# BASIC SKILLS INTEGRATED WITH EMPLOYABILITY SKILLS TRAINING IN A CENTRAL TEXAS ADULT BASIC EDUCATION (ABE)/GENERAL EDUCATIONAL DEVELOPMENT (GED) PROGRAM THAT SERVES WELFARE-TO-WORK CLIENTS

THESIS

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By

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In recognition, understanding, and knowing that it was through God's grace that made this possible.

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## ABSTRACT

## BASIC SKILLS INTEGRATED WITH EMPLOYABILITY SKILLS TRAINING IN A CENTRAL TEXAS URBAN ADULT BASIC EDUCATION (ABE)/GENERAL EDUCATIONAL DEVELOPMENT (GED) PROGRAM THAT SERVES WELFARE-TO-WORK CLIENTS

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The enactment of the Personal Responsibility and Work Reconciliation Act (PRWRA) has created a greater need for Adult Basic Education (ABE)/General Educational Development (GED) programs integrated with employability skills. The new welfare reform emphasizes "work first" and places strict time limits on TANF clients as an incentive to work. Unfortunately, a majority of TANF clients have low literacy levels and employment skills and lack their General Educational Development (GED) certificate or high school diploma. More and more, programs are seeking to address the needs of TANF clients who participate in their ABE/GED programs. As this happens there is a need for programs that are equipping students with the skills and knowledge to become self-sufficient. Thus, this exploratory

qualitative case study examined students', teachers', and administrators' perceptions of basic skills integrated with employability training offered in a Central Texas urban community college ABE/GED program that serves welfare-to-work clients who have not yet earned a GED or high school diploma.

The central research question was, "In what ways is a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program integrated with employability skills preparing welfare recipients for self-sufficient employment?" To answer this question, six students, five instructors, and five administrators each completed a questionnaire and interview. The questionnaire and interview items were based on the standards of exemplary programs as outlined in What Works: Integrating Basic Skills Training into Welfare-to-Work.

The research revealed that the Central Texas urban community college ABE/GED program is assisting in preparing welfare-to-work clients for self-sufficient employment.

# CHAPTER 1

## INTRODUCTION

National, state, and local statistics indicate that the numbers of individuals receiving welfare assistance have steadily declined since the enactment of the Personal Responsibility and Work Reconciliation Act (PRWRA) of 1996 (Department of Health and Human Services 1998; Texas Workforce Commission, 1999). The PRWRA emphasizes "work first" by limiting the time welfare recipients can receive assistance and sanctioning states that do not decrease their numbers of welfare recipients as outlined by the federal government. At the time this act was signed into law by President Bill Clinton, the Job Training Partnership Act (JTPA) was the federal funding source for individuals who needed workplace training. Under this act, dislocated workers, economically disadvantaged individuals, and veterans were eligible for free job preparatory training (Texas Workforce Commission, 1999). However, this act (JTPA) was not in alignment with the new welfare reform (PRWRA) because JTPA emphasized job training rather than work first. Consequently, the Department of Labor produced the Workforce Investment Act (WIA) which was signed into law on August 7, 1998 (U. S. Department of Labor Employment and Training Administration, 1998).

The Workforce Investment Act was developed to meet the guidelines of PRWRA. WIA allocates more responsibility to states and emphasizes work first, as does the PRWRA (U.S. Department of Labor Employment and Training Administration, 1998). The new legislation has been implemented with the intent of assisting welfare recipients achieve self-sufficiency through unsubsidized employment and support services.

Texas is in a distinct situation. In 1995, prior to PRWRA, the federal government issued waivers allowing states to undertake their own welfare reform (Texas Workforce Commission, 1999). Texas did. Consequently, Texas does not operate exactly under the guidelines of PRWRA. For example, Texas implements more strenuous time limits for TANF recipients than the 60-month time limit regulated by the federal government (Texas Workforce Commission, 1999). A case manager at a Capital Area Workforce Center stated that time limits range from one to three years depending on education and job skills (A. Cartwright-Henderson, personal communication, August 3, 1999). These relatively short time limits reiterate that Texas' goal for welfare recipients is work first.

The new welfare reform legislation creates incentives for individuals to enter the workforce quickly (Loprest, 1999). However, many welfare recipients are not prepared to enter the workforce immediately because they have low literacy skills and lack employability skills (Trutko, Nightingale, & Barnow, 1999). Thus, it is important that these individuals receive the skills and training needed to gain self-sufficient employment.

## Rationale

The Personal Responsibility and Work Reconciliation Act places time limits on individuals who receive government assistance; individuals in Texas are limited to three years maximum (Texas Department of Human Services, 1998). Many welfare recipients have low job skills, low literacy, and/or lack a General Educational Development (GED) certificate or standard high school diploma. The National Institute for Literacy (1998) reports that 75% of unemployed adults have reading or writing difficulties. In addition, almost 50% of adults on welfare do not have a high school diploma or GED certificate (National Institute for Literacy, 1998). There is a need for programs that provide basic skills and employability skills to adults on welfare who lack their GED certificate or high school diploma (Murphy and Johnson, 1998). What Works: Integrating Basic Skills Training into Welfare-to-Work (1998), a National Institute for Literacy publication, identifies program standards that are successful in assisting TANF clients gain self-sufficiency through basic skills and employability skills development. This case study was based on these standards: It examined students', teachers', and administrators' perceptions of basic skills and employability training offered in a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program for welfare-to-work clients who have not yet earned a GED or high school diploma.

There is much evidence to support the need for education and employability skills for welfare recipients. For example, in a Texas Department of Human Services study to determine what happened to individuals after they left

welfare, researchers found that 50% of welfare leavers admitted the importance of education for getting and keeping jobs (Texas Department of Human Services, 1998). Of the welfare leavers interviewed, 36% admitted that a GED was needed to gain and keep employment, and 14% said they needed job skills training (Texas Department of Human Services, 1998). However, Workforce Centers are mandated by the federal government to emphasize work first. Workforce Centers offer local one-stop service to individuals seeking employment and/or employment training (Texas Workforce Commission, 2000). Under the Workforce Investment Act, these one-stop centers are responsible for providing core services and intensive services. Core services are available to all adults and provide such services as initial assessment, career counseling, and information on support services (U.S. Department of Labor Employment and Training Administration, 1998). Intensive services, more comprehensive and hands on, are only available to unemployed adults who are unable to find employment through core services (U.S. Department of Labor Employment and Training Administration, 1998). Most welfare recipients, especially those who are low-skilled, with minimal education, qualify for intensive services. The U.S. Department of Labor Employment and Training Administration (1998) outlines the following characteristics for intensive services:

- Comprehensive assessment
- Individual employment plans
- Counseling (group and individual)
- Case management

- Pre-vocational services that are short term

Finally, if intensive services are not successful in helping recipients find employment then they may be eligible for job readiness training.

A Capital of Texas Workforce Center Case Manager (A. Cartwright-Henderson, personal communication, August 3, 1999) explained the steps the center takes before referring individuals to training in Travis County:

- First, the client seeks employment on his/her own and keeps a journal of his/her job search;
- If unsuccessful, he/she may attend week-long workshops offered at the Workforce Centers;
- After the workshops, individuals are responsible for continuing their job searches;
- Finally, if individuals are still unsuccessful, a case manager will assist them in seeking training, preferably something free of charge.

This procedure clearly follows the "work first" model. The case manager ABE/GED program if they lack their GED certificate or high school diploma (Alice Cartwright-Henderson, personal communication, August 3, 1999). However, they must still continue looking for employment.

The Central Texas urban community college, serving as the site for the proposed case study, serves the county and other surrounding areas and offers adult education incorporated with employability skills training. The community college works closely with the Workforce Centers, and there is even a Workforce Center located on campus. Case managers refer Temporary Assistance to

Needy Families (TANF) clients with low literacy and who lack their GED or diploma to the community college's Adult Education Center. These students have, at maximum, three years to earn their GED certificate before their time limit expires.

The ABE/GED program that was used for this case study, has several learning centers around the city to serve over 7,000 students. All of these centers, except for those located on the community college sites located within and around the city, are direct results of collaborations with other organizations. There are centers set-up at libraries, public housing locations, and other non-profit organizations. These sites are dispersed throughout the city to enable students from different areas within the city to participate in the program.

Although, this study focused on the adult basic education instruction and General Educational Development preparation component of the adult education program and its service to welfare-to-work clients, this program also includes English as a Second Language (ESL) instruction. The program serves anyone who is 17 years and older-welfare-to-work clients, dislocated workers, refugees, correctional facility enrollees, and others. Though the program serves welfare-to-work clients and strives to meet the needs of these particular students, only a small number of the program's students are welfare-to-work participants. For this reason, the program is not designed to focus entirely on welfare-to-work clients (although it was the focus of this case study), but rather, all of its adult education student population at large.

Where a student attends class, when he/she attends, and how often a particular student attends varies. There are many centers around the city and some classes meet everyday, whereas others may meet once or twice a week. Depending on the particular program and/or classroom location, some students may be able to receive services unavailable to other students. For example, students in the Even Start program can receive free lunch, bus passes and childcare. Students who attend at one of the community college learning centers do not have these services.

## Research Questions

The central question for this study is, "In what ways is a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program integrated with employability skills preparing welfare recipients for self-sufficient employment?" The following supporting questions will assist in guiding this study:

1. What skills are being taught to prepare individuals for self-sufficient employment?
2. Is the program accessible to welfare-to-work participants?
3. Are support services available through the establishment of strong relationships with other organizations in the community?
4. Is there measurement for accountability within the program's structure?

To answer the central research question and supporting questions, this exploratory qualitative study evaluated a Central Texas urban community

college's ABE/GED program using the standards of an exemplary program as outlined in What Works: Integrating Basic Skills Training into Welfare-to-Work. The following criteria represent the characteristics of exemplary programs:

- Focus on employment-related goals
- Offer hands-on work experience
- Have a client enrollment and selection process that accepts clients with a wide range of abilities (i.e., no "creaming")
- Integrate basic skills components with other welfare-to-work activities
- Have clearly defined goals and outcomes
- Achieve a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour)
- Involve private sector employers
- Have a strong record-keeping system that includes information on both cost and participant progress toward outcomes
- Offer early intervention and personal attention in addressing potential problems
- Use "job coaches" to assist clients in making the transition to work
- Use "job developers" who know of existing employment opportunities
- Provide extensive support services, including child care and transportation
- Commit to continuous staff development (Murphy and Johnson, 1998)

The intent of this qualitative study was to examine the perceptions of students', teachers', and administrators' concerning basic skills and employability training offered in a Central Texas urban community college adult education

program through questionnaires and interviews. The qualitative data was used to develop a complete case study of the program of the most representative cases of TANF clients in the ABE/GED program, instructors, and administrators.

