FINAL REPORT: 1975

APPALACHIAN
Community Based

RIGHT TO READ Programs
FINAL ANNUAL REPORT

Project Number: 533AH50033
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Appalachian Right to Read Community Based Project
George W. Eyster, Executive Director

Compiled by: Sharon Moore and Charles J. Bailey

Appalachian Adult Education Center
Morehead State University
UPO Box 1353
Morehead, Kentucky 40351
August, 1975

U. S. Department of Health, Education and Welfare
Office of Education
Bureau of Adult, Vocational, and Technical Education
REPORT SUMMARY

PROGRAM: APPALACHIAN ADULT EDUCATION CENTER RIGHT TO READ COMMUNITY BASED PROJECT
Morehead State University, Morehead, Kentucky

SITES: Five: 3 Rural, 2 Urban (Kentucky and Ohio)

RECRUITING: PERSONAL: Family, Friends, Door-to-door, and Interagency
Referral to personal

LOCATION: HOMES of disadvantaged adults

INSTRUCTORS: 11 paid, indigenous, trained paraprofessionals

STAFF TRAINING: Pre- and in-service staff (local site professionals and AAEC staff)

SUPPORT: Learning Center coordinators, reading resource persons, and AAEC staff

MATERIALS: Multiplicity of local learning center resources including public libraries
Special collections of AAEC life/job coping skills materials

ADULT STUDENTS: 327 Right to Read and 102 309(b) students (and their families), isolated physically and socially from education

RETENTION: 62.4% plus 8.3% passed GED, 8.8% occupation, 4.1% health, 4.4% moved, 11.8% drop-out

INSTRUCTION: 1-2 visits per week in basic academic and coping skills materials

COST PER STUDENT: $137 (Paraprofessional salaries, travel, and materials)

DATA ANALYSIS: 327 Right to Read and 102 309(b) home instruction students are included in the following data analysis.

Demographic:

Median Age: 28.6

Median Grade Completed: 8.9 years

Sex: Male 26.4

Female 73.6
Median Family Size: 4 Members

Employment: Unemployed 34.1
Employed 25.4
Housewife 40.5

Family Income: Less than $4000 44.2
$4500-$6500 22.9
$6500+ 32.9

Achievement Gains:

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean Years and Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.3</td>
</tr>
<tr>
<td>Math</td>
<td>1.4</td>
</tr>
<tr>
<td>Language</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Valid Cases 178

Elapsed Months between Pre- and Post-Test:

Median 6.8
Mean 5.4
Range
Valid Cases 176
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(2) the geographic isolation of much of the target area; (3) lack of transportation for the disadvantaged; (4) lack of time because of job or family responsibilities; (5) lack of self-confidence and confidence in the community because of past experiences of failure, fear, and frustration, or any number of other problems that accompany disadvantaged and that increase the client's social isolation; (6) need for interagency cooperation to provide supportive services and assist in the promotion of and recruitment into literacy programs; (7) the critical shortage of trained adult educators; (8) the fact that the most deprived cannot or will not take advantage of learning opportunities in centers; and (9) the model successfully used in other professions of sub-skilled or sub-professional aides working under trained professionals.

For these reasons, the AAEC Right to Read Community Based Centers have engaged in the selection, training, and utilization of paraprofessionals to teach reading in their local communities. These activities have necessarily involved all other staff members as well as personnel from other agencies, organizations, and groups able to provide support.

OBJECTIVES

Principle objectives. The following were the broad objectives of the Appalachian Right to Read Community Based Projects:

To provide efficient delivery of individually prescribed reading instruction to isolated rural and urban Appalachian adults and their families.

To conduct specific preservice and in-service training of professional, associate or paraprofessional, and volunteer staff members to implement a learning center home-study mass-media model.
To provide reading instruction for adult students to at least the level of high school equivalency focusing upon those adults who are illiterate or functionally illiterate, and who, for one reason or another, cannot or will not avail themselves of existing formal and informal educational opportunity.

Specific objectives. The specific program objectives listed below were developed at each local site, guided by the AAEC general objectives. These objectives combine Right to Read objectives with AAEC community education objectives. The combination seems most appropriate since it promotes a major thrust of the Right to Read Effort: the coordination of services and resources among the agencies and institutions that serve undereducated adults. The Appalachian Right to Read Community Based Projects have been closely linked with the four AAEC community education demonstration projects and one public library project.

**Objective 1:** To develop a demonstration county-wide learning center facility offering individually prescribed instruction in reading to the eighth grade level for out-of-school youth and adults.

**Objective 2:** To provide paraprofessional teachers working out of the learning center under the supervision of a professional for home reading instruction of rural and urban isolated adults.

**Objective 3:** To coordinate the learning center-home study model with a developing public community school.

**Objective 4:** To provide instruction in reading readiness activities to the adult students who are parents of preschool children.
Objective 5: To develop a mass-media support component of the learning center-home study model.

Objective 6: To determine the effectiveness of adult basic education home study as a route in recruiting adults to recurring education in the community school.

Objective 7: To provide a variety of functional instructional materials related to employment skills, daily living, current events, consumer efficiency, and other life job coping skills. (See Appendix A for AAEC coping skills categories and special problem solving packaged kits used by paraprofessionals.)

DEVELOPMENT METHODOLOGY

The AAEC has systematized the development of local project programs by: (1) identifying project sites in cooperation with state departments and local decision makers; (2) establishing a mutual agreement among all concerned with local program objectives and workstatements; (3) initiating local subcontracts; (4) introducing revised data collections systems; (5) identifying and training professional and paraprofessional staffs through pre-service and continuous in-service training; (6) monitoring all projects; (7) coordinating and linking the Right to Read home instruction model with the efforts of the state departments of education, the local school districts, Morehead State University's Department of Adult, Counseling and Higher Education, and with other AAEC projects (a demonstration of specialized public library services for disadvantaged adults; demonstrations of community education; and a televised GED preparation series); (7) collecting and analyzing data, logs and reports; and (8) evaluating local programs and the total program.
THE SCOPE OF WORK

The proposed scope of work has been completed. The PERT Plan of Action illustrating the scope and detail of the proposed work follows. (Figure 1.)

THIS REPORT

This report is divided into two major sections:

(1) Program Summary, a narrative of the major activities and concepts of the Right to Read Projects; and

(2) AAEC Evaluation Design, data on clients' reading grade level scores and demographic data.

The program summary which follows discusses seven aspects of the Right to Read home instruction projects:

* project sites
* staff development
* recruitment
* diagnosis and prescription
* materials and methods
* retention and motivation
* coordination of services
Figure 1.
PERT-PLAN OF ACTION ILLUSTRATING THE SCOPE AND DETAIL OF THE PROPOSED WORK

1. F.Y. '74 Performance Rept. Forms Received
   Achievement Data Forms
   Financial Report Forms
2. Complete Performance Report, Aug. 31
4. Complete F.Y. '74
5. Applications Procedure F.Y. '75
6. Begin Proposal Application FY '75
7. Complete Proposal Application
8. Submit Proposal Application, August 1
9. Negotiate Grant Award
10. Receive Grant Award, Sept. 1
11. Begin Operation
12. Continuation
13. Begin Operation Contingency Project
14. Begin New Site Selection (Two)
15. Begin Adult Academy Selection (TWO)
16. State Department Decision Makers
17. Local Site Decision Makers
18. Complete New Site Selection
19. Begin Two-day Planning Sessions
   (5 continuing sites, 2 new sites and
   2 adult academies)
20. Complete Sub-contracts
21. Complete Work Plans
22. Complete two-day Planning Sessions
23. Complete Employment of Paraprofessionals and Directors
24. Begin All Site Operations
25. Pre-service & In-service Training
   Paraprofessionals, Resource Persons,
   Directors, Sept.
26. Materials, Software, Methods, Data
   Collection Systems, Sept.
27. In-service Training KET/GED
   Preparation Series, Sept.
28. Monitoring and Continuous In-service
   Training, Sept-June
29. All Site Interim Reports Due, Feb. 15
30. Complete AAEC Collation Interim Reports
31. Submit Performance & Financial Reports,
    USOE, March
32. Review all Work Statements & Objectives
    March
33. Send Guidelines for Final Reports
    May
34. All Sites Submit Final Reports & Final
    Financial Statements, June
35. AAEC Respond to Right to Read RFP's, July
36. AAEC Collate & Prepare Final Reports, July
37. AAEC Submit Final Reports, August 31
PROGRAM SUMMARY

