moderately Supportive	<u>15 (31.25%)</u>
Not Supportive	<u> </u>
Hostile	<u> </u>
Nonresponse	<u>1</u>

<u>Teachers</u>	
Extremely Supportive	<u>34 (70.83%)</u>
Moderately Supportive	<u>14 (29.17%)</u>
Not Supportive	<u> </u>
Hostile	<u> </u>
Nonresponse	<u>1</u>

<u>Administration</u>	
Extremely Supportive	<u>34 (70.83%)</u>
Moderately Supportive	<u>13 (27.08%)</u>
Not Supportive	<u>1 (2.08%)</u>
Hostile	<u> </u>
Nonresponse	<u>1</u>

18. Does a record of an adult's educational progress go into a cumulative file?

Yes 45 (91.84%)

No 4 (8.16%)

19. If an adult who is referred for educational placement cannot be adequately placed in existing program offerings (e.g., because of extremely low level of achievement and/or serious learning disability), are there alternative placements or services available?

Yes 33 (70.21%)

No 14 (29.79%)

Non-response 2

Section II

Personal Information

1. How many years have you been teaching GED or ABE classes at the institution where you are presently located?

Less than 1 year	<u>21 (42.86%)</u>	5 - 6 years	<u>1 (2.04%)</u>
1 - 2 years	<u>7 (14.29%)</u>	6 - 7 years	
2 - 3 years	<u>7 (14.29%)</u>	7 - 8 years	<u>2 (4.08%)</u>
3 - 4 years	<u>6 (12.25%)</u>	More than 8 years	<u>2 (4.08%)</u>
4 - 5 years	<u>3 (6.12%)</u>		

2. How many months have you been teaching GED and ABE classes?

Months _____

Months Teaching GED/ABE	Number of Instructors	Percent
Non-response	6	
0	3	6.98%
1	3	6.98%
6	5	11.63%
12	9	20.93%
24	4	9.30%
29	1	2.33%
30	3	6.98%
36	2	4.65%
48	7	16.28%
60	1	2.33%
72	1	2.33%
96	<u>4</u>	<u>9.30%</u>
	49	100.00

3. (a) Are you employed by the Bureau of Indian Affairs as a GED or ABE instructor?

Full-time 36 (75%) Part-time 12 (25%) Non-response 1

(b) If part-time, what are your other responsibilities?

Other Responsibilities	Number of Instructors	Percent
Non-response	1	
2 ABE/GED	34	70.83%
3 Aide-Tutor-Student	6	12.50%
5 Physical Ed.	1	2.08%
8 Outside employment	1	2.08%
9 Clerical-administrative	<u>6</u>	<u>12.50%</u>
	49	100.00%

4. What is your personal level of educational achievement?

<u>7 (14.58%)</u>	12th Grade	<u>2 (4.17%)</u>	Bachelor Degree +
<u>6 (12.50%)</u>	12th Grade +	<u>1 (2.08%)</u>	Masters Degree
<u>1 (2.08%)</u>	Vocational-Technical	_____	Masters Degree +
	Training	_____	Doctorate
<u>11 (22.92%)</u>	1-2 Years of College	_____	Other (please
<u>11 (22.92%)</u>	Associate of Arts Degree	_____	specify)
<u>9 (18.75%)</u>	Bachelor Degree	_____	
		<u>1</u>	Non-response

5. What were/are your areas of specialization? Please indicate all appropriate areas:

Specialization	Number of Instructors	Percent
Non-response	4	
1	8	17.78%
2	4	8.89%
3	7	15.56%
4	2	4.44%
5	3	6.67%
6	8	17.78%
7	4	8.89%
8	3	6.67%
9	<u>6</u>	<u>13.33%</u>
	49	100.00%

6. What state certification do you presently hold?

<u>3 (17.65%)</u>	Elementary Education
<u>2 (11.77%)</u>	Adult Basic Education
<u>5 (29.41%)</u>	Secondary Education General
<u>4 (23.53%)</u>	Specific Subject Area
<u>3 (17.65%)</u>	Guidance
<u>32</u>	Non-response