## Definition of Terms

1. **Achieving Change for Texans (ACT)**–This is the reformed welfare system in Texas enacted under House Bill 1863. Although it embodies the same principles of the Personal Responsibility and Work Reconciliation Act (PRWRA), this act is more strict than PRWRA in some regards. For example, PRWRA permits a five-year life time-limit whereas Texas only permits a maximum of three years. Texas will follow the guidelines of ACT until March 2002 (Texas Department of Human Services, 1998).
2. **Adult Basic Education (ABE)**--"Services or instruction below the postsecondary level for individuals who lack sufficient mastery of basic educational skills to be able to function effectively in society and who do not have a high school diploma or its equivalent" (Murphy & Johnson, 1998, p. 31).
3. **Adult education programs**-- Programs that provide adult education and literacy as defined by the Workforce Investment Act (WIA). WIA explains that these services should:
    1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. assist adults in the completion of a secondary school education (U.S. Department of Labor Employment and Training Administration, 1998).

4. **Aid to Families with Dependent Children (AFDC)**--Federal program started in the 1930's to provide cash assistance to elderly, disabled, and widowed women and their children. Over the course of time, it became a program predominantly for divorced, separated and never married women (Chung & Pardeck, 1996).
5. **Basic skills**--These include reading, writing, arithmetic and mathematics, speaking and listening (U. S. Department of Labor Employment and Training Administration, 1990).
6. **Career counselor**--Someone who assists clients in the selection and adjustment of an occupation by using information about their satisfaction with previous work (Sharf, 1997).
7. **Career development**--"Lifelong process through which individuals learn about themselves in relation to the world of work" (Stanley, 1996, p. 434).
8. **Career fair**--An event given several times during the spring semester at the researched adult education program where more than 50 businesses are represented. Students are encouraged to bring resumes and talk with prospective employers.

9. **Case manager**--Someone who provides case management (as defined by the Workforce Investment Act). "The term `case management' means the provision of a client-centered approach in the delivery of services, designed--(A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job and career counseling during program participation and after job placement" (U.S. Department of Labor Employment and Training Administration, 1998).
10. **Certified training providers**--The Workforce Investment Act requires training providers to submit performance information when they apply for the Statewide List of Certified Training Providers. If selected, training providers are required to meet the WIA annual performance goals to remain on the list. Training offered may range from accounting to computer science to real estate depending on the organization providing the training. (Texas Workforce Commission, 1999).
11. **Collaboration—**To work jointly with others or together especially in an intellectual endeavor" (Merriam-Webster, 2000).
12. **Core services**--These services, available to all adults, are available at "one-stop" workforce center to provide job search and placement assistance, labor market information, initial assessment, skills and needs, information about available services, and follow-up services (U.S. Department of Labor Employment and Training Administration, 1998).

13. **Employment placement specialist**--A career counselor who specializes in the assessment and placement of employees within an organization (P. Moore, personal communication, August 7, 2000).
14. **Employability skills**--Identification of the personal and professional skills of a potential employee (P. Moore, personal communication, August 7, 2000).
15. **Equipped for the Future (EFF)**--A National Institute for Literacy report that provides standards for adult literacy and lifelong learning. This research-based document identifies 16 skills adults need to be lifelong learners and successful family and community members (Stein, 2000).
16. **Exemplary programs**--According to Murphy and Johnson (1998), these are programs that have the following characteristics:
    - Focus on employment-related goals
    - Provide hands-on work experience
    - Provide a client enrollment and selection process that accept clients with a wide range of abilities (i.e., no "creaming")
    - Offer integration of basic skills components with other welfare-to-work activities
    - Have clearly defined goals and outcomes
    - Provide services at a reasonable cost
    - Involve private sector employers
    - Maintain a strong record-keeping system that includes information on both cost and participant progress toward outcomes

- Practice early intervention and personal attention in addressing potential problems
- Use "job coaches" to assist clients in making the transition to work
- Use "job developers" who know of existing employment opportunities
- Provide extensive support services, including child care and transportation
- Commit to continuous staff development (Murphy and Johnson, 1998).

17. **General Educational Development (GED)**--This test measures the academic skills and knowledge that students are expected to acquire during four years of high school. Students receive a GED certificate after passing the test. (American Council on Education, 1999).
18. **Intensive services**--These services, available for individuals who are unable to find employment through core services alone, include comprehensive assessment, individual employment plans, group and individual counseling, case management, and short-term pre-vocational services (U.S. Department of Labor Employment and Training Administration, 1998).
19. **Job coach**--Someone on-site who provides job training, counseling, and/or arranges job placement services for students (Occupational Employment Statistics, 1999).
20. **Job developer**--Someone who assists students individually with job searches and job placement (Murphy & Johnson, 1998).
21. **Job retention**--This reflects whether participants in a program have retained employment over time.

22. **Literacy--**As defined by the National Literacy Act, "An individual's ability to read, write and speak in English, compute and solve problems at levels of proficiency necessary to function on the job and in society to achieve one's goals and develop one's knowledge and potential" (National Institute for Literacy, 1998).
23. **Local Workforce Development Board (LWDB)--**These local boards are established in the local workforce investment areas designated by the governor. The board chair must be from the business sector, and members represent other various aspects of the community. Responsibilities include, development of a five year plan, selection of the local one-stop center, identification of eligible training providers, oversight and negotiations, development of employment statistics, and staff development (U.S. Department of Labor Employment and Training Administration, 1998).
24. **National poverty level--**"Following the Office of Management and Budget's (OMB's) Directive 14, the Census Bureau uses a set of money income thresholds that vary by family size and composition to detect who is poor. If a family's total income is less than that family's threshold, then that family, and every individual in it, is considered poor. The poverty thresholds do not vary geographically, but they are updated annually for inflation with the Consumer Price Index (CPI-U). The official poverty definition counts money income before taxes and excludes capital gains and noncash benefits (such as public housing, medicaid, and food stamps)" (U. S. Census Bureau, 1999). The

national threshold for a family of four in the year 2000 is $17, 050 (U.S. Department of Health and Human Services, 2000).

25. **"One-Stop" system**--As a provision of the Workforce Investment Act, workforce centers provide access to many services including job training, education, and employment services at a single location (U.S. Department of Labor Employment and Training Administration, 1998).
26. **Personal Responsibility and Work Reconciliation Act (PRWRA)**--Legislation passed in 1996 with the primary goal of moving welfare recipients off public assistance into self-sufficiency by providing support services; promoting job preparation, work and marriage; reducing out-of-wedlock pregnancies; and encouraging two-parent homes (Department of Health and Human Services, 1997).
27. **Primary job market**--Employment that is career-focused, salaried, provides benefits, and is full-time (Stoesz, 1997).
28. **Secondary job market**--Employment that pays hourly wages (many times minimum wage), offers no benefits, is part-time or seasonal, and provides no career track (Stoesz, 1997).
29. **Secretary's Commission on Achieving Necessary Skills (SCANS)**--In 1992 a commission appointed by the Secretary of Labor reported the skills necessary to succeed in the world of work. These work skills include five workplace competency categories of skills (resources, interpersonal skills, information, systems, and technology) and three foundation skill categories

(basic skills, thinking skills, and personal qualities) (U. S. Department of Labor Employment and Training Administration, 1990).

30. **Self-sufficient**--Having sufficient earnings to meet the basic needs of one's family; the amount of earnings needed depends on the size and components of the family (West, 1997).
31. **Supplemental assistance**--This includes "benefits and services that serve the same purpose as a welfare check-helping a family meet basic needs on an ongoing basis." Assistance may include cash payments, vouchers, and other benefits designed to provide food, shelter, personal care items, and clothing (Center on Budget and Policy Priorities, 1999, p. 3).
32. **Support services**--A variety of services offered to a participant or a participant's household to enable them to live as independently as possible (Austin/Travis County Welfare to Work Coalition, 1999).
33. **Temporary Assistance for Needy Families (TANF)**-- A block grant provided to states granting them more flexibility and responsibility in reducing their welfare numbers. This block grant replaced AFDC and placed a 60-month time limit on assistance received (U.S. Department of Health and Human Services, 1999).
34. **Texas poverty level**-- Based on the national poverty threshold (17,000 a year for a family of four in 1999), an estimated percentage of families (of varying sizes is determined) who earn below this amount is determined. This percentage for Texas is 16.5% (Texas Health and Human Services Commission, 1999).

35. **Texas Workforce Commission (TWC)**--A state agency with the mission, "to promote and support a workforce system that offers individuals, employers, and communities the opportunity to achieve and sustain economic prosperity" (Texas Workforce Commission, 1999, p. 1).

**Transitioning**—refers to the movement from one stage to another aspect of career planning and development.

36. **Travis County poverty level**--Based on the national poverty threshold ($17,000 a year for a family of four in 1999), an estimated percentage of families (of varying sizes is determined) who earn below this amount is determined. This percentage for Travis county is 13.1% (Texas Health and Human Services Commission, 1999).

37. **Welfare assistance**--Includes "cash payments, vouchers and other forms of benefits designed to meet a family's ongoing basic needs (Center for Budget and Policy Priorities, 1999, pp. 2-3).

38. **Welfare leavers**--Individuals who have left welfare for more than one month (Loprest, 1999).

39. **Welfare-to-Work**--The act of moving from public assistance to self-sufficient employment.

40. **Welfare waiver**--Waivers granted to states under the Clinton administration prior to the enactment of PRWRA that give states greater freedom to implement their own welfare reform (U. S. Department of Health and Human Services, 1995).

41. **Work first**--An approach to welfare reform that emphasizes gaining work skills on the job rather than in the classroom. The goal of "work first" programs is to move clients from welfare to unsubsidized work as soon as possible (Brown, 1997).
42. **Workforce Center**--"A local workforce center that provides integrated services to aid service seekers in all aspects of employment and training in a seamless non-program-specific manner, and has been found to meet the requirements of a Certified Texas Workforce Center..." (Texas Workforce Commission, 2000, p. 4). These centers shall:
    - Be available to people throughout the local workforce development community
    - Provide access to information and services
    - Address individual needs of customers
    - Provide services that are tailored to meet individual needs and information to meet these needs
    - Not provide developmental services (i.e., GED, ESL, or ABE)
    - Provide individuals with written information on local demand occupations, wage levels, and training providers
    - Implement a process for initial contact
    - Ensure access throughout the workforce development area by developing electronic methods for service delivery
    - Ensure staff are experienced and knowledgeable in all required services and programs

- Implement a tiered customer-driven service delivery strategy
- Prepare understandable employment information packages for customers
- Implement a timely and efficient referral and follow up process
- Provide independent assessment of individual needs
- Maintain a user-friendly resource center that makes available computerized information systems
- Make available core services
- Ensure availability the Texas Workforce Centers of other services
- Provide reasonable accommodation and accessibility in accordance with the Americans with Disabilities Act (Texas Workforce Commission, 2000)

44. **Workforce Development Board (WDB)**--State board established under the Workforce Investment Act to develop a 5-year strategic plan. The Board consists of the governor, two members of the state legislature, and governor-appointed representatives (U.S. Department of Labor Employment and Training Administration, 1998).
45. **Workforce Investment Act (WIA)**--Signed August 7, 1998 with the goal of increasing employment, retention, and earnings of participants by designing a workforce preparation and employment system intended to meet the needs of businesses and job seekers (U.S. Department of Labor Employment and Training Administration, 1998).
46. **Workforce literacy**--The written and oral communication, math, cognitive, social, and technological skills necessary to perform job tasks (Ramakka, Peltier, & Luft, 1995).