PROJECT SITES

The following table shows: (1) the location of each project; (2) whether the site is urban or rural; (3) number of years that project was in operation; (4) the community base from which the Right to Read instruction is offered; (5) the project director; and (6) the paraprofessionals.
<table>
<thead>
<tr>
<th>PROJECT SITE</th>
<th>RURAL OR URBAN</th>
<th>YEARS</th>
<th>COMMUNITY BASE</th>
<th>PROJECT DIRECTOR</th>
<th>PARAPROFESSIONALS</th>
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</thead>
<tbody>
<tr>
<td>ASHLAND, KENTUCKY</td>
<td>Urban</td>
<td>1973-75</td>
<td>Community School</td>
<td>Karen Moore</td>
<td>Judy Wessell</td>
</tr>
<tr>
<td>Ashland Public Schools</td>
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<td></td>
<td></td>
<td></td>
<td>Dorothy McCalvin</td>
</tr>
<tr>
<td>FLOYD COUNTY, KENTUCKY</td>
<td>Rural</td>
<td>1973-75</td>
<td>ABE/Public Library Program</td>
<td>Bobby Wells</td>
<td>Edna Hunter</td>
</tr>
<tr>
<td>Floyd County School System</td>
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<td></td>
<td></td>
<td></td>
<td>Ocie Shepard</td>
</tr>
<tr>
<td>MONTGOMERY COUNTY, KENTUCKY</td>
<td>Rural</td>
<td>1972-75</td>
<td>Community School</td>
<td>Don Patrick</td>
<td>Elwood Shoemaker</td>
</tr>
<tr>
<td>Montgomery County Community Schools</td>
<td></td>
<td></td>
<td></td>
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<td>Carol Stafford</td>
</tr>
<tr>
<td>OWENSBORO, KENTUCKY, KENTUCKY</td>
<td>Urban</td>
<td>1973-75</td>
<td>Community School</td>
<td>Billy Chandler</td>
<td>Colleen Clark</td>
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<td>Owensboro Public Schools</td>
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<td>Gyneth Taylor</td>
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<td>PIKE COUNTY, OHIO, OHI0</td>
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<td>Max Way</td>
<td>Etta Armstrong</td>
</tr>
<tr>
<td>Scioto Valley Local School District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Janet Bapst</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gienna Williams</td>
</tr>
</tbody>
</table>
STAFF DEVELOPMENT

The paraprofessional home instructors were successful adult learners who completed the adult basic education program and who were longtime residents of the service area. As former ABE students, they acted as models for their clients, and as members of the community, they established the rapport and trust that was necessary in reaching the severely disadvantaged.

Potential paraprofessional instructors—observed and identified during their program involvement as students—with the necessary qualifications were then trained, along with their reading resource persons, during pre-service and in-service workshops. Training included methods of diagnosis, prescription, materials, evaluation, and dealing with adult learners' problems.

Training was continuous through the monitoring activities of professional AAEC staff members. At each monitoring visit, AAEC staff members (Sharon Moore, Reading Specialist; and C. J. Bailey, Training and Learning Center Specialist) met with project staff to introduce new ideas, new materials, and to help with problems.

AAEC project staff members attended and participated in national reading and adult education conferences, where they disseminated, both formally and informally, information about the Appalachian Right to Read Community Based Centers.

The training sessions pointed to the need for a fingertip reference home instruction paraprofessionals could use in working with their clients. To meet this need, the AAEC reading specialist and the director of the Ohio project developed a handbook, Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in Adult Education, based on their professional knowledge and on experiences in the Ohio project. The handbook is attached to this report.
RECRUITMENT

In all five Right to Read projects, the home instructors recruited many of their own clients among relatives and friends; present and former clients recruited friends, neighbors, and relatives; and in all six, recruiting was an interagency referral effort.

Right to Read projects based in community education systems obtained lists of potential clients from surveys of community needs and interests done by the community school. The post office, mental health, and public assistance agencies were also helpful in providing names of potential clients.

Many adults who needed instruction but who were mobile enough to participate in classroom or learning center instruction were recruited to those programs. Those who received home instruction were adults at all levels below twelfth grade who were too isolated--geographically, socially, or both--to seek instruction outside their homes.

All projects were continuing projects in their second or third year, therefore did not need to actively recruit. They had waiting lists from the previous project year of people who wanted home instruction.

The AAEC attributes the success of recruitment to home instruction to a combination of three factors: (1) personalized recruitment by local former ABE students who are sensitive to the needs of potential clients; (2) successful students, "satisfied customers," who recruit friends and relatives; and (3) the effectiveness and convenience of the instruction to the potential client.
DIAGNOSIS AND PRESCRIPTION

Both diagnosis and prescription are highly individualized.

**Diagnosis.** Paraprofessionals diagnosed individual student needs and prescribed programs under the supervision of a professional resource person—a reading specialist and/or learning center coordinator.

Many of the adult students receiving reading instruction were non-readers and heads of households. All of the adult students were diagnosed before receiving instruction. The Test of Adult Basic Education (TABE) was the instrument recommended to sites and used for diagnosis in nearly all cases. Complementary locator tests and informal inventories were also used for immediate placement.

**Prescription.** After an analysis of the results, a reading prescription was developed for each student, which included adult interest and life coping skills materials. Many prescriptions included materials designed for the disadvantaged adult with unique and immediate family problems, since family problem solving often took place before basic skill learning was possible.

MATERIALS AND METHODS

The materials and methods used with Right ot Read home instruction clients varied depending on individual needs, and changed with the client as s/he made progress or as new needs arose. Some general practices are described below.

**Materials.** One of the advantages of working cooperatively with an existing ABE learning center is access to a large and diversified collection of curriculum materials.
The ABE home instruction programs, based on "self-guided individualized instruction," used a wide variety of programmed and other self-directed study materials. Most of the materials were "software"—workbooks, programmed texts, study and drill units, multilevel kits, and other duplicated or printed materials. Most have accompanying self-checking devices or answer keys which allowed students to have immediate reinforcement or checks. Some audio-visual materials, mostly tapes, were used in the home instruction program, but costs for materials and equipment limited wide usage of audio-visual materials.

Home instruction aides had access to collections of paperback books, magazines, newspapers, pamphlets, and life coping skills materials that could be left in the home for pleasure reading or problem solving. In addition to the collection of instructional and reading materials, the aides also had access to:

- placement inventories and informal tests with directions and answer keys;
- teacher guides and manuals for all instructional materials;
- answer keys for study units;
- progress checks, unit tests, and their answer keys;
- multilevel achievement test batteries with manuals and keys for checking student growth and diagnosing learning difficulties;
- scope and sequence charts or annotated lists of available materials for selecting instructional materials;
- enrollment and other student data forms;
- reporting and referral forms;
- list of supportive agencies and resources indicating services provided;
- pencils, paper, student record books, and other materials;
requisition forms or materials check-out sheets;
student record folders;
AAEC Life Coping Skills Kits containing easy to read pamphlets
for everyday problem solving, e.g., family planning, health,
nutrition, safety; (See Appendix A)
AAEC Pre-school Kit containing reading readiness and
leisure activities for children ages 2-5. (See Appendix A.)