	<u>Specialist Certification</u>
<u> </u>	Special Education
<u> </u>	Learning Disabilities
<u> </u>	Educative Mentally Retarded
<u> </u>	Speech Therapy
<u>1</u>	Social Restoration
<u> </u>	Other (List) _____
<u> </u>	Reading
<u>48</u>	Non-response

7. Are you presently involved in any training program outside the Bureau of Indian Affairs (not sponsored by the Bureau) such as University, College, Vo-Tech, etc.?

Yes 9 (18.75%) No 39 (81.25%) Non-response 1

If yes, please specify: _____

Outside Training	Number of Instructors	Percent
Non-response	1	
2	41	85.42%
3	4	8.33%
4	2	4.17%
5	<u>1</u>	<u>2.08%</u>
	48	100.00%

8. Are you presently involved in any training programs sponsored by the Bureau of Indian Affairs?

Yes 6 (12.5%) No 42 (87.5%) Non-response 1

If yes, please specify: _____

Present BIA Training	Number of Instructors	Percent
No	45	91.84%
None	2	4.08%
Vo-Tech	1	2.04%
Other	1	2.04%
	<u>49</u>	<u>100.00%</u>

9. What Bureau of Indian Affairs sponsored training programs have you participated in? (In the past five years.)

Past Training	Number of Instructors	Percent
Non-response	12	
Yes	6	16.22%
No	4	10.81%
None	17	45.95%
College	1	2.70%
Seminar	2	5.41%
Vo-Tech	1	2.70%
CETA	1	2.70%
Other	1	2.70%
Unspecified	4	10.81%
	<u>49</u>	<u>100.00%</u>

10. Please check any of the following program aspects of which you would like to have additional training or information:

Yes		No		
N	%	N	%	
16	32.65	33	67.35	(a) Writing Educational Goals and Principles
15	30.61	34	69.39	(b) Job Market Assessment
12	24.49	37	75.51	(c) Utilization of Community Resources
14	28.57	35	71.43	(d) Recruitment/Selection Procedures
21	42.86	28	57.14	(e) The Use of Counseling and Supportive Ser.
15	30.61	34	69.39	(f) Teaching Methods
17	34.69	32	65.31	(g) Pre- and Post-Testing Procedures
10	20.41	39	79.59	(h) Individual Programmed Instruction
11	22.45	38	77.55	(i) Classroom Instruction
14	28.57	35	71.43	(j) The Student Evaluation Process
9	18.37	40	81.63	(k) Teacher Centered Objectives/Competencies
5	10.20	44	89.80	(l) Content Centered Objectives/Competencies
5	10.20	44	89.80	(m) Student Centered Objectives/Competencies
11	22.45	38	77.55	(n) How to Write a Syllabus

	Yes		No		
	N	%	N	%	
18	36.74		31	63.27	(o) Textbooks, Equipment and Education Materials Designed to Meet Special Needs
14	28.57		35	71.43	(p) Program and Student Evaluation
	None				(q) Others (Please specify): _____

Section III

Program Information

1. Does the education program at your institution have a handbook or catalog describing available courses and programs?

Yes 23 (46.94%)

No 26 (53.06%)

If yes, is this handbook or catalog given to:

<u>16 (35.56%)</u>	All Adults
<u>18 (40.00%)</u>	No Answer

11 (24.44%) Only Adults Interested
in Education
4 Non-response

2. What tests are administered to adults upon entering Bureau of Indian Affairs' Adult Comprehensive Learning Centers?

<u>5 (10.20%)</u>	Stanford Achievement Test
<u>4 (8.16%)</u>	California Achievement Test
20 (40.82%)	Tests of Adult Basic Education

	Wechsler Intelligence Test
	Stanford Binet Intelligence Test
<u>2 (4.08%)</u>	Minnesota Multiphasic Personality Inventory
<u>18 (36.74%)</u>	I am not aware of what tests are administered
	Others (Please specify):

Are your students' test results/scores readily available to you?