## Significance

Because this exploratory study was conducted as a qualitative case study to examine different perceptions of students, instructors and administrators, it allowed focused investigation of the many aspects of the researched ABE/GED program. This research determined program success in reducing the number of welfare recipients in the urban area. Such research benefits program administrators/facilitators, businesses, and, most importantly, students who need basic skills education integrated with employability skills to become gainfully employed.

Program administrators may or may not know whether their program is successful in assisting recipients to gain self-sufficient employment. To be aware, administrators must understand what separates these students from other students and how this impacts their programs. The enactment of PRWRA has increased the need for adult literacy programs (Murphy & Johnson, 1998). However, these programs must now become more intensive and integrate workplace training skills to prepare students for work (Murphy & Johnson, 1998).

Businesses can also benefit from this study because it provides indications of how well this program is preparing students for the workforce. Part of the study will focus on the program's collaboration with the private sector. For example, Murphy & Johnson (1998) suggest that involvement with the private sector may include discussions about particular training needs for local jobs. Gordon (1997) reveals that one of business' greatest complaints is the poor

education and training of employees. Thus, collaboration between private sector and ABE/GED programs can assist businesses in increased productivity as they gain employees with better education (Jones, 1996).

The Austin/Travis County Welfare to Work Coalition (1999) reports that in Austin/Travis County the number of lower skilled jobs is declining, and these are being replaced by higher skilled, high technical jobs. In addition, the Coalition reveals, "Most livable wage jobs in high-tech fields require a high school diploma and some post-secondary education and/or training" (Austin/Travis County Welfare to Work Coalition, 1999, p . 11). Further, Philippi (1994) mentions that 65% of the workforce have a GED certificate or high school diploma. However, these individuals are not able to perform new tasks at competent levels (Philippi, 1994). Historically, students who prepared for and received their GED certificate were not taught the skills needed for work (Tetreault, 1997). Thus, this study is significant because it examined whether this Central Texas adult basic education (ABE)/general educational development (GED) program is successfully assisting in welfare reduction.

## Summary

The enactment of the Personal Responsibility and Work Reconciliation Act (PRWRA) has led to many changes in welfare reform and the need for basic skills literacy education programs integrated with employability skills. It is intended that Temporary Assistance for Needy Families (TANF) clients attending ABE/GED programs receive the employability training and basic skills that will

assist them in gaining self-sufficient employment. Thus, this study sought to answer the central research question, "In what ways is a Central Texas urban community college adult basic education (ABE)/General Educational Development (GED) program integrated with employability skills preparing welfare recipients for self-sufficient employment?" To accomplish this, the study examined students', teachers', and administrators' perceptions of basic skills and employability training offered in a Central Texas urban community college ABE/GED program.

# CHAPTER 2

# LITERATURE REVIEW

With the educational expectations of workers reaching the 12th grade level, it is paramount that workers have the educational and employability skills necessary to compete in the workplace (Gordon, 1997). In addition, many entry-level jobs require a General Educational Development (GED) certificate or high school diploma. Today, we compete globally in all facets of the economic community (Crawford, 1994). This competition coupled with the widespread of new technology is creating an atmosphere of higher standards for employees (Gordon, 1997). Thus, employers are seeking employees with the educational and skills background to make their companies successful and competitive (Jones, 1996).

In the fifties and sixties, the skills required for most jobs did not exceed that of a high school diploma (Crawford, 1994). The onset of new technology and worldwide competition during the seventies and eighties developed the need for more highly skilled employees (Crawford, 1994). As a result, the workforce is consistently demanding highly skilled employees and becoming more educated. At the same time as states enact the Personal Responsibility and Work Reconciliation Act (PRWRA) there will be great numbers of welfare-to-work participants entering the workforce. The National Institute for Literacy (NIFL)

indicates that almost 50% of adults on welfare do not have a GED certificate or high school diploma (National Institute for Literacy, 1998). Thus, as individuals move from welfare-to-work, there will be a large number of people with low literacy skills seeking employment. NIFL also states that over sixty percent (60%) of individuals who remain on welfare over five years do not have a GED or diploma (National Institute for Literacy, 1998). People with a diploma or GED when they enter welfare are, however, able to gain self-sufficiency within two years (National Institute for Literacy, 1998). These percentages show a correlation between education and one's ability to gain self-sufficiency: The more education one has, the more likely he/she will be successful in gaining self-sufficient employment before the TANF cash assistance time limit expires.

This literature review will discuss, most specifically, key aspects of welfare reform and the need for basic skills and employability skills in assisting welfare-to-work participants gain self-sufficiency.

## The Personal Responsibility and Work Reconciliation Act (PRWRA)

The Personal Responsibility and Work Reconciliation Act (PRWRA) is a welfare reform initiative that was signed into law by President Clinton in August 1996 (U. S. Department of Health and Human Services, 1997). Government officials viewed the previous welfare entitlement program, Aid to Families with Dependent Children (AFDC), as too costly and ineffective (U. S. Department of Health and Human Services, 1997). Consequently, AFDC has been replaced by Temporary Assistance to Needy Families (TANF), and unlike

AFDC, TANF assigns time limits to cash payments received by welfare families (U. S. Department of Health and Human Services, 1997). TANF is a block grant offered to states that gives them the responsibility of handling the new welfare-to-work initiative (Peterson, 1995). Block grants are sums of money allocated to the states that allow them more discretion about spending TANF funds and devising workforce training programs as defined by national government standards (Peterson, 1995).

The new welfare reform policy has been instituted with the purpose of saving billions of dollars and granting states more flexibility in handling their welfare reform. In addition, the stipulations of the PRWRA are designed to provide assistance to needy families, reduce out-of-wedlock births, and reduce dependency by encouraging work and marriage (Stoesz, 1997). The primary goal of the PRWRA, however, is to move welfare recipients to employment as soon as possible. The government required states to have 25% of their recipients off welfare by 1997, and by the year 2002, 50% of welfare recipients are expected to be off welfare assistance (Parker, 1997). This goal is fulfilled by enforcing time limits and incentives to encourage recipients to work. For some welfare-to-work participants this creates a problem because the government emphasizes work first. For many, in particular individuals who do not have a high school diploma or equivalency, they are not prepared to enter the workforce and gain self-sufficiency. Thus, there is a great need for Adult Basic Education (ABE)/General Education Development (GED) programs that integrate employability skills targeted to equip individuals for the workplace.

## Achieving Change for Texas (ACT)

In 1995, prior to the PRWRA coming into existence, the federal government passed House Bill 1863. This bill issued state waivers allowing states to handle their own welfare reform (Texas Workforce Commission, 1999). Texas is one of the waiver states, and it operates under the "Achieving Change for Texas" (ACT) welfare waiver (Texas Department of Human Services, 1998). This waiver was approved in March 1996, and it will be effective until March 2002 (Texas Department of Human Services, 1998). Until this waiver expires, Texas is not required to follow the guidelines of the PRWRA.

While the "Achieving Change for Texas" welfare waiver is similar to the Personal Responsibility and Work Reconciliation Act in many ways, there are also differences. For example, House Bill 1863 emphasizes work and personal responsibility, as does the PRWRA (Texas Department of Human Services, 1998). It also imposes time limits for welfare recipients. However, in Texas, time limits are more strict than those imposed by the PRWRA. In Texas, individuals are allowed one to three years receipt of TANF depending on their work experience and level of education (A. Cartwright-Henderson, personal communication, August 3, 1999).

This waiver established the Texas Workforce Commission (formerly the Texas Employment Commission) which consolidated the workforce-related programs of ten agencies into one agency (Texas Workforce Commission, 1999). In addition, 28 Local Workforce Development Boards (LWDB's) were

established to coordinate partnerships with other organizations in their areas and implement decisions (Texas Workforce Commission, 1999). Much of what was already established for House Bill 1863 coordinates with the Personal Responsibility and Work Reconciliation Act and the Workforce Investment Act.

## Workforce Investment Act (WIA)

The Workforce Investment Act (WIA) was developed by the Department of Labor as a framework to increase employment, employment retention, and employee earnings (U.S. Department of Labor Employment and Training Administration, 1998). This act, signed into law August 1998, replaced the Job Training Partnership Act (JTPA) to assist states in meeting their welfare reform goals (U.S. Department of Labor Employment and Training Administration, 1998). Unlike JTPA, implementation of the Workforce Investment Act parallels the PRWRA because it emphasizes "work first".

In July 1999, Texas became one of the first states to begin implementing provisions of the Workforce Investment Act. Texas Workforce Centers provide the advantages of "One-Stop" systems that allow individuals to gain access to needed assistance at one location. Workforce centers provide core services and intensive services (U.S. Department of Labor Employment and Training Administration, 1998). Core services are available to all adults and provide skills and needs assessment, information about available services and follow-up, job search assistance, and information about the labor market (U.S. Department of Labor Employment and Training Administration, 1998). If individuals are

unsuccessful in gaining employment with the assistance of core services, they may be eligible to receive intensive services. Intensive services include more comprehensive assessments than those offered with core services (U.S. Department of Labor Employment and Training Administration, 1998). In addition, individuals receiving intensive services develop employment plans and may receive counseling, case management and pre-vocational services that are short term (U.S. Department of Labor Employment and Training Administration, 1998). Consequently, only individuals who are still unable to find employment after receiving intensive services will be eligible to receive training services (U.S. Department of Labor Employment and Training Administration, 1998).

## The Effects of Low Literacy

The research shows that basic skills are a major determinants in whether welfare-to-work participants will move from welfare to self-sufficient employment or from welfare to poverty. In Welfare, Jobs & Basic Skills: The Employment Prospects of Welfare Recipients in the Most Populous U.S. Counties the authors conducted research to analyze this reality. Using the National Adult Literacy Survey (NALS) of 1992, they analyzed the literacy levels of welfare recipients, and found that, in general, the majority of TANF recipients have low basic skills (Levenson, Reardon, and Schmidt, 1999). NALS ranks literacy levels from Level 1 to Level 5 with Level 1 being the least literate (Levenson et al., 1999). Levenson et al. (1999) found that the majority of welfare recipients are categorized in the two lowest literacy rankings. They report that 35% of TANF

recipients are at Literacy Level 1 and 45% are at Level 2 (Levenson et al., 1999). Thus, former and current welfare recipients need improved basic skills.