Materials collated into special kits were those identified by the
AAEC as helpful in meeting the information needs of disadvantaged adults
in life, job, and family coping skills. Most students prize and protect
their study materials. Since many of the homes served have few if any
reading materials, the life coping skills materials and pre-school materials
were welcomed as sources of leisure reading and help in personal problem
solving.

A number of factors govern the appropriate selection of materials
for the individual student:

- the expressed interests and goals of the student;
- the student's functioning level in reading and other skills;
- the amount of time the student is willing to spend in studying;
- the number of visits the aide will make per week and the length
  of the home visit;
- the diagnosis and assessment of student need and progress made
  by the paraprofessional and his professional supervisor.

Many homebound students spent large amounts of time studying and
reading and needed additional drill and reinforcement materials. Their
weekly progress in self-guided activities was usually limited to assigned
units of study which had to be checked for accuracy and growth before
going on to higher levels.
One disadvantage of home instruction was increased materials costs. An appropriate set of instructional materials was required for each student and had to be left in the home for extended periods of time. To help compensate for this, note pads were given to the students to provide space for answers so that the commercial materials were not consumed.

**Methods.** The most desirable instructional materials provide for periodic or unit progress checks through assessments administered and scored by the home instructor and the student. Periodic assessments provide for monitoring student progress as well as for diagnosing learning deficiencies. During each home visit, the paraprofessional administered, scored, and recorded the results of the progress check. The students were informed of their progress and review or reinforcement activities were prescribed when the achievement level was below that considered adequate for further learning experiences.

The term "self-guided" implies that the student proceeds on his own throughout the instruction program. This is not entirely true. Most students need help with new concepts, and even the most able experience some difficulty in learning tasks. Perhaps the major functions of the home instruction aide were those of a learning facilitator and learning evaluator.

Adults on low reading levels required increased contact hours with paraprofessionals because they were less able to study independently. Family and peers have been enlisted to help in the absence of the instructor. Some independent activity did take place when low-level students reviewed materials already covered with their instructor, but usually they could not start any new activity until the instructor returned.
Paraprofessionals had to be aware of the clues that indicated students were experiencing difficulty or not enjoying the selection of materials. Quite frequently these clues were nonverbal. Student work may have been unfinished or the student may have not been at home or may not have answered the aide's call. Through constant surveillance of student behavior and performance, these problems were readily detected and solved. Sometimes a change of materials or procedure was appropriate.

Paraprofessionals encountering pre-school children in homes of their clients delivered materials from their kits and demonstrated to parents how to use the materials to help their preschoolers develop "reading readiness." The kits seemed to benefit both children and parents. The home instructors reported that children showed greater interest in reading, and their parents showed greater interest in helping their children develop skills. Pre-school kit materials are illustrated in Appendix A.

Staff in-service meetings allowed time to improve competencies in working with materials and to review new and difficult materials for possible use.

RETENTION AND MOTIVATION

Retention. The retention rate for the five Right to Read projects was 70.7% of the total students with complete data. Retention means that they are continuing in the program or have attained their GED. Reasons for separation are shown on the following table.
TABLE B
REASONS FOR CLIENT SEPARATIONS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moved</td>
<td>16</td>
<td>4.4%</td>
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<tr>
<td>Health</td>
<td>15</td>
<td>4.1%</td>
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<tr>
<td>Lost Interest</td>
<td>7</td>
<td>1.9%*</td>
</tr>
<tr>
<td>Occupational</td>
<td>32</td>
<td>8.8%</td>
</tr>
<tr>
<td>Other</td>
<td>36</td>
<td>9.9%*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>106</td>
<td><strong>29.1%</strong></td>
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</tbody>
</table>

*11.8% True Drop-outs

Motivation. Retention rates seem to increase with: (1) initial, informal counseling to determine student needs; (2) meeting immediate student needs; (3) formal and informal diagnosis of problem area; (4) prescription of a plan of study according to weaknesses discovered in the diagnosis; (5) building upon the strengths discovered in the diagnosis; (6) continuous instruction in the home with telephone backup; (7) on-going evaluation by testing and observation by paraprofessionals; (8) providing the student with immediate goal achievements; (9) showing personal interest and concern in the students' problems; (10) making adjustments in the prescribed program if the problem is an instructional one.

COORDINATION OF SERVICES

The AAEC has traditionally listed interagency coordination among its priority objectives and activities. Resources provided by other agencies have exceeded AAEC inputs in virtually all AAEC projects. The systematic
involvement of state departments of education and local agency decision makers in selecting sites and in developing objectives has generated strong commitments and resources for AAEC projects.

Coordination and cooperation were essential to the development and success of the AAEC Community Based Right to Read Program at each site. Local school districts provided program management, accounting, facilities, and bases of operation for the home instructors.

Adult education units of the state departments of education, in cooperation with local school districts, provided the resources of local adult learning centers, special resource teachers, materials, equipment, and professional guidance and support to the Right to Read paraprofessionals. Linkages were made with a variety of community agencies for the purposes of client identification and client referral as needs were recognized.

Four of the five Right to Read Community Based Projects were conducted within AAEC Community School Projects. The home instruction paraprofessionals were invaluable as developers of community education spirit within their locales. By assessing community needs, recruiting for programs, and disseminating community education activities, they touched and involved many community people who had not previously identified with their schools.

One site, Floyd County, Kentucky, was also the site of an AAEC Library-ABE coordination project which acquired special materials and developed specialized services for disadvantaged adults. Home instruction clients in Floyd County received the library's easy-to-read coping skills and special instructional materials.

The following table presents an AAEC Population Summary for the fiscal years 1973-74 and 1974-75.
# Table C: AAEC Population Summary

<table>
<thead>
<tr>
<th>Phase</th>
<th>Site</th>
<th>Community Education # Activities Population</th>
<th>Right to Read # Parapro's Population</th>
<th>ABE/GED and ETV L.C. &amp; Classes Population</th>
<th>Total Population and Data</th>
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<tbody>
<tr>
<td>I 1973-74</td>
<td>AAEC</td>
<td></td>
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<td>*Montgomery County</td>
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<td></td>
<td>*Owensboro</td>
<td>43</td>
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<td></td>
<td>*Ashland</td>
<td>25</td>
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<td>*Scioto Valley</td>
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<td>3</td>
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<td>Floyd County</td>
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<td>Morehead</td>
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<td>62</td>
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<td></td>
<td>COOPERATING</td>
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<td></td>
<td>Covington</td>
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<td>Newport</td>
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<td>Middlesboro</td>
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<td>Louisville City</td>
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<td>TOTALS</td>
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<tr>
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<td>*Ashland</td>
<td>43</td>
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<tr>
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<td>*Scioto Valley</td>
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<tr>
<td></td>
<td>Floyd County</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morehead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COOPERATING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Covington</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kenton Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middlesboro City</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laurel County</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jefferson County</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Louisville City</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Owensboro Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*(AAEC recruited)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>301</td>
<td>9,498</td>
<td>15</td>
<td>428</td>
</tr>
</tbody>
</table>

*Community Education Programs

Note: The table includes data on Community Education Right to Read and ABE/GED and ETV population summaries for the years 1973-74 and 1974-75, with specific site data for Montgomery County, Owensboro, Ashland, Scioto Valley, Floyd County, and Morehead. Total populations are also provided for each phase and site.
OVERALL EVALUATION

The evaluation design of the AAEC could be termed a "looping evaluation." As each Right to Read site was developed, evaluation was designed for each step. Antecedent or pre-test data that needed to be collected was, therefore, automatically defined. Documentation was designed which showed both whether each step or objective was completed and what happened as a result, i.e., the impact upon the adult learner.

In projects not all variables could or should be held constant, but the AAEC made a modest attempt at studying the interrelationships among clients, staffs, procedures, materials, facilities, agency interrelationships, and available funding.

Each site had one AAEC professional staff person as its "monitor." An AAEC monitor keeps track of progress and documentation; helps with the practical adjustments always needed in program design; and acts as liaison between outside program components, such as state department, adult education units, and local programs.