Yes 41 (85.42%)

No 6 (12.5%)

Non-response 2

3. What additional tests are administered by your institution which are of assistance to you in your classroom situation? Please specify: _____

Additional Tests	Number of Instructors	Percent
Non-response	27	
WRAT	1	4.55%
Pre-Post-Test	12	54.55%
GED I	3	13.64%
None	6	27.27%
	<u>49</u>	<u>100.00%</u>

4. Do you have access to adults' educational records as they pertain to previous educational levels of attainment such as completing of 8th grade, GED completion, college entry, etc.?

Yes 27 (56.25%) No 21 (43.75%) Non-response 1

If no, do you think this information would be beneficial to you as a GED or ABE instructor?

Yes 36 (90%) No 4 (10%) Non-response 9

5. How many adults currently participating in your classes?

Current Enrollment	Number of Instructors	Percent
Non-response	1	
0	1	2.08%
1	1	2.08%
4	2	4.17%
6	5	10.42%
15	1	2.08%
20	3	6.25%
25	3	6.25%
26	1	2.08%
27	6	12.50%
30	2	4.17%
40	1	2.08%
48	1	2.08%
50	1	2.08%
53	2	4.17%
60	3	6.25%
75	4	8.33%
80	1	2.08%
100	1	2.08%

Current Enrollment	Number of Instructors	Percent
150	3	6.25%
200	1	2.08%
250	5	10.42%
	<u>49</u>	<u>100.00%</u>

6. Which parts of your education program are compulsory? (You may check more than one.)

Non-response		Yes		No		
N	%	N	%	N	%	
3		25	54.35	21	45.65	Adult Basic Education (ABE)
3		26	56.52	20	43.48	GED Program
3		3	6.52	43	93.48	Vocational Education
						None
3		11	23.91	35	76.09	Specified Grade Equivalency
						Other

7. How many of the adults are given academic and/or vocational counseling prior to the selection of an educational or vocational training program?

<u>18 (38.30%)</u>	All of them	<u>7 (14.89%)</u>	Very few of them
<u>10 (21.28%)</u>	Most of them	<u>12 (25.53%)</u>	None of them
<u>2</u>	Non-response		

8. Are classes provided in English as a second language?

Yes 17 (35.42%) No 31 (64.58%) Non-response 1

9. Are education programs available for you (You may check more than one.):

Yes		No		Non-response	
N	%	N	%		
12	26.67	33	73.33	4	Institutional staff combined in classes with adults
13	28.89	32	71.11	4	Separate classes for institutional staff
19	42.22	26	57.78	4	No classes available for institutional staff

10. Are adults permitted to take books or materials home?

Yes 45 (93.75%) No 3 (6.25%) Non-response 1

11. Are inservice training courses available?

14 (28.57%) Mandatory 15 (30.61%) Not available
20 (40.82%) Optional

12. How often are inservice training courses offered?

21 (53.85%) Weekly _____ Other (Please specify):
4 (10.26%) Monthly
14 (35.90%) Annually 10 Non-response

13. How often are regular evaluations of educational staff conducted?

34 (73.91%) Annually _____ Other (Please specify):
5 (10.87%) Monthly
7 (15.22%) Not Conducted 3 Non-response

14. By whom are evaluations of educational staff conducted?
 (You may check more than one.)

6 (12.5%) External Personnel _____ Other (Please specify):
41 (85.42%) Supervisors
1 (2.08%) Peers 1 Non-response
 _____ Adults

15. Are adults employed as support or teaching staff in your education program?

Yes 34 (69.39%) No 15 (30.61%)

If yes, check which of the following responsibilities are given to inmates:

Yes		No		Non-response	
N	%	N	%		
29	60.42	19	39.58	1	Teacher Aides
8	16.67	40	83.33	1	Assigned Tutoring
4	8.33	44	91.67	1	Monitoring Equipment
14	29.17	34	70.83	1	Classroom Teaching
				_____	Other (Please specify): _____

16. How would you rate the following factors in the part they plan in determining whether an adult becomes involved in educational programs? (Circle one for each item.)