Some companies require a GED certificate or high school diploma as a minimum requirement for entry-level employment (Austin/Travis County Welfare to Work Coalition, 1999). In addition, depending on the type of work an individual seeks, he/she may be given a basic skills exam (Levenson et al., 1999). If welfare-to-work participants are unable to pass these exams, even if the diploma is not a requirement, they will not be able to find employment. Based on this analysis, and the reality that large numbers of welfare recipients have low literacy skills and lack their GED or diploma, Levenson et al. (1999) predict that most TANF recipients will be unable to find full-time jobs.

In Where are They Now? What State Studies of People Who Left Welfare Tell Us the authors examine employment outcomes of welfare "leavers" (Brauner & Loprest, 1999). The authors analyzed published reports from eleven states, Texas being one of them. Brauner and Loprest (1999) found, in Texas, that the average former TANF recipient who remained off welfare and employed for at least six months worked over thirty but not as many as forty hours per week. In 1997, the average former welfare recipient worked 34 hours per week in the restaurant/food industry with an average pay rate of $6.28 an hour (Brauner & Loprest, 1999).

There are many factors to which such low rates at part-time work status may be attributed. However, a lack of basic skills and employability training are definite major contributors.

**Elements of Adult Basic Education (ABE)/General Education Development Programs (GED)**

Exemplary Adult Basic Education (ABE)/General Educational Development (GED) programs are needed to assist TANF recipients gain improved basic skills and employability skills. In What Works: Integrating Basic Skills Training into Welfare-to-Work, a publication from the National Institute for Literacy, the authors conducted a search for exemplary programs that were using basic skills as a component to assist individuals in their transition from welfare-to-work (Murphy & Johnson, 1998). They found that exemplary programs were successful in assisting welfare recipients find employment, and adult education programs are becoming shorter and more intensive, integrated with employability training (Murphy & Johnson, 1998).

As early as the 1970's, Thomas Sticht conducted research to determine the effects on literacy when using work-related materials (Sticht, 1997). In a six-week program with up to 180 hours of instruction, two separate groups of adult students were taught literacy skills. One group used traditional literacy materials, and the other group used job-related materials (Sticht, 1997). The group using job-related materials made as much of or more of the amount of gain in general literacy as did the students who used the traditional literacy materials (Sticht, 1997). Thus, Sticht (1997, p.70) reports, "By fully integrating job skills and basic skills training the amount of time it takes an adult to move from welfare-to-work can be reduced." He adds that the integration of job-related learning materials assists in increasing prior knowledge in the selected field of work (Sticht, 1997).

The Department of Labor, realizing the significance of skills beyond basic skills to be successful in work, published the Secretary's Commission on Achieving Necessary Skills (SCANS) in 1990. The Secretary of Labor appointed a commission to identify the skills needed for employees to succeed in the world of work (U. S. Department of Labor Employment and Training Administration, 1990). SCANS identifies workplace competencies and foundation skills necessary for workplace success. The workplace competencies identified include productive use of resources, interpersonal skills, information, systems, and technology (U. S. Department of Labor Employment and Training Administration,1990). In addition, competent workers must have the following foundation skills: basic skills, thinking skills, and personal qualities (U. S. Department of Labor Employment and Training Administration, 1990).

Equipped for the Future (EFF), a document published by the National Institute for Literacy (NIFL), was developed the answer the question, "What do adults need to know and be able to do in order to carry out their roles and responsibilities as workers, parents and family members, and citizens and community members?" (Stein, 2000, p. 1). Building on the SCANS research, this model includes four categories of skills: communication skills, decision-making skills, interpersonal skills, and lifelong learning skills. Each of these skills is further broken down to total 16 standards. For example, lifelong learning skills are broken down into four standards: using information and communications technology, learning through research, reflecting and evaluating, and taking responsibility for learning. Communication skills include reading with

understanding, conveying ideas in writing, speaking so others can understand, listening actively, and observing critically. Decision-making skills include planning, solving problems and making decisions, and using math to solve problems and communicate. The final skill group, interpersonal skills, is divided into four standards: guiding others, resolving conflict and negotiating, advocating and influencing, and cooperating with others (Stein, 2000). Equipped for the Future further explains each of these standards and how to incorporate them into one's life.

To meet the goals of welfare-to-work recipients, program goals must be geared toward reducing welfare caseloads by helping them gain the skills they need for employment. In What Works: Integrating Basic Skills Training into Welfare-to-Work, the authors indicate the criteria used to evaluate and determine program effectiveness. The following criteria represent the characteristics of exemplary programs:

- Focus on employment-related goals
- Offer hands-on work experience
- Have a client enrollment and selection process and accepts clients with a wide range of abilities (i.e., no "creaming")
- Integrate basic skills components with other welfare-to-work activities
- Have clearly defined goals and outcomes
- Achieve a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour)
- Involve private sector employers

- Have a strong record-keeping system that includes information on both cost and participant progress toward outcomes
- Offer early intervention and personal attention in addressing potential problems
- Use "job coaches" to assist clients in making the transition to work
- Use "job developers" who know of existing employment opportunities
- Provide extensive support services, including child care and transportation
- Commit to continuous staff development (Murphy and Johnson, 1998)

The above lists the criteria upon which the instruments designed for this study were based. These criteria were used to examine students', teachers', and administrators' perceptions of basic skills and employability training offered in a Central Texas urban community college adult education program for welfare-to-work clients who have not yet earned a GED certificate or standard high school diploma.

## Kentucky Competency-Based Adult Education Curriculum (KCBAE)

One curriculum that integrates basic skills, employability skills, and life skills, many of the skills mentioned in SCANS and EFF, is the Kentucky Competency-Based Adult Education Curriculum. This project was carried out by a team of experts in adult education over a three year period (Logan, 1992-1995). This curriculum was developed to prepare adult education students to successfully complete the GED exam and meet the other every day functions in

society (Logan, 1992-1995). The curriculum covers 16 subject areas: communication, mathematics, community resources, consumer economics, cultural diversity, employability, family relations, government/citizenship, health/wellness, home management, interpersonal/social skills, self-management, science, social studies, technology/tools, and thinking skills (see Appendix A). Each of these subject areas is divided into beginning, intermediate, and advanced. Within each level are competencies students work toward mastering as they complete benchmark tasks. (To see a listing of these competencies, see Appendix B). As students complete a level within a subject area, they should be given a certificate that identifies the competencies they have mastered.

A sample community resources lesson is for students to plan an out-of-town trip and schedule appropriate transportation with time schedules and costs (Logan, 1992-1995, pp. C-16-182). The competencies students should master by completing this assignment are CR 3.16, 8.02, 9.06, 11.11, 12.03, 12.08, and 13.06 (see Appendix B).

## Desired Skills Students Must Achieve

To prepare students in ABE/GED programs for the workforce and assist them in gaining the necessary skills for self-sufficiency, many researchers agree that these programs must integrate workforce literacy and career development with basic academic skills. Workforce literacy is defined as the written and oral communication, math, cognitive, social, and technological skills necessary to

perform job tasks (Ramakka, Peltier, & Luft, 1995). Career development is defined as the, "...lifelong process through which individuals learn about themselves in relation to the world of work" (Stanley, 1996). Including both components to an ABE/GED program provides students with necessary job skills.

In the past, literacy training only included math, reading, and writing. Today, it also encompasses the use of high technology, and interpersonal skills (Tetreault, 1997). These components were added because many jobs require the use of technology. In addition, a large problem that employees encounter on the job is not in their ability to complete assigned tasks, but rather, it is their inability to get along with others (Tetreault, 1997). Accompanied with workforce literacy, career development assists in incorporating lifelong learning into the curriculum (Stanley, 1996). Most welfare clients have worked, but their jobs have been low-skilled with no career path. By including career development as part of the program students are gaining the knowledge to become empowered and self-sufficient while heightening their chances for finding long-term employment.

An additional important component is transitioning. After students successfully complete their GED, they must know what opportunities lie ahead. In "Beyond Welfare-to-Work: Bridging the Low Wage—Livable Wage Employment Gap," Jenkins (1999) says that most welfare recipients find low-wage, soon to become, dead end jobs, and the emphasis of "work first" contributes to this. He suggests, "We need to move beyond work first and find ways to bridge the gap between low-wage and livable-wage employment"

(Jenkins, 1999, p. 2). He lists four qualifications individuals need to secure livable-wage jobs: employable, trainable, technically literate, and a high school diploma or GED (Jenkins, 1999, p. 6).

## Limitations of the Student Population

In addition to providing exemplary education and training, program administrators and instructors must understand the population they are serving for a successful program to exist. In the past, being an AFDC beneficiary was cyclical for most recipients. Many would leave welfare, but in most cases, they would find themselves eventually needing assistance from the government again. Statistics reveal that prior to welfare reform 56% of recipients would leave welfare within their first year of receiving assistance, and 70% would leave by the second year (Stoesz, 1997). These numbers indicate that most recipients did not want to be in a position where they needed to rely on the government's financial assistance. Unfortunately, as promising as these statistics appear, it is challenging to know that by the end of a recipients' first year off welfare 45% return to the welfare system, and 57% return by the end of the second year (Stoesz, 1997). This cycle can cause despair and low self-confidence in students. As an administrator and/or instructor one must understand why individuals have been unable to break this cycle in the past and what their responsibilities are in assisting in welfare reduction in the present and the future.

For most welfare recipients, this cycle is a direct result of their inability to gain employment in the primary job market (salaried, career-tracked, and full-

time with benefits) due to a lack of skills (Stoesz, 1997). They usually gain employment in the secondary market (not career-tracked, usually with hourly wages, no benefits and only opportunities to work part-time) which does not pay enough to support a family without supplemental assistance (Stoesz, 1997). Consequently, the education and training that recipients receive must contain the necessary skill components to move them into the primary job market.

Another characteristic that ABE/GED program administrators and instructors must consider is stigmatization of welfare-to-work clients. The unfortunate trend affiliated with this cycle is the stigmatization that accompanies it (Mills, 1996). The PRWRA emphasizes "work first." Handler and Hasenfeld (1997, p. 38) explain that one assumption behind this approach is, "...that recipients are choosing welfare rather than work." When individuals realize that their part-time job is not enough to support their family or have difficulty finding a job due to very little-or no-work experience, it becomes difficult to retain and/or gain employment. In addition, if employees are unaware of employers' expectations or how to meet them, this lack of knowledge may result in their termination. Hence, if individuals must return to government assistance for financial support, it perpetuates the stigma that welfare clients are choosing welfare over work, which, in many instances is not the case.

Low-income or no income poverty may result in a family living in poverty. Poverty is associated with increased rates of participation in harmful behavior (Handler & Hasenfeld, 1997). From Haveman and Wolfe, Handler & Hasenfeld, (1997, pp. 54-55) state, "Although low income is not the exclusive cause of family

problems, the fact remains that poverty is the most powerful predictor of the most harmful behavioral consequences that are most commonly ascribed to welfare families." Fisher (1999), citing Holcomb, Palvetti, Ratcliffe, and Reidinger) identifies problems students may have encountered in addition to low basic skills. They may have no work experience, mental health problems, substance abuse, domestic violence, child behavior problems, and legal problems that they are dealing with (Fisher, 1999). Such problems may distract them in class and/or prevent them from attending. Thus, strong case management is necessary to help them deal with these issues.