Interim reports reviewed progress and isolated problem areas. Data collection forms and guidelines for reporting data in interim and final reports were introduced as part of the work statement. A sample work statement is attached as Appendix B. Paraprofessionals kept logs on individual clients to note and evaluate observed student changes and application of basic skills. Case studies were written by the paraprofessionals from these logs. (See Appendix C.)
SPECIFIC EVALUATION

This section of the report provides an explanation of methodological procedures used for this study and discusses how this evaluation was carried out. It also points out the limitations which should be kept in mind while interpreting the findings presented in the section on analysis and reporting.

Eleven paraprofessional home instructors collected demographic and academic skill data on 327 Right to Read students in 5 sites. An additional 102 students are also included in this study. The AAEC conducted another study using paraprofessional home instructors as support persons for students viewing the Kentucky Educational Television General Educational Development Series. Two of these KET/GED sites were combined with two Right to Read Community Based sites. Due to poor TV reception at these two sites, the four KET/GED paraprofessionals did not have a full load of students, therefore, they enrolled students in the Right to Read program of study.

The major categories of data collected are demographic and academic skill achievement. The AAEC Master Demographic Data Form appears on page 21.

Each student was tested if possible pre- and post-, with the TABE (Test of Adult Basic Education). Students who were totally illiterate were not formally pre-tested because of caution not to instill fear or frustrate the student. Also the chance of getting an accurate grade level score for a non-reader on an objective test is slight.

When students completed the year or their goal, they were post-tested with the TABE. If a student was new in the Spring, and had just
AAEC Comparative GED Strategies
MASTER DEMOGRAPHIC DATA FORM

Interview Information

Site Location: __________________________ Interviewer: __________________________ Date: __________

Student's Name: __________________________ Age: ______ Sex: M □ F □ Race W □ B □ O □

Address: __________________________ Phone: __________________________

Marital Status: Single □ Married □ Size of Household: 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □

Employment Status: Employed □ Unemployed □ Housewife □

Family Income: Less than $4500 □ $4500 - $6500 □ More than $6500 □ Public Assistance: Yes □ No □

Recruitment: Radio □ TV □ Newspaper □ Person □ Other □

Student's Goal: GED □ Job □ Other __________________________

Last Grade Completed: 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12 □ 13 □

<table>
<thead>
<tr>
<th>TABLE Level D</th>
<th>Reading</th>
<th>Math</th>
<th>Language</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gains:

Number of KET-GED Lessons Viewed: ______ Instructional Hours: ______ Independent Study Hours: ______

GED Test: Not Attempted □ Attempted □ Passed □ Failed □

Location of Testing Center ______________

Scores

<table>
<thead>
<tr>
<th>English</th>
<th>Soc. Studies</th>
<th>Science</th>
<th>Lit.</th>
<th>Math</th>
<th>Average</th>
</tr>
</thead>
</table>

Exit Information:

□ Continuing in Program □ Lost Interest
□ GED □ Moved
□ Job □ Other
□ Health □ Missing

Appalachian Adult Education Center
UPD 1353
Morgantown State University
Morgantown, Kentucky 42009
August, 1974

21
sites.

All information was rechecked after coding before being reprogrammed and verified to further decrease the chance of error and to provide reliable data.

The analyses represented in the report were generated using the computer statistical program SPSS (Statistical Package for the Social Sciences). SPSS has been developed over the last 8 years by C. Hadlin Hull and others at the University of Chicago and is in wide use at universities and other computer installations throughout the United States.

A guide to the use of this Statistical library is *SPSS - Statistical Package for the Social Sciences*, published by McGraw-Hill.

The data underlying this report are preserved not only in BCD (punched card form), but also as an SPSS system data file. A copy of the data tape volume, and associated documentation, may be obtained from AAEC.
The following table shows the analysis of demographic data for the home instruction students.

<table>
<thead>
<tr>
<th>TABLE D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| **EMPLOYMENT STATUS** | **Employed** | 25.4% |
|                      | **Unemployed** | 34.1% |
|                      | **Housewife** | 40.5% |
|                      | **Valid Cases** | 422 |
|                      | **Missing** | 7 |

| **SEX** | **Male** | 26.4% |
|         | **Female** | 73.6% |
|         | **Valid Cases** | 428 |
|         | **Missing** | 1 |

<p>| <strong>FAMILY INCOME</strong> | <strong>Less than $4000</strong> | 44.2% |
|                  | <strong>$4500 to $6500</strong> | 22.9% |
|                  | <strong>More than $6500</strong> | 32.9% |
|                  | <strong>Valid Cases</strong> | 419 |
|                  | <strong>Missing</strong> | 10 |</p>
<table>
<thead>
<tr>
<th>RECRUITMENT</th>
<th>Person</th>
<th>68.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td>6.6%</td>
</tr>
<tr>
<td>Valid Cases</td>
<td>427</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT GOAL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td></td>
<td>62.2%</td>
</tr>
<tr>
<td>Job</td>
<td></td>
<td>16.9%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>20.9%</td>
</tr>
<tr>
<td>Valid Cases</td>
<td>421</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>NUMBER OF CASES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>3.4</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>2.2</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>7.1</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>18.4</td>
</tr>
<tr>
<td>9</td>
<td>91</td>
<td>22.3</td>
</tr>
<tr>
<td>10</td>
<td>93</td>
<td>22.8</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>2.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAST GRADE COMPLETED</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Grade Level</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>Valid Cases</td>
<td>408</td>
<td></td>
</tr>
<tr>
<td>Missing Cases</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

24
All students that were tested were administered the TABE (Test of Adult Basic Education). Only students who were non-readers or on a very low reading level were not formally tested. Very few students refused to take the test. The pre-test scores follow:

<table>
<thead>
<tr>
<th>TABLE E</th>
<th>MEAN GRADE LEVEL SCORE</th>
<th>NUMBER OF CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading</td>
<td>7.9</td>
<td>373</td>
</tr>
<tr>
<td>Pre-Math</td>
<td>7.5</td>
<td>369</td>
</tr>
<tr>
<td>Pre-Language</td>
<td>8.0</td>
<td>334</td>
</tr>
<tr>
<td>Pre-TOTAL</td>
<td>7.8</td>
<td>342</td>
</tr>
</tbody>
</table>

Post-testing was done toward the end of the project year. Students who were on a very low reading level, students who were new enrollees, and those who were drop-outs were not post-tested.

<table>
<thead>
<tr>
<th>TABLE F</th>
<th>MEAN GRADE LEVEL SCORE</th>
<th>NUMBER OF CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Reading</td>
<td>8.6</td>
<td>190</td>
</tr>
<tr>
<td>Post-Math</td>
<td>8.5</td>
<td>188</td>
</tr>
<tr>
<td>Post-Language</td>
<td>8.6</td>
<td>174</td>
</tr>
<tr>
<td>Post-TOTAL</td>
<td>8.7</td>
<td>179</td>
</tr>
</tbody>
</table>

Mean gain scores made in each area (reading, math, language, and total battery) of the TABE are shown on the following tables by a frequency distribution according to grade level. (Gains are expressed in years and months.)
The following tables break down the gains in reading, math, language, and total by grade levels.