	Very Important	Important	Moderately Important	Not Important
Recommendations of Counselor	4 24 (48.98%)	3 19 (38.78%)	2 6 (12.25%)	1 1
Test Results	4 21 (42.86%)	3 23 (46.94%)	2 4 (8.16%)	1 1 (2.04%)
Adult Interest	4 39 (79.59%)	3 7 (14.29%)	2 3 (6.12%)	1
Other (Please specify):	4	3	2	1

17. What percent of the total institutional budget is given to education?

Percent of Budget	Number of Instructors	Percent
Non-response	8	
4	1	2.44%
6	4	9.76%
10	13	31.71%
15	7	17.07%
40	3	7.32%
50	9	21.95%
70	1	2.44%
80	1	2.44%
90	1	2.44%
99	1	2.44%
	<u>49</u>	<u>100.00%</u>

18. What is your annual budget for educational programs? (Include internal and external funding sources.) _____

Budget	Number of Instructors	Percent
Non-response	11	
8600	1	2.63%
12000	4	10.53%
14000	1	2.63%
59000	9	23.68%
60000	1	2.63%
86000	6	15.79%
100000	1	2.63%
148000	1	2.63%
150000	1	2.63%
1000000	13	34.21%
	<u>49</u>	<u>100.00%</u>

19. Do you consider this amount:

_____ Generous 37 (77.08%) Adequate 11 (22.92%) Inadequate

1 Nonresponse

20. Using the scale to the right of each item, indicate how seriously the following items are problems with respect to your ability to meet adults' learning needs.

	<u>Not a Problem</u>				<u>Serious Problem</u>	<u>NR</u>
Lack of Adequate Liaison with teacher staff	1/35(72.92%)	2/6(12.5%)	3/4(8.33%)	4/2(4.17%)	5/1(2.08%)	1
Conflicts with Other Institutional Program for Adults (Religious, recreational, cultural, etc.)	1/28(58.33%)	2/10(20.83%)	3/6(12.5%)	4/3(6.25%)	5/1(2.08%)	1
Lack of Qualified Teachers	1/25(52.08%)	2/13(27.08%)	3/5(10.42%)	4/1(2.08%)	5/4(8.33%)	1
Lack of Supplementary Staff (Educational counselors, psychologists, etc.)	1/17(35.42%)	2/18(37.5%)	3/6(12.5%)	4/4(8.33%)	5/3(6.25%)	1
Lack of Educational "Hardware" (Videocassettes, tapes, etc.)	1/38(79.17%)	2/6(12.5%)	3/3(6.25%)	4	5/1(2.08%)	1
Lack of Educational "Software" (Workbooks, texts, etc.)	1/36(75.0%)	2/3(6.25%)	3/6(12.5%)	4/3(6.25%)	5	1
Lack of Inservice Training for Staff	1/24(53.33%)	2/7(15.56%)	3/3(6.57%)	4/4(8.89%)	5/7(15.56%)	4
Lack of Instructional Material Related to Adult Needs	1/22(46.81%)	2/9(19.15%)	3/10(21.28%)	4/3(6.38%)	5/3(6.38%)	2
Lack of Adequate Books, Tools, & Other Educational Materials	1/29(60.42%)	2/7(14.58%)	3/11(22.92%)	4/1(2.08%)	5	1
Lack of Study Areas Conducive to Good Learning	1/21(44.68%)	2/12(25.53%)	3/7(14.89%)	4/3(6.38%)	5/4(8.51%)	2
Inadequate Library Facilities	1/16(34.04%)	2/7(14.89%)	3/14(29.79%)	4/8(17.02%)	5/2(4.26%)	2
Low Student Motivation	1/6(13.33%)	2/12(26.67%)	3/6(13.33%)	4/12(26.6%)	5/9(20.0%)	4
Lack of Adequate Funding	1/7(14.58%)	2/10(20.83%)	3/18(37.5%)	4/6(12.5%)	5/7(14.58%)	1
Lack of Administrative Support	1/28(58.33%)	2/12(25.0%)	3/5(10.42%)	4/1(2.08%)	5/2(4.17%)	1