In addition to the personal problems many welfare recipients face and their inability to obtain and retain employment, TANF clients are faced with the issue of childcare and transportation. If programs do not offer support in this area, it becomes difficult for students to attend class (Parker, 1997). Because these students are not yet working, they usually cannot afford childcare, gas or public transportation fees. Assisting students with childcare and transportation greatly improves retention.

## Summary

The U. S. Department of Health and Human Services reported, in September 1997, a national reduction in welfare at 16 percent (U. S. Department of Health and Human Services, 1997) from the time the PRWRA was enacted. Although high percentages of individuals are leaving welfare, the research indicates that many of these individuals are not gaining self-sufficient employment (Brauner &

Loprest, 1999). Their inability to gain self-sufficiency is a direct result of low basic skills and employability skills.

# CHAPTER 3

# METHODOLOGY

This study examined students', teachers', and administrators' perceptions of basic skills and employability training offered in a Central Texas urban community college adult education program for welfare-to-work clients who have not yet earned a General Educational Development (GED) certificate or standard high school diploma. This study answered the central research question, "In what ways is a Central Texas urban community college adult education programs integrated with employability skills training preparing welfare recipients for self-sufficient employment?" The qualitative research methodology of an exploratory case study was used to gather detailed, in-depth data. This within-site study gathered multiple sources of information from various individuals: students, teachers, and administrators. This chapter will discuss the population, procedures, instruments, and analysis for this study.

## Description of the Central Texas Adult Education Program

The Central Texas Adult Education program serving as the site for this case study currently serves over 7,000 students. The program provides adult basic education (ABE), General Educational Development (GED) preparation, and English as a Second Language (ESL). This case study focused on the

program's role in serving welfare-to-work clients who needed ABE and GED preparation. However, the adult education program assists any person 17 years and up who needs to improve his/her basic skills or English and/or wishes to obtain his/her GED.

There are several adult education learning centers in, around, and beyond the county. Some learning centers are located on the many community college sites. Other learning centers are at public housing locations, libraries, and non-profit organizations. These collaborative sites enable students from all over the county to be assigned to the learning center nearest their home.

Although the program does not focus solely on serving welfare-to-work clients, it works closely with Workforce Centers, and many clients from Workforce Centers are referred to this program for ABE, GED, or ESL training. Because welfare-to-work clients are not the program's only student population, the program is not set-up to meet their needs only. Rather, the program strives to serve the needs of the community at-large.

## Population

For this study, six students, enrolled in a Central Texas urban community college ABE/GED program, who receive government assistance, were selected as respondents. As much as possible, students who most closely represent the Temporary Assistance for Needy Families (TANF) client profile as determined by the Texas Department of Human Services were selected. The Texas

Department of Human Services (1998) identifies the following as the most common characteristics of TANF recipients in Texas:

- Black or Hispanic female
- Approximately 30 years old
- Unemployed with no other income
- Receives a TANF grant of $184 or less a month
- Receives TANF for less than 12 continuous months
- Dropped out of school and has no job training

Of the six students who completed the questionnaire and interview, all were female: four Black, one Hispanic, and one Caribbean-American. Four of the six students shared their ages. Ranging from 17 to 73 years, the average age was 40 years old. None were working at the time, though some were seeking employment. No student mentioned that she was receiving TANF, but some students did say they receive assistance through the WIC (Women, Infant, Children) program, HUD (Housing and Urban Development) program, and/or the Food Stamp program. All students were working toward receiving her GED.

The intention was to choose students who receive TANF grants to complete the questionnaires and interviews, but because this adult education program assists students beyond TANF clients, it was difficult to identify them. Students were chosen from the Even Start and housing authority collaborative sites. Their selection was based strictly on instructor recommendations of students who were currently or had previously received some form of government assistance and students' agreement to participate.

Further, three administrators and four instructors from the chosen Adult Basic Education (ABE)/General Educational Development (GED) program to be evaluated will be selected for this case study research. Instructors were selected randomly based on their educational sites (preferably housing authority sites) and suggestions from other administrators and instructors. Administrators involved with the curriculum, student orientation, and collaborations were selected to complete the questionnaire and interview.

## Participants' Rights

On each questionnaire was a brief statement assuring participants that the information they provided would remain confidential, and their participation was strictly voluntary (see Appendices C and D). After completing the questionnaire and before the interview, each respondent completed an informed consent form (see Appendix E). In the event that a participant chose to withdraw from the study, additional candidates, who had been previously identified as interested in participating, were available.

## Instruments

In Qualitative Inquiry and Research Design: Choosing Among Five Traditions, the author explains that data collection for a case study should attempt to "...build an in-depth picture of the case" (Creswell, 1998, p. 123). The instruments chosen for this study, questionnaires and individual interviews, were appropriate for case study methodology. Six students, five instructors, and five

administrators each received one questionnaire and individual interview. Each subject group from the community college ABE/GED program (students, instructors, and administrators) were asked questions based on the characteristics of exemplary programs from What Works: Integrating Basic Skills into Welfare-to-Work that equip individuals with employability skills and basic skills (see Appendices C and D). Although student questionnaire items varied slightly for instructors and administrators, all items focused on answering the central research question by more directly posing questions categorized by supporting research questions. These questionnaire and interview items focused on the attributes of exemplary programs and the skills employees need in the world of work.

The central research question is, "In what ways is a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program integrated with employability skills preparing welfare recipients for self-sufficient employment?" The first supporting research question is, "What employability skills are being taught to prepare individuals for self-sufficient employment?" To answer this, questionnaire items requested information regarding whether:

- The program focuses on employment related goals,
- students gain hands-on work experience while in the program,
- the curriculum integrates a basic skills component with other welfare- to-work activities, and
- the curriculum involves private sector involvement.

To answer the second supporting question--"Is the program made accessible to welfare-to-work participants?"--questionnaire items requested information regarding whether:

- The program offers a client enrollment and selection process that accepts students with a wide-range of abilities and
- the cost of attendance is reasonable.

The third supporting question asked, "Are support services available through the establishment of strong relationships with other organizations in the community?" To determine this, questionnaire items distinguished whether:

- There is collaboration with welfare agencies and other community organizations,
- case managers are available to offer early intervention and personal attention in addressing students' potential problems,
- career counselors or job coaches are available to assist students in making a transition to work,
- employment placement specialists or job developers who are aware of existing job opportunities are available to assist in job placement, and
- extensive support services are available to students (i.e., childcare and transportation).

The final questionnaire item determined, "Is there a measurement for accountability within the program's structure?" This item requested information regarding whether:

- Program goals and outcomes are clearly defined and available,

- there is a strong record-keeping system that includes information on both cost and participant progress toward outcomes,
- there is a strong record-keeping system intact for student progress toward outcomes, and
- the program is committed to continuous staff development.

Matrices that illustrate this breakdown in a table format can be viewed in Appendices F and G.

The questionnaire for instructors and administrators contained fifteen (15) questions, and the one for students contained sixteen (16) questions. These numbers did not change after the questionnaire was piloted. Thomas and Nelson define a questionnaire as a "type of paper and pencil survey used in descriptive research in which information is obtained by asking subjects to respond to questions rather than observing their behavior" (Thomas & Nelson, 1996, p. 314). The items on the questionnaire are close-ended and rated on a Likert scale. A Likert scale is a "type of closed question that requires the subject to respond by choosing one of several scaled items with the assumption that there are equal intervals between them" (Thomas & Nelson, 1996 p. 239). The purpose of the questionnaire was to provide a general perspective on students', instructors', and administrators' views about the program.

Following administration of the questionnaire, and after analysis of questionnaire data, individual interviews were conducted as a follow-up to the questionnaire. In InterViews, Kvale describes qualitative research interviewing as a structured conservation with a purpose (Kvale, 1996). Interviews seek to

identify culture, cultural and topical arenas, and forms of information (Rubin & Rubin, 1995). Forms of information are gathered to present interviewee ideas and perceptions (Rubin & Rubin, 1995).

The interview instrument, which contained items identical to those on the questionnaire, allowed subjects to provide clarification and detail to the responses given on the questionnaire. Interview questions, in the form of a flow chart, are available in Appendices H and I.

## Procedures

This case study involved perceptions of students, administrators, and instructors. In Qualitative Research and Case Study Applications in Education, Merriam explains that a case study is "employed to gain in-depth understanding of the situation and meaning for those involved" (Merriam, 1998, p. 19). Creswell (1998) further explains that multiple sources of information are collected to develop an in-depth study of a case. The perceptions of students, instructors, and administrators helped to develop this case study by providing insight about the community college ABE/GED program.

Gathering the data took approximately two months and one week. Each sitting ranged from 45 minutes to nearly two hours, depending on interviewees' responses. The questionnaire and interview were both administered during this sitting. Respondents completed the questionnaire. Afterwards, their selections were transferred--by the researcher--to the interview instrument because interview questions were based on questionnaire item responses. After

transferring their responses to the interview instrument and following the questionnaire flowchart, respondents were asked to elaborate on their questionnaire item responses.

Students and instructors completed the questionnaire and interview in their classrooms. I visited five classrooms that were in progress. Classes were held at various sites: the adult education learning center, housing authority locations, a library, and nonprofit organizations. Students sat at tables, and there were no desks. All sites had computers. At some locations, there were a few students who worked independently at computers while their classmates completed assignments at the tables. During one visit, I sat with the students while the instructor discussed the day's lesson. Afterwards, I assisted the lady next to me with her fraction problem until the student I would be interviewing was ready. I administered the questionnaires and interviews away from class, in general. In some cases the student and I, or the teacher and I, went into an office. Other times we sat at a table away from the other students. A few times, I interviewed instructors while they assisted students. They would take turns between answering questions and assisting students. In general students did not have any difficulty reading the questionnaire items. The one student who did have some difficulties read aloud, and I helped her with words she could not pronounce. After each questionnaire item I followed-up with her to ensure she understood the item.

The administrator questionnaires and interviews took place in their offices. These procedures tended to go much more smoothly because there were fewer

interruptions; although, in a few instances administrators had other matters to tend to during the interview. For example, someone may peek his/her head in to ask a question, or we may be interrupted by telephone calls.

The initial plan was to tape record the interviews. During the first few interviews the tape recorder was taken to the meeting. The very first interviewee said she did, indeed, mind being tape-recorded. The next interviewee had concerns about who would be viewing the notes, and because her discomfort was noticeable, the tape recorder was not turned on. Through the course of remaining interviews, it became evident that the structural changes taking place within the organization were causing some discomfort for some interviewees, and tape recorded interviews were not welcomed.