**TABLE H**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Mean Gain in Years and Months</th>
<th>Standard Deviation</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.4</td>
<td>3.3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>0.8</td>
<td>0.7</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>1.0</td>
<td>0.9</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>1.2</td>
<td>1.4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>1.5</td>
<td>1.3</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>1.3</td>
<td>1.6</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>2.5</td>
<td>2.2</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>1.2</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>1.2</td>
<td>0.8</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>0.6</td>
<td>0.5</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>0.2</td>
<td>0.5</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>-0.1</td>
<td>0.4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.3</strong></td>
<td><strong>1.4</strong></td>
<td><strong>178</strong></td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>MEAN GAIN IN YEARS AND MONTHS</td>
<td>STANDARD DEVIATION</td>
<td>NUMBER OF CASES</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1</td>
<td>1.0</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1.7</td>
<td>1.3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>1.1</td>
<td>0.5</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>1.7</td>
<td>1.5</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>1.9</td>
<td>1.8</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>0.9</td>
<td>1.3</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>1.7</td>
<td>1.1</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>1.8</td>
<td>1.4</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>1.2</td>
<td>0.8</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>0.4</td>
<td>0.7</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>0.2</td>
<td>0.5</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>0.3</td>
<td>0.2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.4</td>
<td>1.3</td>
<td>173</td>
</tr>
<tr>
<td>158</td>
<td>1.3</td>
<td>1.1</td>
<td>TOTAL</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>0.0</td>
<td>0.8</td>
<td>1.8</td>
</tr>
<tr>
<td>1</td>
<td>0.0</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

28
### TABLE K

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>MEAN GAIN IN YEARS AND MONTHS</th>
<th>STANDARD DEVIATION</th>
<th>NUMBER OF CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.7</td>
<td>2.2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>0.3</td>
<td>0.4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1.5</td>
<td>0.9</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>1.9</td>
<td>1.5</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>1.4</td>
<td>1.3</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>1.0</td>
<td>1.2</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>1.4</td>
<td>1.0</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>1.0</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>1.2</td>
<td>0.9</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>0.4</td>
<td>0.7</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>0.7</td>
<td>0.4</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>0.1</td>
<td>0.4</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.3</td>
<td>1.1</td>
<td>163</td>
</tr>
</tbody>
</table>

The mean and median number of elapsed months that the home instruction students were in the program are listed on the following table. This was calculated from the dates between pre- and post-testing.

### TABLE L

<table>
<thead>
<tr>
<th>ELAPSED MONTHS BETWEEN PRE- AND POST-TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Range</td>
</tr>
<tr>
<td>Cases</td>
</tr>
</tbody>
</table>
The Federal government's Community Service Agency has issued a new definition of poverty, using the following formula:

**CSA poverty guidelines for all States except Alaska and Hawaii**

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Nonfarm family</th>
<th>Farm family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. . . . .</td>
<td>$2,590</td>
<td>$2,200</td>
</tr>
<tr>
<td>2. . . . .</td>
<td>3,410</td>
<td>2,900</td>
</tr>
<tr>
<td>3. . . . .</td>
<td>4,230</td>
<td>3,600</td>
</tr>
<tr>
<td>4. . . . .</td>
<td>5,050</td>
<td>4,300</td>
</tr>
<tr>
<td>5. . . . .</td>
<td>5,870</td>
<td>5,000</td>
</tr>
<tr>
<td>6. . . . .</td>
<td>6,690</td>
<td>5,700</td>
</tr>
</tbody>
</table>

For family units with more than 6 members add $820 for each additional member in a nonfarm family and $700 for each additional member in a farm family.

Based on this formula, approximately 67% of the Right to Read home instruction students could be considered to be living in poverty.

**TABLE N**

CROSS TABULATION OF FAMILY INCOME WITH SIZE OF HOUSEHOLD

<table>
<thead>
<tr>
<th>Size of Household</th>
<th>Less Than $4000</th>
<th>$4500 to $6500</th>
<th>More Than $6500</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>4</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>7</td>
<td>9</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>49</td>
<td>24</td>
<td>33</td>
<td>106</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>28</td>
<td>33</td>
<td>82</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>17</td>
<td>22</td>
<td>66</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>4</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
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### CROSS TABULATION OF FAMILY INCOME WITH SIZE OF HOUSEHOLD

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<td><strong>182</strong></td>
<td><strong>95</strong></td>
<td><strong>136</strong></td>
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**COST PER STUDENT**

The total AAEC Right to Read grant award for FY 1974-75 was $72,000. The five project sites enrolled 327 students utilizing eleven paraprofessionals, thereby making the cost per student $220. If only paraprofessional salaries, fringe benefits, materials, and travel were totalled, the cost per student would be $137.

The salary range for paraprofessionals was from $2.25 to $3.00 per hour, depending on the site. Salaries were set by each school system, and usually were based on the pay scale of a teacher aide.

All of the Right to Read projects were able to share materials with existing ABE programs. In addition, each paraprofessional was budgeted on the average of $150 for instructional materials.

Travel monies were set for each paraprofessional for local travel to visit students. The rural areas used about $500 for each paraprofessional and urban areas about $300 for each paraprofessional.
APPENDIX A

Can be found in Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in Adult Basic Education pages B-4 through B-21.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>FORMAT</th>
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<td>Tell Me Some More</td>
<td>Book 64 pp.</td>
<td>Harper &amp; Row</td>
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<td>Crosby, Newell Bonsall</td>
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OBJECTIVES

Owensboro Independent School System
Owensboro, Kentucky
October 10, 1974

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky
Objectives

APPALACHIAN RIGHT TO READ COMMUNITY BASED CENTERS

Objective 1. To develop or strengthen a county-wide learning center facility offering individually prescribed instruction in reading for out-of-school youth and adults.

Sub-objectives:
(a) to provide support services to Right to Read para-professionals in home instruction;
(b) to provide multiple materials to Right to Read para-professionals in home instruction;
(c) to develop a cooperative effort between local program, AAEC Right to Read program, and the State Department of Education, Adult Education Unit;
(d) to provide an alternate reading instruction delivery system (learning center and/or classroom) for students mobile enough to attend, recruited by para-professionals;
(e) to provide learning center support to students engaged in GED-ETV preparation (where ETV is received).

Documentation:
(a) amount of money contributed by sources to develop the learning center;
(b) number of hours the center was in operation per week;
(c) number of students enrolled;
(d) gains made by students enrolled, established by pre- and post-testing using the TABE or criterion-referenced materials.
(e) number of students recruited by paraprofessionals as a secondary function of home instruction;

(f) chronological efforts made resulting in cooperative program will be documented;

(g) make all materials in the learning center available for use by paraprofessionals and select materials introduced by the AAEC in identified problem areas.

**Objective 2.**

To provide paraprofessionals working out of the learning center under the supervision of a professional for home reading instruction of urban disadvantaged.

**Activities:**

(a) paraprofessionals will first experience pre-service training by AAEC staff and local ABE staff;

(b) paraprofessionals will acquire and become thoroughly familiar with materials for use in home instruction;

(c) the paraprofessionals with the help of the AAEC will devise a documentation system for data collection;

(d) recruitment will be done by door-to-door recruiting and agency contact for a beginning student load;

(e) experienced paraprofessionals are to recruit a minimum of 20 students each;

(f) new paraprofessionals will gradually acquire students as their experience allows;

(g) experienced paraprofessionals are to spend approximately 4 hours per week in the learning center for exchange and record keeping;

(h) new paraprofessionals will spend much initial time in the learning center becoming familiar with materials and procedures;
Objective 4.

To provide instruction in reading readiness activities to adult students who are parents of preschoolers.

Activities:

(a) materials for preschool children will be introduced by the paraprofessionals to the parents to be used with their children between home visits;

Documentation:

(a) notation of all referrals will be made and a follow-up conducted;

(b) The Community Referral Handbook will be revised if needed.
Objective 5.

(b) Paraprofessionals will note early childhood problems in each home and make referrals to the appropriate agency when necessary. A follow-up of each referral will be made.

Documentation:

(a) A count of preschool age children will be made in the homes served by the paraprofessionals;

(b) In the folder of the parent, a notation should be made of the materials loaned for the child, any progress noted, and any comments from the parents on improvements they have seen;

(c) Any referrals made for children in the home should be tabulated. It should also be stated in what way the referral was helpful.

Objective 5. To develop a mass media support component of the learning center home study model.