Section IV

Adult Basic Education Programs (ABE)

1. What specific criteria are used for placement of an adult in the ABE program? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
18	38.30	29	61.70	2	Achievement Tests
4	8.51	43	91.49	2	Intelligence Tests
18	38.30	29	61.70	2	Grade Level
34	72.34	13	27.66	2	Interviews

2. If grade level is used for placement, please specify your cutoff points: _____

Level	Number of Instructors	Percent
Non-response	17	
1	1	3.125%
2	21	65.625%
6	2	6.25%
8	7	21.875%
9	1	3.125%
	<u>49</u>	<u>100.00%</u>

3. Which of the following best describes the ABE program? Please check only one.

<u>11 (22.92%)</u>	Individualized Programmed Instruction
<u>3 (6.25%)</u>	Classroom Instruction
<u>34 (70.83%)</u>	Both of These
_____	Other (Please specify) _____
<u>1</u>	Non-response
<u>49</u>	

4. How is an adult's progress in the ABE program monitored and evaluated? (You may check more than one.)

<u>31 (64.58%)</u>	Use of Pre- and Post-Tests
<u>1 (2.08%)</u>	Staff Meetings
<u>9 (18.75%)</u>	Written Reports from Teachers
<u>5 (10.42%)</u>	Interviews with Educational Counselor
<u>2 (4.17%)</u>	Other (Please specify)
<u>1</u>	Non-response

5. How is the adult made aware of his or her progress? (You may check more than one.)

<u>4 (8.33%)</u>	Grades	6 (12.5%)	Written Evaluations
<u>36 (75.0%)</u>	Conferences	2 (4.17%)	Other (Please specify)
<u>1</u>	Non-response		

6. If a student is enrolled in the ABE program, which of the following can he/she participate in simultaneously? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
29	60.42	19	39.58	1	Vocational Education
37	77.08	11	22.92	1	Work
24	50.00	24	50.00	1	Social Education
25	52.08	23	47.92	1	None of these

7. Do you have a list of specific objectives and/or competencies for the ABE program?

Yes <u>28 (58.33%)</u>	No <u>19 (39.58%)</u>
Unspecified <u>1 (2.08%)</u>	Non-response <u>1</u>

If yes, is this list made available to: (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
31	65.96	16	34.04	2	Teachers
1	2.17	44	95.65	3	Others (Please specify)
16	34.04	31	65.96	2	Students
6	12.77	41	87.23	2	Counselors

8. Are these objectives/competencies: (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
26	60.47	17	39.54	6	Teacher-Centered
26	60.47	17	39.54	6	Content-Centered
35	81.40	8	18.61	6	Student-Centered

9. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
17	38.64	27	61.36	5	Standardized Tests
20	45.46	24	54.55	5	Criterion-Based Tests (Teacher Made)
24	54.55	20	45.46	5	Observation
12	27.27	32	72.73	5	Work Sample
				4	Level 1 (9.09%)
				37	Level 2 (84.09%)
				3	Conferences (6.82%)
				5	Non-response

10. Is there a syllabus for each ABE course being offered?

Yes 9 (19.57%) No 37 (80.44%) Non-response 3

11. Does the ABE program operate on: (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
9	18.75	38	79.17	1	A Semester Basis*
27	56.25	20	41.67	1	Night School*
27	57.45	20	42.55	2	An On-Going Basis
31	65.96	16	34.04	2	Day School

*1 unspecified response

12. Can a student enter the program:

46 (97.87%) At any time
1 (2.13%) At the beginning of a semester
 Other (Please specify)
2 Non-response

13. How would you rate the availability and quality of the following items for the ABE program? (Circle one number under Availability and one under Quality for each item listed.)