## Pilot

Data collection began upon approval of the research proposal by the research committee. Following approval, the questionnaire items and interview questions were piloted with three students with low to moderate reading skills from Basic Reading Skills classes at Huston-Tillotson College. (Because there was a possibility that some students from the community college ABE/GED program used for this study will be ESL, one of the three students used to pilot the instruments, was an international student from the Basic Reading Skills class.) These students assisted in determining the clarity and accessibility of the questionnaire and interview questions. The instructors and administrator for the Institute for Research and Training (IRT), a Huston-Tillotson grant funded

program that offers workforce training to welfare-to-work participants and other low-income individuals who need computer training, piloted the administrator/instructor questionnaire and interview instruments. The individuals from IRT were pilot participants, and I was the principal investigator. There was one minor grammatical change suggested by the IRT instructors.

Consent Form and Questionnaire

Participants were selected individually. As an individual from the community college ABE/GED program agreed to participate in the study he/she was immediately given a questionnaire. Each questionnaire contained a brief paragraph explaining that participation was completely voluntary and confidential. Participants completed the questionnaire immediately. This gave them the opportunity to ask questions. After completing the questionnaire, participants were given the informed consent form to sign and date before beginning the interview. The questionnaire responses were transferred to the interview flowchart by the researcher while participants read the informed consent.

Interviews

The individual interviews of each student, administrator and instructor took place immediately following the administration of the questionnaire. After the responses from the questionnaire were transferred to the interview flowchart, and the informed consent was signed, the interview began. Merriam, citing Bateson, explains that interviewing is the best technique to use for gaining information when conducting an in-depth case study with a few individuals (Merriam, 1998). The interview questions mirror the questionnaire items. They encourage more

specific answers and allow participants the opportunity to further explain their responses. Notes were taken during the interview as interviewees spoke. Each interview took from 45 minutes to nearly two hours depending on the length of the individual's responses and the number of interruptions. Interview strategies for student, administrator, and instructor interviews were based on methodology recommended by Merriam (1998).

The interviews were semistructured, meaning that questions were predetermined, but flexibly worded (Merriam, 1998). In following the recommendations of Merriam, several kinds of questions were asked. Merriam recommended hypothetical questions ("what if " or "suppose" questions), devil's advocate questions (questions offering opposing views), ideal position questions (ask for ideal views), and interpretive questions (ask for reactions) to involve the interviewee and stimulate useful responses (Merriam, 1998). In addition, she asserted that certain questions should be avoided: multiple questions, leading questions, and yes-or-no questions. These questions ask for more than one response at a time, reveal bias, and can be answered with yes or no responses respectively. Although yes-or-no questions were avoided as much as possible, when it was necessary to ask a yes or no question, they were followed up with a probing question.

For example, in the student interview question 2, students who strongly agree are asked, "Did it [hands-on work experience] help you relate information you learned in the classroom to the real world?" This is a yes or no response

question. However, depending on the student's response, he/she may have been further probed with, "Please explain" or "Give examples."

## Analysis

Questionnaire and interview data analysis began immediately following each meeting with a student, instructor, or administrator. Questionnaire items and interview questions were grouped according to respective research questions (Appendices F and G). Notes taken during the interview for each question were transferred to a matrix that grouped the questions by supporting research question (Appendices J, K, and L). From that point, responses were analyzed to accumulate totals for responses in each category of supporting research questions.

Interview questions were open-ended. These questions mirrored the questionnaire items. For example, the first questionnaire item on the student questionnaire read, "The classroom assignments and activities focus on work skills." This was also the first item on the interview, and the nature of the participant's response to this questionnaire item, determined what questions he/she was asked during the interview. The interview provided further, more detailed, key themes based on the central and supporting research questions that were determined after careful review of subjects' responses.

Creswell (1998) explains that analysis should make a detailed description of the case by analyzing multiple sources of data. He advocates using four forms of data analysis: categorical aggregation, direct interpretation, establishing

patterns, and naturalistic generalizations. Categorical aggregation includes collecting instances from the data in search of relevant meanings. In direct interpretation, the researcher finds a single instance to draw meaning from, and as the researcher pulls the research apart and puts it back together, he/she will begin establishing patterns that should be displayed in a table. Lastly, the researcher will develop naturalistic generalizations from the data analysis (Creswell, 1998).

A case study derived from the perceptions of students, instructors, and administrators was developed based on Creswell's concept of this analysis. Direct interpretation was employed by examining, comparing, and contrasting the responses of students, instructors, and administrators. The information gathered from this analysis was used to establish patterns among and between the three groups. In addition, since interview questions mirrored questionnaire items, part of the analysis was devoted to checking for consistencies in response patterns. Finally, these patterns lead to the development of naturalistic generalizations.

## Summary

This chapter presented the methodology that was used in conducting a case study that will answer the central research question, "In what ways is a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program integrated with employability skills preparing welfare recipients for self-sufficient employment?" For data collection, this study attempted to target a representative TANF population in a Central

Texas urban community college ABE/GED program and instructors and administrators who work with this population. After collecting the data through questionnaires and interviews, analysis for patterns was carried out.

# CHAPTER 4

# RESULTS

This exploratory qualitative case study was conducted to examine the perceptions of students, teachers, and administrators regarding basic skills and employability training offered in a Central Texas urban community college adult education program that serves welfare-to-work clients who have not earned a General Educational Development (GED) certificate or high school diploma. The central research question was, "In what ways is an adult education program integrated with employability skills training preparing welfare recipients for self-sufficient employment?" To answer the central research question, four supporting research questions were established:

1. What employability skills are being taught to prepare individuals for self-sufficient employment?
2. Is the program made accessible to welfare-to-work participants?
3. Are support services available through the establishment of strong relationships with other organizations in the community?
4. Is there a measurement of accountability within the program's structure?

The data were collected using questionnaires and interviews. The items for the questionnaire and interview are based on the National Institute for Literacy

report, What Works: Integrating Basic Skills Training into Welfare-to-Work. In this report, the authors identify the standards of exemplary programs:

- Focus on employment-related goals
- Offer hands-on work experience
- Have a client enrollment and selection process and accepts clients with a wide range of abilities (i.e., no "creaming")
- Integrate basic skills components with other welfare-to-work activities
- Have clearly defined goals and outcomes
- Achieve a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour)
- Involve private sector employers
- Have a strong record-keeping system that includes information on both cost and participant progress toward outcomes
- Offer early intervention and personal attention in addressing potential problems
- Use "job coaches" to assist clients in making the transition to work
- Use "job developers" who know of existing employment opportunities
- Provide extensive support services, including child care and transportation
- Commit to continuous staff development (Murphy and Johnson, 1998).

The first supporting research question was, "What employability skills are being taught to prepare individuals for self-sufficient employment? The following standards of exemplary programs were used to design questionnaire and interview items used to answer this question:

- Focus on employment-related goals
- provides hands-on work experience,
- integrates basic skills components with other welfare-to-work activities, and
- involves private sector employers.

The second supporting question was, "In what ways is the program made accessible to welfare-to-work participants? To answer this question, the following standards were used to develop questionnaire items:

- Offers a client enrollment and selection process and accepts clients with a wide range of abilities (i.e., no "creaming") and
- achieves a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour).

Five attributes of exemplary programs, as outlined in What Works: Integrating Basic Skills Training into Welfare-to-Work were used to prepare the questionnaire items to answer supporting research question three: "Are support services available through the establishment of strong relationships with other organizations in the community?" These attributes determined if the program:

- Collaborates with welfare agencies and other community organizations,
- offers early intervention and personal attention in addressing potential problems,
- uses "job coaches" to assist clients in making the transition to work,
- uses "job developers" who know of existing employment opportunities, and
- has extensive support services, including childcare and transportation.

The final supporting research question was, "Is there a measurement of accountability within the program' s structure?" To develop questionnaire items for this supporting research question, the following three attributes were used:

- Has clearly defined goals and outcomes,
- a strong record-keeping system that includes information on both cost and participant progress toward outcomes, and
- a commitment to continuous staff development.

A total of six students, five instructors, and five administrators completed the questionnaires. After each participant completed the questionnaire, individual students, instructors and administrators were interviewed. The interview was conducted to allow the respondents to explain and discuss their questionnaire responses.

## Supporting Research Question 1: What Employability Skills are Being Taught to Prepare Individuals for Self-sufficient Employment?

### Questionnaire and Interview Item 1: The program focuses on employment-related goals.

To answer the supporting research question, "What skills are being taught to prepare individuals for self-sufficient employment?" students responded to five questionnaire items (see Appendix C and Appendix G), and instructors and administrators responded to four questionnaire items (see Appendices D and H). (Students responded to five items because questionnaire item 3 was divided into

two questions for them.) The first item asked respondents to determine whether the program focuses on employment-related goals (see Table 1).

Questionnaire

All students (100%), all instructors (100%), and four administrators (80%) selected either "strongly agree" or "agree" that the program focuses on employment-related goals. No students, instructors or administrators selected "undecided" or "strongly disagree," but one administrator responded, "disagree" regarding the focus of assignments and activities on employment-related goals.

Interview

During the interview, students explained why they agree that the program focuses on employment-related goals. One student replied that whether or not the program focuses on employment-related goals depends on what they are doing in class; another explained that they learn bookkeeping, filing and how to keep their desks straight. "We use the computer for resumes and business letters," answered a respondent. In addition, a student mentioned that, in her class, students take a test to determine in what career fields students would be most successful. She said that her results showed she has good managerial skills.

Instructors also agreed that the program focuses on work-related skills. One instructor explained, "This has been the idea forever. The basis of the program is to get students employable." Some skills teachers teach are computer skills, resume writing, and composing business letters with the emphasis on teaching students Secretary's Commission on Achieving Necessary

Skills (SCANS). An instructor explained that almost every student's primary educational purpose is related to an employment goal, and what students need is further education to reach that goal. Another instructor stated simply, "The motivation for students is employment."

In explaining how the curriculum incorporates work-related skills, one instructor listed Work Keys [a computer-based software application developed by ACT that tests problem-solving, teamwork, communication, and skills needed for specific job levels], critical thinking, and regular attendance as primary goals of the program. The incorporation of work-related skills into the curriculum is also accomplished through the use of the Kentucky Competency Based Adult Education Curriculum (KCBAE) and Plato software. "[This institution], as a whole, is employment-oriented," explained an instructor.

Administrators said the program focuses on workplace skills and survival skills because it uses the KCBAE Curriculum (see Appendices A and B). This curriculum emphasizes project-based learning, and it integrates workplace skills and basic skills. It contains 16 subject areas, each broken down by level (beginning, intermediate, and advanced) and competencies. After a student meets competency requirements to complete a level he/she receives a congratulatory certificate that identifies the completed competencies. "The new curriculum [KCBAE Curriculum] is the first one with a structured curriculum framework with work skills [used in this program]" replied one administrator. Another explained, "I feel the program is geared toward transitioning students to gain employment and training."

The curriculum is "...based on [the institution's] directives," said one administrator. He listed the ability to work on a team and follow directions as some goals of the program.