Activities:

(a) At each site, forty students who are at the equivalent of the 7th grade or above and have GED as a goal will be identified in either home study or learning center or both;

(b) The paraprofessionals will interest these identified people in viewing the KET/GED Series;

(c) Early identification will be made of students independently involved in the GED Series;

(d) Pre- and post-testing will be done using the TABE level D in connection with the KET/GED Series;

(e) Support will be given by paraprofessionals in home instruction related to the GED Series;
Objective 6.

To determine the effectiveness of ABE home study as a route in recruiting adults to recurring education in the community school.

Activities:

(a) paraprofessionals while recruiting for home instruction will also recruit for the community school emphasizing the learning center and ABE evening class;

(b) paraprofessionals will keep their home study students informed of the current activities at the community school.
Objective 7. To provide dissemination of the effectiveness of the learning center home study media model in reading instruction.

Activities:

(a) the project sites will host visitors and provide orientation to organization, staff training, program operation, and materials during visitations;

(b) where possible, project site directors will host orientation workshops, i.e., community school workshops.

Documentation:

(a) visitor log books will be maintained by the project director;

(b) a file of related correspondence will be kept by the project director;

(c) a complete file of dissemination activities of project personnel will be maintained.
CASE STUDIES

CASE #1

Student: White female in early twenties, married, and mother of one child. Goal was to be able to read bedtime stories to her child.

When first assigned to me, this student was a patient in our local hospital because of a nervous condition. She had the reading ability of someone in the third or fourth grade. She lived in government housing, received food stamps and public assistance. She had many family problems, which made her extremely nervous. Some of their problems were: drugs, physical and mental abuse. Her husband was constantly "putting her down" for not being able to read and for continuing in our program. He referred to me as the "government woman." The more he made fun of her, the more eager she was to learn. And the more she learned, the stronger a person she became. There was continuous improvement in her appearance and her apartment was soon glowing. I would take her storybooks to read to her child. She was really thrilled when at last she read one all the way from start to finish and without mistakes.

Approximately four months after enrolling in our program, she became dissatisfied with her lifestyle. She moved from government housing into a home, stopped the food stamps, and got a divorce. She started in a homemakers class to learn how to sew and plan meals. She did very good in this, too.

When she left our program last month to move to another state, she had acquired enough education that she TABE tested at a tenth grade level.

Recently, I received a letter from her saying, she wasn't going to stop now. She's involved in an Adult Education Program that is close to where she lives. She now has a much higher goal--the GED.
She has five children, one of which is mentally retarded. Her husband suffered a heart attack and is unable to work. Their income is entirely dependent on public assistance and Social Security.

She has, however, overcome these problems and is now up to 4.5 grade level. Presently she is in multiplication and punctuation. These are not the only areas in which she has improved, also her appearance. She has developed pride and self-confidence and there is a noticeable improvement in her speech.

She has shown an interest in Homemakers Haven, a drop-in homemaking center; and recently upholstered a couch. Being involved in the Right to Read program has given her a new outlook on life, and is planning to continue her learning with regular trips to the library.

CASE #3

Student: White female in late thirties, widowed and mother of 6 children and six step-children.

When this student started in our Right or Read home instruction program, she was a complete non-reader. She didn't know the alphabet. This home was nothing short of a pig sty. The children were always in trouble. Her step-children were all married and had homes of their own. The youngest daughter, barely a teen-ager, was in a detention home because she was truant from school so much, and mixing with drugs.

My student learned her alphabet and was eager to learn to read. She would have hours of home study from her writing lessons. She was doing
great when her seventeen year old son drowned in the river. This set her back. For about six months she couldn't do anything. Her oldest daughter was put in a foster home and the youngest daughter got married. The Goodfellows got the rest of the children a pair of shoes, and I gave her a permanent. This seemed to give her a lift and she started back on her school work. She moved to another home and keeps it a lot cleaner than she had the other home. They are cleaner now.

She's in her second reader and is multiplying in Math. She spells every word in each reading lesson. She wrote her daughter a letter, a first, and was she thrilled. She does her own grocery buying now, because she can count money. She's still enrolled in our Right to Read program.

CASE #4

The student in this story is Jean Warren. She is 36 years old and has always lived in the western part of Pike County. The household consists of Jean, her husband, six children, and her mother-in-law, a total of nine. Her husband is employed at the Meade Paper Mill in Chillicothe, Ohio.

Jean completed nine years of school and her dream has been to complete her education, and be able to help the children with their homework in school.

This is a very close loving family. They all work together, after just a few visits you really can feel the love they have for each other.

Jimmy is the two year old. Each week he meets me at the car, with a big smile, waiting to exchange his books. He is as much a part of school as his mother. The mother-in-law enjoys reading, so I leave her books on almost every visit. They are now using the Mail A Book Program.
Jean placed 6.4 overall on the M TABE in March, 1975. I feel that she has already come up in just two months.

I asked her if I could write a short story on her for the Adult Program. Her answer was, "Oh yes, but don't leave out the kids and Mom, because they all enjoy the program as much as I do."

It is a privilege for me to work with the Warren family.

CASE #5

In April 1973 Bertie Miller enrolled in Home Instruction. She placed 7.4 total on the D form of TABE. Her husband was working some, but most of the income was from welfare. There are five children in the home, three in school and two small boys at home. They lived in a small four-room house with no water close. It was up a dead end dirt road.

The three year old boy could not talk; after a few visits, I referred this to the Child Development case worker. A tutor was sent to the home and in a few months the boy was beginning to talk. The kids were very shy and would run and hide when I came. On each trip I gave them books and candy and in a short time they were waiting my arrival.

I have helped this family by making doctor and dentist appointments. I also planned a visit with the nutrition aide from the county Extension Office, who is now working with Bertie, helping her in homemaking and canning.

In September 1974 the husband, John, started Home Instruction. They are both working together. He placed 6.9 on M TABE.

On Jan. 1975 they moved to a bigger home. Here they are raising a garden and tobacco. They are still on welfare but are doing much better in their home life.
Last week she showed me the books she received from the Mail A Book Library. The whole family is reading books and enjoying them.

I have watched a change in this family and believe it will continue to change for a better family life.

CASE #6

Buck Wheeler is a 48 year old man who is the father of 13 children, 12 of whom are living. He dropped out of school in the 9th grade to help support his family. Buck heard about ABE Home Instruction from friends who were enrolled and wanted to finish his schooling and get his GED.

His life-style of living ranged from boot-legging to raising houses off the ground and underpinning with block. He had what you might say, plenty of "common sense" but needed education to handle business affairs. I enrolled Buck and taught him his decimals and fractions and in general just understanding how to read. He developed his natural abilities to learn fast and in a few months went from a 7.7 overall to 10.3 overall score.

He is now working for the First National Bank in Prestonsburg, Ky. When he first applied for the job, the bank told him he did not have enough knowledge ability to do the job. But he tried out for the job and has now made a big success.

With just a little help, he gained the confidence he needed to change his mode of living. Thanks once again to the "Right to Read Home Instruction Program!"
THE FOLLOWING ARE QUOTES FROM CASE STUDIES THAT SHOW:

- attitudinal changes of students
- improved lifestyle
- family opinions
- empathy of paraprofessionals toward their students and their problems

***

"Due to the classes that Jerry was taking he was able to obtain a job."

***

"George now has a weight problem that we have been trying to lower by using his skills in Math."

***

"There is a real need for her to get away from her family and the things expected of her by them. I related to her how I had paid for a correspondence course several years ago to get my diploma and because of putting my home and family first, I never completed the course. It wasn't until I enrolled in the Adult Education Classes in 1973 and attended four hours daily as if I had a job that I received my GED. Mrs. Bays is quite capable of getting her GED possibly by next year if she follows my advice. If she doesn't, I feel it will take years at the current rate of study and she will become very discouraged and eventually give it up."

***

"She is now employed as a Community Action Aide to pre-school children. Her annual salary is now $4800.00 per year. She gained much socially as well as academically while enrolled in the adult program."