Availability*				Quality**			
1	2	3	NR	1	2	3	NR
36 (76.6%)	4 (17.02%)	3 (6.38%)	2	20 (42.55%)	23 (48.9%)	4 (8.51%)	2
14 (29.79%)	21 (44.68%)	12 (25.53%)	2	11 (23.4%)	24 (51.06%)	12 (25.53%)	2
30 (65.22%)	13 (28.26%)	3 (6.52%)	3	26 (56.52%)	17 (36.96%)	3 (6.52%)	3
29 (61.7%)	17 (36.17%)	1 (2.13%)	2	30 (65.22%)	16 (34.78%)		3
24 (51.06%)	17 (36.17%)	6 (12.77%)	2	26 (54.17%)	16 (33.33%)	6 (12.5%)	1
25 (53.19%)	18 (32.3%)	4 (8.51%)	2	33 (68.75%)	13 (27.08%)	2 (4.17%)	1

*Availability

1-Sufficient to Meet Needs of All Classes
 2-Available in Limited Quantity
 3-Definitely Insufficient

**Quality

1-Modern and of High Quality
 2-Adequate But Needs Improvement
 3-Poor Quality and Not Meeting Needs

14. Do you use materials designed for adult illiterates and low level readers?

Yes 42 (87.5%)

No 6 (12.5%)

Non-response 1

15. Does your funding source for the ABE program require that a program evaluation be done?

31 (67.39%) Once a Year
4 (8.70%) Twice a Year
6 (13.04%) More than Twice a Year
5 (10.87%) Not a Requirement
 Other (Please specify)
3 Non-response

Section V

Secondary/GED Programs (SE/GED)

1. What specific criteria are used for placement of an adult in the GED or Secondary program? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
18	37.5	30	62.5	1	Achievement Tests
6	12.5	42	87.5	1	Intelligence Tests
24	50.0	24	50.0	1	Grade Level
35	72.92	13	27.08	1	Interviews

2. If grade level is used for placement, please specify your cutoff points:

Cutoff Criterion	Number of Instructors	Percent
Non-response	1	
State requirements, age, residency	23	47.92%
When ready	19	39.58%
Teacher decision	6	12.5
	<u>49</u>	<u>100.00%</u>

3. Which of the following best describes the GED or Secondary program? (Please check only one.)

<u>8 (16.67%)</u>	Individualized Program Instruction
	Classroom Instruction
<u>40 (83.33%)</u>	Both of These
	Other (Please specify) _____
<u>1</u>	Non-response

4. How is an adult's progress in the GED or Secondary program monitored and evaluated? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
40	85.11	7	14.89	2	Use of Pre- and Post-Test
7	14.89	40	85.11	2	Staff Meetings
17	36.17	30	63.83	2	Written Reports from Teachers
18	38.3	29	61.7	2	Interviews with Educational Counselor
					Other (Please specify) _____

5. How is the adult made aware of his or her progress? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
11	22.92	37	77.08	1	Grades
40	83.33	8	16.67	1	Conferences
17	35.42	31	64.58	1	Written Evaluations

Other (Please specify) Number of Instructors Percent

Non-response	3	
2	44	95.65%
3	1	2.17%
4	1	2.17%
	<u>49</u>	<u>100.00%</u>

6. Upon completion of the GED or Secondary program, is a formal staffing held for each adult to formulate recommendations for further educational or alternative placement within the institution?