Table 1

Questionnaire and Interview Item 1: The program focuses on employment-related goals.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 2 (33) | 4 (66) | 0 | 0 | 0 |
| Instructor | 1 (20) | 4 (80) | 0 | 0 | 0 |
| Administrator | 1 (20) | 3 (60) | 0 | 1 (20) | 0 |

## Questionnaire and Interview Item 2: Students Receive Hands-on Work Experience While in the Program.

### Questionnaire

Two students (32%), three instructors (60%), and two administrators (40%) selected either "strongly agree" or "agree" that students receive hands-on work experience. Three students (50%) and one administrator (20%) selected "undecided," and two (40%) instructors and two (40%) administrators chose either "disagree" or "strongly disagree" (see Table 2).

### Interview

Responses for this question varied. One student, who chose "strongly agree," responded that her teacher shows her, "...the proper way to get a job." This student explained that the hands-on training students receive is in-class—

there is no on-the-job training; however, she thinks such training would be helpful.

Another student, who responded "undecided," said that the program is not focused on job training, but, rather, the [General Educational Development] GED, and that is what she believes the program should focus on. She explained, "Students need to focus on one thing."

Another student agreed that hands-on training was not necessary for the program. She suggested that students learn other skills outside the classroom anyway.

One instructor, who agreed, explained that the students, "...actually practice getting their GED," as her reason for why the program offers hands-on experience. Another, who also agreed, listed typing, resume writing, physics (rolling or throwing a ball), filing, and answering the phone as some of the hands-on skills students gain. "I relate a lot of life skills and things consumers should know," said another instructor.

One instructor who selected "disagree" said she was not sure hands-on training would be helpful. Whether or not hands-on training would be helpful would depend on students' goals and academic levels. Another said she thinks the inclusion of hands-on work experience would be a good addition to the program.

Administrators' responses were evenly split. Those who agreed explained that students use the computer for word processing. One administrator, who

selected "undecided," stated that students "...don't gain specific work skills, but they do learn general work skills."

Another administrator who did not agree said, "We just don't provide this for students. It's not applicable." She explained that transitioning activities take place in the classroom, and many of the students already work. Yet, another administrator, who also disagreed, said hands-on training should be part of the adult education program.

Although administrators disagreed among themselves about whether students should receive hands-on work experience, there was agreement that the career fair offers hands-on work experience for students because this is an opportunity for them to meet employers. The career fair is an annual event given several times in the spring semester whereby many businesses seeking employees are represented.

Table 2

Questionnaire and Interview Item 2: Students receive hands-on work experience while in the program.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 1 (16) | 1 (16) | 3 (50) | 1 (16) | 0 |
| Instructor | 1 (20) | 2 (40) | 0 | 1 (20) | 1 (20) |
| Administrator | 0 | 2 (40) | 1 (20) | 1 (20) | 1 (20) |

## Questionnaire and Interview Item 3: The Curriculum Integrates a Basic Skills Component with Workplace-simulated Activities.

### Document data

Student Progress Checklists for the subject areas taught for each level and a listing of the competencies can be found in Appendices L and B respectively. The competencies are based on those from the Kentucky Competency-Based Adult Education Curriculum.

### Questionnaire

In determining whether the curriculum integrates a basic skills component with workplace-simulated activities, instructors and administrators responded to a single questionnaire item, but students responded to two questionnaire items (see Table 3). The first questionnaire item for students read, "The classroom assignments and activities teach basic skills to prepare you to pass the GED," and the second questionnaire item read, "The classroom assignments and activities teach you skills you need for work." All students chose either "strongly agree" or "agree" for both these items. In determining whether the curriculum integrates a basic skills component with workplace-simulated activities, four instructors (80%) and three administrators (60%) selected "strongly agree" or "agree." In addition, one administrator (20%) was "undecided," and one instructor and one administrator each (20%) chose "disagree" in responding to whether the curriculum integrates a basic skills component with workplace-simulated activities.

Interview.

For the questionnaire item, "The classroom assignments and activities teach basic skills to prepare you to pass the GED," students listed the five areas the GED test as the basic skills they learn. In respect to being taught the skills they need for work, students provided examples. Examples included using the computer for general learning, learning arts and crafts, and practicing punctuality. One student provided examples to illustrate how what she learns in class will benefit her at work: "Math to count money, reading to better understand papers, writing will help me be a secretary, and biology if I decide to become a nurse."

Instructors explained how they integrate workplace-simulated activities in the curriculum. They teach workplace-related math problems, job and consumer concerns, writing directions, writing letters, and Internet training. "It is important to have activities that prepare students for work," stated an instructor. Another teacher admitted, though she agrees that the program emphasizes the integration of basic skills and workplace simulated activities that instructors do not have the materials to implement this. It is understood that instructors should integrate workplace activities in their classrooms, but according to this teacher, it is not clear what workplace skills should be integrated.

Administrators admitted that this component [basic skills integrated with workplace-simulated activities] of the program is still in a transitioning stage. Currently, they are working on creating a more comprehensive program-based curriculum. This new curriculum will combine Intermediate and Advanced ESL classes with GED preparatory classes for the purpose of preparing both groups

of students for the GED exam. This program is currently being piloted, and it uses a workplace competency checklist (separate from the KCBAE competencies) that incorporates workplace skills in the curriculum.

One administrator spoke about the KCBAE Curriculum. She explained that the curriculum is being used to identify competencies and benchmark tasks within each subject area and level. The competencies can be found in Appendix B. The Student Progress Checklist for subject areas covered for each level are in Appendix L. The checklists list the progress benchmarks, the competencies covered, and the benchmark tasks. Following mastery, instructors log in the date and method of evaluation.

Table 3

Questionnaire and Interview Item 3: The curriculum integrates a basic skills component with workplace-simulated activities.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 4 (66) | 2 (33) | 0 | 0 | 0 |
| | 3 (50) | 3 (50) | 0 | 0 | 0 |
| Instructor | 2 (40) | 2 (40) | 0 | 1 (20) | 0 |
| Administrator | 2 (40) | 1 (20) | 1 (20) | 1 (20) | 0 |

Note: for students this question was divided into two questions (see Appendix B and Appendix E)
[a]This question was divided into two questions for students. The first line of data analysis refers to the item that read, "The classroom assignments and activities teach basic skills to prepare you to pass the GED." The second line of data analysis refers to the item that read, "The classroom assignments and activities teach you skills you need for work."

## Questionnaire and Interview Item 4: The Curriculum Includes Private Sector Involvement.

### Questionnaire

The final questionnaire item students, instructors, and administrators responded to in answering this supporting research question was whether the curriculum includes private sector involvement. Four students (66.6%), three instructors (60%), and one administrator (20%) selected either "strongly agree" or "agree." Two students (33.3%), one instructor (20%) and one administrator (20%) were "undecided." No students responded "disagree" or "strongly disagree," but one instructor (20%) and three administrators (60%) did. (See Table 4.)

### Interview

Students who agree that there is private sector involvement, mentioned visitors from the Housing Authority and clinics (i.e., Family Planning). One student said an insurance agency representative visited once to give them grants for their children. Another student who chose undecided said, "Nothing has really been done. Someone came once to talk about nutrition."

Instructors indicate that individuals from the private sector participate in the classroom occasionally, but the most interaction between students and the private sector occurs at the career fair. Sometimes, people who own their own businesses come in and work with students. However, this instructor observed, "It [private sector involvement] is beneficial for those who want to work, but some students are not interested." Another instructor who selected, "disagree"

responded that the private-sector should be more monetarily involved by providing funding for the program.

One administrator selected "strongly agree" that the curriculum includes private sector involvement. This administrator explained that it is a strong component of the curriculum, and she provided examples of ways instructors have involved the private sector in their classrooms. For example, one instructor occasionally takes her students to restaurants for lunch occasionally. While there, the students analyze the menu by breaking down the cost of making a meal and the ingredients used. Based on their analysis, students utilize some of the math skills they have learned in class.

Other administrators explained that there is no private sector involvement, but there should be greater involvement in the consortium and in the curriculum development. "It benefits the private sector because it shows stake in social equity, sustainment, and involvement in the community." Administrators also suggested involving employers from the private sector as a transitioning component or as student mentors.

Table 4

Questionnaire and Interview Item 4: The curriculum includes private sector involvement.

| Group | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 2 (33.3) | 2 (33.3) | 2 (33.3) | 0 | 0 |
| Instructor | 0 | 3 (60) | 1 (20) | 0 | 1 (20) |
| Administrator | 1 (20) | 0 | 1 (20) | 2 (40) | 1 (20) |

## Supporting Research Question 2: In what ways is the program made accessible to welfare-to-work participants?

Questionnaire and Interview Item 5: The Program Offers a Student Enrollment Process that Accepts Students with a Wide Range of Abilities and Skills.

Questionnaire

In regard to whether the program offers a student enrollment process that accepts students with a wide range of abilities and skills, all students (100%), four instructors (80%), and five administrators (100%) selected either "strongly agree" or "agree." While only one (20%) instructor chose "undecided," no interviewees selected "disagree" or "strongly disagree." (See Table 5.)

Interview

Students supported their responses with, " Anybody is accepted," and "Students come in at different levels." One student admitted that she was not able to read when she first started the program, but with her instructor's help she can now read and has advanced to more difficult levels. Though most students

agreed that this enrollment process is good for the program, one student said she was not sure if it was good. She said, "Students must have their minds made up [before entering the program]." In other words, even though the program is free, unless students are committed, the cost of the program is irrelevant.

The instructors explained that the program offers complete open enrollment. The process was explained as follows: (1) students receive a picture ID, (2) they go through orientation, and (3) students are placed in level-based classes determined by placement tests. One instructor explained, "The easier [the process], the better. We need to remove stumbling blocks from their [students'] lives." Another elaborated, "There are people who can't read. Some need help with math or grammar. Students have varying levels and needs."

In agreement with both students and instructors, "No students are turned away," explained one administrator. The program accepts anyone 17 years and older. Students attend the two-day orientation and registration, then upon completing orientation, they receive their certifications of completion. During orientation, students provide their goals, and take the Test of Adult Basic Education (TABE) assessment to determine beginning, intermediate or advanced classroom placement. They are placed in a learning center according to their determined level based on their TABE results. Every six months progress assessments and teacher recommendations determine students' ability to advance to more difficult levels. The program is able to accept students at all academic levels because it is set up to meet them where they are.

Table 5

Questionnaire and Interview Item 5: The program offers a student enrollment process that accepts students with a wide range of abilities and skills.

| Group | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 4 (66) | 2 (33) | 0 | 0 | 0 |
| Instructor | 4 (80) | 0 | 1 (20) | 0 | 0 |
| Administrator | 4 (80) | 1 (20) | 0 | 0 | 0 |

Questionnaire and Interview Item 6: The Cost of Attendance is Reasonable.

Questionnaire

All respondents either "strongly agreed" or "agreed" that the cost of attendance is reasonable (see Table 6).

Interview

Respondents did not elaborate much on why they agree with this item. However, it would appear that they all agree because the program is free. There is the opportunity for students to receive stipends or vouchers for the GED test depending on their practice test scores. One administrator did explain, however, that there are some possible childcare, loss of available income, and transportation costs for some students. No students or instructors mentioned these possible losses.