***

"He has gained confidence in himself and gained interest in reading as well. He began to tell of reading the labels on cereal boxes, canned foods, etc. For the first time, he was able to vote without any assistance, which he always had to have before."

"This student can now read, write, and cope with himself and others for the first time. His achievement has been as rewarding to himself as any student in the program, possibly more."

***

"After six months, her performance improved greatly. Her learning was affecting the whole family. Her children enjoyed helping 'Mama' with her
lessons for the next visit from her home instructor."

"Although Angeline has made significant improvement in her basic skills, her goal is not the GED test but self-improvement. Much has already happened. More will happen because of her now positive attitude. Her resentment toward schooling has turned to respect. She is beginning to cope with life's situations for the first time ever."

***

"The Bureau of Vocational Rehabilitation has offered Becky the chance at college or on the job training once her G.E.D. has been attained. Becky will take the test during the summer of 1975."

***

"Her girls have helped her some with her lessons, and get quite a kick of going to school with mother. They are very proud of her."

***

"Betty has related to me the fact that she has always lacked confidence in herself. I can tell from week to week as she studies, the new confidence she is gaining in her capabilities."

***

"She feels like it has helped in her daily life and also in helping her with her son in school."

***

"When I first started making my weekly visits to Mrs. Swim, the house was very untidy. Clothes were on the couch, boxes of scrap material was piled in the living room, and Mrs. Swim herself was not very presentable. But she has made a big change. Now the living room is straightened when I get there, she is more presentable, and the most noticeable improvement of all is the absence of dirty dishes on the kitchen table."

***

"On my last home visit Patricia thanked me for helping her so much and said without my help and encouragement she would never have worked and received her diploma."

***

"I think this home study course has improved her standard of living and given her a new outlook on life. Without this home instruction course, Gertrude would never have received her high school diploma."
"I signed him up in A.B.E. Home Instruction. He started developing his natural abilities and has advanced to being able to Read--to Write--to Count. He has confidence enough now to go out in public and mix. He also does all kinds of odd jobs now."

"He has gained confidence enough so that when he goes to church, he stands up and reads out loud from his Bible. He is quick to let everyone know that the Right to Read Home Instruction Program and his Home Instruction Aide is directly responsible for his feeling of well being."

"Since he started in our program his reading ability has increased; and he has gained self-confidence. He purchased a phonics kit to study at home in addition to using our materials."

"This young man, 18 years old, came to me on September 25, 1974 after having suffered a nervous breakdown. He was withdrawn and shied away from any physical contact."

"Since starting his disposition has become friendly with me as well as the other students and staff. He is open, assured of his capabilities, and has a pleasant sense of humor."
RIGHT TO READ

Analysis Design Questions
1974-75

1. To determine the difference in characteristics of each group, analyze by treatment condition (4-5), site location (6-7), treatment condition within site location at Owensboro and Ashland, and total population the following demographic characteristics:

   - Age--report in median
   - Employment--report in percentage
   - Sex--report in percentage
   - Family income--report in percentage
   - Recruitment--report in percentage
   - Students' goal--report in percentage
   - Last grade completed--report in median

2. To determine the entry and exist (pre and post test) skill level of each group, analyze by treatment condition (4-5), site location (6-7), treatment condition within site location at Owensboro and Ashland, and total population the pretest scores based on TABE.

   - Reading grade level--median
   - Math grade level--median
   - Language grade level--median
   - Total battery grade level--median

3. To determine poverty level, analyze/correlate the percentage of size of household with family income to determine the size of household in each family income category by treatment condition, site location, treatment condition within site location at Owensboro and Ashland, and total population.

4. To determine the retention of each treatment condition, site location, treatment condition within site location at Owensboro and Ashland, and total population. Analyze exist information and report each category in percentages. Dropout defined as all those who leave for reasons other than GED or continuing in program.

5. Analyze the last grade completed for each treatment condition, site location, treatment condition within site location at Owensboro and Ashland, and total population.
6. Determine the median gain of each treatment condition, site location, treatment condition within site location at Owensboro and Ashland, and total population according to reading, math, language, and total battery.

7. What was the gain of persons at entry grade level of 1-13 in reading, math, language, and total battery according to treatment condition within site location at Owensboro and Ashland, and total population?

8. Determine the relationship of last grade completed and pre-test scores in reading, math, language, and total battery for treatment condition, site location, treatment condition within site location at Owensboro and Ashland, and total population.

9. Which treatment condition by site location produced the most total battery gain?

10. Determine median gains in reading, math, language, and total battery on students in program for two years using these students' entry pre-test scores from last year (1973-74), in columns 49-60 (card 1) and their post-test scores (1974-75), columns 13-24 (card 2).

11. Determine elapsed months on two year students using pre-test data, column 45-48 (card 1) and post-test data, column 8-11 (card 2).

12. Determine elapsed months between pre-and post-tests by treatment condition, site location, treatment condition within site location at Owensboro and Ashland, and total population.
SPECIAL RECOGNITIONS AND ACTIVITIES

1. Two AAEC staff members participated in the Multi-National Workshop on Functional and Basic Education for Adults in Washington, DC, January 5-10. Information on the Appalachian Community Based Right to Read Effort was disseminated at this meeting to adult educators representing programs from the United States and around the world.

2. The mid-year in-service workshop for paraprofessional home instructors was held January 28, 1975, at Morehead State University. Special features of the workshop were sessions on the use of language experience as an approach to low level readers and on the use of the Kentucky ABE Materials Guide for writing prescriptions.

3. Mr. Kenneth Wood of the national Right to Read office conducted a 1½ day monitoring visit of the AAEC projects. During the visit, Mr. Wood accompanied one of the paraprofessional instructors on a home instruction visit.

4. At the National Right to Read Conference in Reston, Virginia, March 6-7, 1975, two AAEC representatives gave a presentation on the training of home instruction paraprofessionals and distributed copies of materials on the Appalachian Right to Read Effort.

5. At the March 13-15 meeting of the President's Advisory Council on Adult Education, one of the Right to Read home instructors from the Montgomery County, Kentucky, project answered questions from the council members about Right to Read home instruction and the project's linking of parent education and early childhood development.
6. Reading Specialist, Sharon Moore, presented the AAEC Right to Read projects and life coping skills materials to representatives from home start programs at the Conference on Home Based Child Development Programs.

7. Two Right to Read home instructors from the Montgomery County, Kentucky, project were featured in the November, 1974, issue of Techniques, a NAPCAE newsletter, where they discussed successful instructional methods for home instruction clients.

8. Right to Read Community Based Projects were visited on three occasions by international visitors in education: April 9-10, 1975, by the AACTE Non-Formal Interns from Singapore, Bolivia, Indonesia, and Africa; May 5 and 6, 1975, by 12 Indonesian educators interested in non-formal education sponsored by Michigan State University; and June 13, 1975, by a representative of the Office of Education Division, Ministry of Education in Indonesia, who was also interested in non-formal education. Each of the visitors attended sessions of instruction between home instructor aides and their students.

9. Case studies on Right to Read home instruction students were prepared for the Right to Read home office in Washington for the purpose of dissemination in pamphlet form.

10. Helping Adults Learn: A Handbook for Paraprofessional Home Instructors has been finalized and is attached.
11. Education Commission of the States National Assessment Team met with the AAEC staff and 6 Right to Read local staff members (4 paraprofessional home instruction aides and 2 directors) to review and critique objectives for a basic skills index to be assessed on 17 year-olds in 1978.

12. On April 30, 1975, three visitors from the reading department of Tennessee Technological University visited the Appalachian Adult Education Center and the Montgomery County Community Based Right to Read project to learn about the home instruction program and ABE. (Letter attached.)

13. The United States Office of Education designated the Right to Read home instruction program in Piketon, Ohio, to be one of the four in a 30-minute 16mm film presentation on adult education in the United States, entitled "The Sound of My Own Name," for national distribution.