Yes 13 (27.66%) No 34 (72.34%) Non-response 2

7. Please provide the following information about the GED test:

GED Test is Offered 37 (80.44%) GED Test is not Offered 9 (19.57%)
Non-response 3

If the GED is offered, please answer the following:

Number of times the GED test is offered per year _____

Time Offered	Number of Instructors	Percent
Non-response	4	
2	4	8.89%
3	5	11.11%
4	12	26.67%
5	6	13.33%
6	2	4.44%
9	<u>16</u>	<u>35.56%</u>
	<u>49</u>	<u>100.00</u>

Average number of adults taking the exam per test _____

Average Number Examined	Number of Instructors	Percent
Non-response	5	
1	1	2.27%
2	2	4.55%
4	5	11.36%
5	10	22.73%
6	5	11.36%
10	4	9.09%
15	8	18.18%
20	1	2.27%
25	7	15.91%
50	<u>1</u>	<u>2.27%</u>
	49	100.00%

Based on the last two years, what percent of those adults taking the GED test for the first time are able to pass?

Percent Passing	Number of Instructors	Percent
Non-response	7	
10	1	2.38%
50	7	16.67%
65	1	2.38%
75	12	28.57%
80	14	33.33%
85	1	2.38%
90	3	7.14%
95	1	2.38%
99	<u>2</u>	<u>4.76%</u>
	49	100.00%

What are the requirements for taking the GED test? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
21	43.75	27	56.25	1	Class Attendance
26	54.17	22	45.83	1	Grade Level
9	18.75	39	81.25	1	Particular Courses

Other (Please specify)	Number of Instructors	Percent
Non-response	1	
State requirements, age, residency	5	10.42%
When ready	29	60.42%
Teacher decision	5	10.42%
GED	7	14.58%
ALL	<u>2</u>	<u>4.17%</u>
	49	100.00%

8. If a student is enrolled in the GED or Secondary program, which of the following can he/she participate in simultaneously? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
22	47.83	24	52.17	3	Vocational Education
17	36.96	29	63.04	3	Social Education
41	89.13	5	10.87	3	Work
23	50.00	23	50.00	3	Post Secondary Education
21	45.65	25	54.35	3	None of these

9. Do you have a list of specific objectives and/or competencies for the GED or Secondary Program?

Yes 34 (70.83%) No 14 (29.17%) Non-response 1

If yes, is this list made available to: (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
36	75.00	12	25.00	1	Teachers
22	45.83	26	54.17	1	Students
7	14.58	41	85.42	1	Counselors
					Others (Please specify)

Others	Number of Instructors	Percent
Non-response	2	
1	1	2.13%
2	45	95.75%
3	<u>1</u>	<u>2.13%</u>
	49	100.00%

10. Are these objectives/competencies: (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
26	56.52	20	43.48	3	Teacher-Centered
24	52.17	21	45.65	3	Content-Centered*
32	69.57	14	30.44	3	Student-Centered

*1 unspecified response

11. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
17	37.78	28	62.22	4	Standardized Tests
22	47.83	24	52.17	3	Criterion-Based Tests (Teacher-Made)
17	36.96	28	60.87	3	Observation*
8	17.39	38	82.61	3	Work Sample

Other	Number	Percent
Non-response	4	
1	2	4.44%
2	36	80.00%
3	7	15.56%

*1 un

*1 unspecified response

12. Is there a syllabus for each GED or Secondary course being offered?

Yes 8 (16.67%) No 39 (81.25%) Non-response 1

13. Does the Secondary or GED program operate on: (You may check more than one.)

Yes		No		Non-response	
N	%	N	%		
6	12.50	42	87.50	1	A Semester Basis
32	66.67	16	33.33	1	Night School
34	70.83	14	29.17	1	An On-Going Basis
26	54.17	22	45.83	1	Day School

14. Can a student enter the program:

					Non-response	
46	95.83	2	4.17	1	At Any Time	
10	20.83	38	79.17	1	At the Beginning of a Semester	

Other Number Percent

Non-response	1	
1	2	4.17%
2	44	91.67%
3	2	4.17%
	<u>49</u>	<u>100.00%</u>

15. How would you rate the availability and quality of the following items for the Secondary/GED program? (Circle one number under Availability and one under Quality for each item listed.)

<u>Availability*</u>				<u>Quality**</u>			
1	2	3	NR		1	2	3 NR
34 (70.83%)	10 (20.83%)	4 (8.33%)	1	Textbooks	24 (50.0%)	18 (37.5%)	6 (12.5%) 1
13 (27.08%)	24 (50.0%)	11 (22.92%)	1	Charts, Graphs, Globes and Maps	20 (41.67%)	19 (39.58%)	9 (18.75%) 1
23 (59.57%)	15 (31.92%)	4 (8.51%)	2	Educational Films and Filmstrips	28 (59.57%)	17 (36.17%)	2 (4.26%) 2
23 (59.57%)	17 (36.17%)	2 (4.26%)	2	Audiovisual Equipment	35 (72.92%)	11 (22.92%)	2 (4.17%) 1
	No Info			Classroom Space	26 (54.17%)	18 (37.5%)	4 (8.33%) 1
27 (56.25%)	17 (35.42%)	4 (8.33%)	1	Desks, Chairs, and Other Classroom Furn.	29 (60.42%)	15 (31.25%)	4 (8.33%) 1

*Availability
 1-Sufficient to Meet Needs of All Classes
 2-Available in Limited Quantity
 3-Definitely Insufficient

**Quality
 1-Modern and of High Quality
 2-Adequate But Needs Improvement
 3-Poor Quality and Not Meeting Needs

16. Does your funding source for the Secondary/GED program require a program evaluation be done?

27 (61.36%)	Once a Year	4 (9.09%)	More than Twice a Year
8 (18.18%)	Twice a Year	5 (11.36%)	Not a Requirement
	Other (Please specify)		

APPENDIX I
SUPPLEMENTAL DATA

The X^2 values are presented with the tables for the reader's reference, but with the reminder that the few cases in some cells were often too sparse to provide valid X^2 values. Whether statistically significant or not, however, the sub-categorical distribution contained substantive explanatory information worthwhile to an analysis of this type and were therefore included in this presentation.

When the type of center was cross-classified with sex of respondent (male/female), the results shown in Table IA were

TABLE IA
SEX OF RESPONDENT BY TYPE OF CENTER

	Observed Expected Cell X^2	Sex		Total
		Male	Female	
Type of Center	Tribal	10.00	22.00	32.00
		10.45	21.55	
		0	0	
	BIA	1.00	8.00	9.00
		2.94	6.06	
		1.30	0.60	
	Urban	5.00	3.00	8.00
		2.60	5.39	
		2.20	1.10	
	Total	16.00	33.00	49.00
	$X^2 = 5.169$	d.f. = 2	prob = 0.0754	

calculated. The distribution of male and female instructors in the Tribal centers was not significantly different from the

distribution in all centers combined. However, the distributions of males and females in the other two types of centers were different from what was expected. There were more females at the BIA centers than expected and more male instructors than expected at the urban centers.

The years of teaching experience of the male and female instructors were then compared. As can be seen in Table IB, there

TABLE IB
GED/ABE TEACHING EXPERIENCE BY SEX OF RESPONDENT

	Observed Expected Cell χ^2	Sex		Total
		Male	Female	
Experience	1-2 years	10.00 9.14 0.10	18.00 18.86 0	28.00
	3 or more years	6.00 6.86 0.10	15.00 14.14 0.10	21.00
	Total	16.00	33.00	49.00
$\chi^2 = 0.278$		d.f. = 1	prob = 0.5977	

were almost no differences between observed and expected frequencies in any of the cells. Since experience did not seem to distinguish males and females, more information regarding responsiveness of students of each sex to teachers of each sex in adult education programs may help explain other differences noted among programs.