14. The International Reading Association selected Piketon, Ohio's Right to Read as one of five sites to be spotlighted in a slide/tape presentation for international distribution.
Mrs. Sharon Moore  
UPO Box 1353  
Morehead State University  
Morehead, Kentucky 40351

Dear Mrs. Moore:

Even though I have only had the past year to observe our Right-to-Read program, I am convinced that it is one of the most effective educational efforts toward reaching the adult population. My observations and impressions are as follows:

A. Right-to-Read reaches a greater majority of the target population than any other adult education effort that we are making in that out of slightly over 100 adults in the county who have had no formal education, we are serving over half of them.

B. The positive results on these participants are quickly attainable and measurable since the basic education gained has a tremendous impact on their ability to get a job or simply to more adequately live.

C. The project workers can affect tremendous changes in the participants' lives since they have intimate, personal contact with the participants' family and can manipulate the home environment when necessary to improve the learning situation, as well as deliver services to the entire family.

D. The paraprofessionals seem to identify more readily with the adults whom they teach than do certified teachers, generally.

E. The cost of using paraprofessionals to carry out the objectives of the project is much less than using college graduates to reach the same ends.

It has been a pleasant experiment to operate the Right-to-Read project here in Montgomery County and the project certainly has been a tremendous help to many adults. We hope there is some way to obtain funds to continue this operation.

Yours very truly,

Bobby Joe Whitaker
May 22, 1975

Ms. Sue Fariss  
Adult Learning Center  
206 West 17th Street  
Owensboro, KY 42301

Dear Ms. Fariss:

This letter is being written to ask for continued support in the Adult Learning Center's Right to Read Program. As a rehabilitation counselor I have found this program to be most rewarding to the people I work with as in many cases it would have been impossible to achieve successful rehabilitation programs if the Adult Learning Center facility was not available. It has been our discovery that when a person has a minimal of reading skills that they have not been able to successfully complete job application forms, also they have had difficulty in interpreting the questions thereby not being able to expound and or put the proper response.

The Adult Learning Center is a great asset to this community and without it we would all suffer a great loss. In many cases I have used the center to provide the necessary training for individuals from other counties with great success. My only real complaint is that not enough people take advantage of the program offered at the center.

I hope this letter is satisfactory and I wish to thank you and your staff for your assistance in working with this agency and the people in our community.

Sincerely,

Thomas L. Keiningham, Counselor  
BUREAU OF REHABILITATION SERVICES

TLK:ksh
June 27, 1975

Mr. George Eyster, Director
Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Re: Right-to-Read, Project OGB-0-72-4939

Dear Mr. Eyster:

On behalf of the Board of Education and Administrative Staff, I want to express our appreciation for the splendid support and direction Sharon Moore and C. J. Bailey has given to our director, Karen Moore and members of her staff with our Project, Right-to-Read Program.

By making provision for our teachers and para-professional to make home visits, we were able to reach a large number of participants who otherwise would not have had the opportunity to continue their education. Then too, our Right-to-Read Staff served the New Horizon Workshop.

A large segment of the community has been enrolled in our adult basic education program at various levels. We are pleased to accommodate the growing number of citizens who are enrolling in this program.

The Right-to-Read Program has made it possible for an increasing number of residents in the Ashland Area to prepare for the G.E.D. Examination.

Anything that you can do to continue this program would be appreciated by the Ashland community.

Sincerely yours,

Tilman L. Juett

TLJ:1j

Education Is An Investment In The Future
May 6, 1975

Mrs. Sharon Moore
Appalachian Adult Education Center
Morehead State University
Morehead, KY

Dear Sharon:

We want to express our appreciation for the activities you arranged for us during our visit to the Appalachian Adult Education Center. You planned a varied program which gave us a chance to meet with several people deeply involved in adult education, examine a wide selection of materials, and actually meet the teachers and the people in their homes. We learned a great deal from these experiences.

I spent a part of the class period Friday telling about your program and my students were very excited about what you are doing. Several of them showed a very sincere interest in working with these people themselves.

We still don't know how much we will be able to accomplish here. Joe is reviewing the guidelines and will try to get a proposal written in order to get some funds. We will also work with the people in the library program to see how we might be most effective in our efforts.

When we get started, I'm sure we will have more questions. Now we know where to go for our answers. Again, thank you so much for your unusually thoughtful hospitality. Please extend our thanks to the others whom we met, especially Elwood and Carol.

Yours truly,

Elinor Ross

Elinor Ross

cc: George Eyster
    Ann Drennan
Mr. George W. Eyster
Morehead State University
U.P.O. Box 1353
Morehead, Kentucky 40351

Dear Mr. Eyster:

The home instruction program in our ABE is a very successful program. Results are evident. This is a program where not only the individual can be helped, but also the entire family. A mother with small children cannot come to a central location but can work at home. As the parent shows an interest in books, the child or children will also take an interest in books. Our aides, in going into the home, have the confidence of the people served and are able to administer to the total need of the family. It may be assistance in filling out various forms, or referral to some other community agency or church group.

Cost of instruction may be somewhat more per individual; however, one must remember that there are few "drop-outs". Our home instruction aides "drop in" too often to have "drop-outs". Instruction is on a one to one and people thus served are less sensitive concerning their social-economic condition.

Home instruction meets a definite need. It is not a cure all for all individuals but is one very important facet in providing a chance for some who have really never had a good opportunity to be full-fledged, participating citizens of our society.

Respectfully submitted,

Clarence B. Anderson
Local Superintendent
Mrs. Sue Fariss, Director
Adult Learning Center - Right to Read Program
Owensboro Board of Education
206 West 17th Street
Owensboro, KY 42301

Dear Mrs. Fariss:

The WIN Unit of the Bureau for Manpower Services wishes to thank you and your Staff for your successful existence and contribution to our Community. I can personally think of many individuals who have gained a great deal from your help. Since my job is placing AFDC recipients in the job market, I know that many of these people need educational up-grading before they can successfully work toward any employment goals of their own. It is your personal help and guidance that starts the motivational process for many an individual and gives them the sense of accomplishment which is so desperately needed.

It has been brought to my attention that the Right to Read Program is in jeopardy of being halted. I would certainly hope that this never becomes a reality. Everyone needs to be educated to the extent that they can read and write, especially in today's world. It is true that a person can get help from some other means, but who is better able to provide this service than the Adult Learning Center. I do hope that funds will be available to continue the Right to Read Program in the near future. If a program is successful, why do away with it?

Let me thank you again for your help with our applicants and let me assure you that we will continue to refer our applicants to your Center.

Sincerely yours,

Charles F. Schmeal, Jr.
Sr. Employment Interviewer
May 30, 1975

Mrs. Sue Fariss  
Owensboro Board of Education  
Adult Learning Center  
Right to Read Program

Dear Mrs. Fariss,

I want to personally commend you and your staff for the excellent work you do in the community.

Your work in teaching illiterates and upgrading reading skills among the people I work with has helped a great deal in not only their ability to function as a family unit, but when possible has helped us place people in jobs that would, without your help, have been impossible.

Sincerely yours,

Maureen S. Clark  
Social Worker  
Department for Human Resources
June 10, 1975

Mr. George Eyester  
Executive Director  
Appalachian Adult Education Center  
Morehead State University  
Morehead, Kentucky 40351

Dear Mr. Eyester:

This attached letter is for the purpose of expressing my ardent support of the Owensboro Public School's Right-to-Read Project. This program is now serving numerous families who, for various reasons, cannot avail themselves of services offered by similar agencies. We in Owensboro feel very confident about this program and will continue to enthusiastically lend our support to its continued success.

Cooperation has been the key word in working with the Appalachian Adult Education Center staff. We look forward to participating in other mutually beneficial projects.

Sincerely yours,

[Signature]

James C. Hilliard  
Superintendent

JCH: gmo
The project presented or reported herein was performed pursuant to a Grant No. OEG-0-72-4939 (533) U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.