Table 6

Questionnaire and Interview Item 6: The cost of attendance is reasonable.

| Group | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 3 (50) | 3 (50) | 0 | 0 | 0 |
| Instructor | 5 (100) | 0 | 0 | 0 | 0 |
| Administrator | 5 (100) | 0 | 0 | 0 | 0 |

**Supporting Research Question 3: Are support services available through the establishment of strong relationships with other organizations in the community?**

Questionnaire and Interview Item 7: There is Collaboration with Welfare Agencies and Other Community Organizations.

Questionnaire

"There is collaboration with welfare agencies and other community organizations," was divided into two questionnaire components for students (see Appendix C , items #3 & #4). For the first item, "This program seems to work with welfare agencies (Department of Human Services and Texas Workforce Commission)," four students (66.6%) selected either "strongly agree" or "agree," one (16.6%) chose "undecided", and one student (16.6%) chose "disagree." The second item, for students only, read, "This program seems to work with other organizations such as Capital Metro or the Housing Authority." In response to

this item five students (83.3%) "strongly agree" or "agree" and one (16.6%) selected "undecided."

Instructors and administrators responded to, "There is collaboration with welfare agencies and other community organizations." All instructors (100%) and three administrators (60%) chose "strongly agree" or "agree," one administrator (20%) selected "undecided," and one administrator (20%) selected "disagree."

Interview

For the questionnaire item, "This program seems to work with welfare agencies (Department of Human Services and Texas Workforce Commission)," one student, who agrees, said she was not sure why she chose this response. However, she decided that because she does go to the Department of Human Services (DHS) every six months to show proof of income, and her instructor allows her to be absent from class to attend these meetings, that this illustrates collaboration. Another student said that case managers [from DHS] refer students to the ABE/GED program. A student who chose "undecided," stated, "The welfare system does not really want you to go to school. They really want you to get a job." For this reason, she was not sure collaboration exists.

In response to, "This program seems to work with other organizations such as Capital Metro or the Housing Authority," one student admitted that she learned about the program through the Housing Authority. Another stated that collaboration exists between the Housing Authority and the ABE/GED program because the Housing Authority sponsors the program [classes are offered at Housing Authority sites]. "This is important for success of the program so

students have a place where classes are offered." In addition, students can receive bus passes from Capital Metro in order to have transportation to the education program.

In response to whether there are collaborations with welfare and other organizations, one instructor explained that many of the program's site locations are established through collaborations with the Housing Authority, the Austin Area Urban League, and other organizations. Another instructor listed Texas Rehabilitation Commission, Choices (formerly JOBS, a Texas Workforce Commission program that assists TANF recipients gain job skills), Southern Career Institute, and LifeWorks as organizations they partner with. Collaborations also exist through reciprocal referrals with Texas Workforce Commission and Austin Independent School District. In addition to assisting students who receive referrals, these collaborations are seen as important for retention, employment, and employment training by other community organizations that provide this service. In discussing why collaborations are important, one instructor explained that these collaborations provide, "...linkages and networking that help students." One of the instructor's students received a free pair of eyeglasses as a result of collaborative efforts.

Administrators also provided examples of organizations they collaborate with: Austin Interfaith, Austin Area Urban League, Austin Latino Alliance, and Capital Idea. One administrator explained, "A target audience is TANF clients." One administrator said this is an area that is getting better. The program is coordinating more with the Workforce Development Board, and there are over 50

organizations that serve in the consortium. Although all groups interviewed identified organizations the program collaborates with, administrators who responded undecided and disagree admitted that this is an area that needs improvement.

Table 7

Questionnaire and Interview Item 7: There is collaboration with welfare agencies and other community organizations.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 2 (33.3) | 2 (33.3) | 1 (16.6) | 1 (16.6) | 0 |
| | 2 (33.3) | 3 (50) | 1 (16.6) | 0 | 0 |
| Instructor | 4 (80) | 1 (20) | 0 | 0 | 0 |
| Administrator | 1 (20) | 2 (40) | 1 (20) | 1 (20) | 0 |

Note: for students, this question was divided into two questions (see Appendix B and Appendix E). [a]This question was divided into two questions for students. The first line of data analysis refers to the item that read, "This program seems to work with welfare agencies (Department of Human Services and Texas Workforce Commission)." The second line of data analysis refers to the item that read, "This program seems to work with other organizations such as Capital Metro or the Housing Authority."

## Questionnaire and Interview Item 8: Case Managers are Available to Offer Early Intervention and Personal Attention in Addressing Students' Potential Problems.

### Questionnaire

Four students (66.6%), three instructors (60%), and one administrator (20%) "strongly agree" and "agree" that case managers are available to offer early intervention and personal attention in addressing students' potential

problems. No instructors selected "strongly disagree" or "disagree," but one student (16.6%) and three administrators (60%) did. (See Table 8.)

Interview

Though responses to this questionnaire item are widely distributed, most students responded during the interview that their instructors act as their case managers. Students usually address personal concerns with their teachers: children, housing, and family. "This is important to be able to focus," one student began. "[It's] good to let the teacher know what's on your mind." Another student mentioned that she talks with her Texas Workforce Center (TWC) case manager about her mandatory attendance.

Most instructors also agree that they play a crucial role in providing case management. One instructor listed personal, school-related, and academic as areas students talk with her about. Another instructor said there are people hired to provide case management, though she is not sure students use these services. However, another instructor said she was not sure the program provides case management, and if students receive it, it is outside the ABE/GED program. Many instructors did mention that for issues and concerns they are not comfortable handling, such as abuse, they will refer students to resources outside the ABE/GED program.

The majority of administrators disagree that case managers are available to offer early intervention and personal attention in addressing students' potential problems because there is only one official counselor on staff to serve 7000 students. However, there has been a case management team developed that

includes a recruitment specialist, an assessor and a counselor. "They [counselors] rarely have time for case management. This service is very much needed." In many circumstances, instructors are the first contact with students and usually serve this role. Administrators agree that strong case management is important for the success of the program and expressed that they would like to see this area expanded for retention purposes.

Table 8

Questionnaire and Interview Item 8: Case managers are available to offer early intervention and personal attention in addressing students' potential problems.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 2 (33.3) | 2 (33.3) | 1 (16.6) | 1 (16.6) | 0 |
| Instructor | 1 (20) | 2 (40) | 2 (40) | 0 | 0 |
| Administrator | 0 | 1 (20) | 1 (20) | 3 (60) | 0 |

## Questionnaire and Interview Item 9: Career Counselors or Job Coaches are Available to Assist Students in Making a Transition to Work.

### Questionnaire

In reference to whether career counselors or job coaches are available to assist students in making a transition to work, all students (100%), four instructors (80%), and two administrators (40%) agree. One instructor was

undecided, and three administrators (60%) selected "disagree" or "strongly disagree" (see Table 9).

Interview

Most students responded that her teacher gives students advice about finding employment. One student mentioned that her class attends the Adult Education Career Fair, and another said that although her teacher assists her, she usually finds jobs on her own. Another student, who said the instructor teaches them how to use the computer stated, "Using the computer is important for work." One student talked about people who come by with flyers about jobs. She was not sure from what organizations they come, but she did not think they were part of the ABE/GED program.

There are career counselors available through the college that houses the ABE/GED program, but there are no career counselors available through the program itself. However, one instructor suggested, concerning the career counseling for students that is available, "These services are underutilized."

One instructor discussed with students career counseling available through collaborations. She said the Texas Rehabilitation Center and the Choices program offer this service and that some of her students utilize them. She also said that she would like to see career counselors, but not job coaches, available to students through the adult education program.

An administrator mentioned that there is a transitioning team that is preparing information for students to use in their classrooms and there is the annual career fair, but the program does not have career counselors. "The

Workforce Board should help with that [career counseling and job coaching]," said another administrator.

However, one administrator did say, "We are moving toward collaborating with other departments with a workforce focus." Another administrator listed partnerships that are currently being developed with other organizations to provide these services. Respondents who agree pointed out that, although the adult education program does not offer these services, students can receive career counseling through the campus-wide career center.

Table 9

Questionnaire and Interview Item 9: Career counselors or job coaches are available to assist students in making a transition to work.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 2 (33.3) | 4 (66.6) | 0 | 0 | 0 |
| Instructor | 2 (40) | 2 (40) | 1 (20) | 0 | 0 |
| Administrator | 1 (20) | 1 (20) | 0 | 2 (40) | 1 (20) |

## Questionnaire and Interview Item 10: Employment Placement Specialists or Job Developers Who Are Aware of Existing Job Opportunities Are Available to Assist in Job Placement.

### Questionnaire

Four students (66.6%), three instructors (60%), and two administrators (40%) selected either "strongly agree" or "agree" that employment placement specialists

or job developers who are aware of existing job opportunities are available to assist in job placement. Two students (33.3%) and two instructors (40%) selected "undecided, and three (60) administrators selected either "disagree" or "strongly disagree." (See Table 10.)

Interview

Most students simply replied that their teachers help them find jobs. One student said her teacher has job listings and will help her look through them for a job.

One instructor explained that this service is not provided through the adult education program, but it is available through the college that houses the program. The adult education counselor may be able to provide this service to students also. The instructors assist students with job placement as well.

Much of this job placement service is provided through collaborations. Organizations such as Texas Rehabilitation Commission, Dewitty Center, and Austin Area Urban League provide job placement assistance, explained one instructor.

An administrator pointed out that although the program does not have employment placement specialists, resources are available for referrals to such organizations as Austin Area Urban League (AAUL), Texas Workforce Centers (TWC), and by word of mouth. In addition, students receive job placement through the career fairs. There are also partnerships with Capital Area Training Foundation and Capital Idea who both provide job placement. One administrator responded that this service is the Workforce Development Board's responsibility.

Table 10

Questionnaire and Interview Item 10: Employment placement specialists or job developers who are aware of existing job opportunities are available to assist in job placement.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 2 (33.3) | 2 (33.3) | 2 (33.3) | 0 | 0 |
| Instructor | 0 | 3 (60) | 2 (40) | 0 | 0 |
| Administrator | 0 | 2 (40) | 0 | 1 (20) | 2 (40) |

## Questionnaire and Interview Item 11: Extensive Support Services, Such as Childcare and Transportation, are Available.

### Questionnaire

Five students (83.3%), three instructors (60%), and one administrator (20%) agreed that extensive support services are available. One student (16.6%) and instructor (20%) each selected "undecided," and though no students or instructors selected "disagree" or "strongly disagree," four administrators (80%) did.

### Interview

In general, students listed childcare, free bus passes, and free lunches as available support services. Although one respondent said she did not need these services, most students responded that these services are needed for the success of the program.

Instructors noted that these services are offered, but not through the adult education program. An instructor explained, "These services are offered in certain programs, but not all." Particular grant-funded programs provide these services, and they are offered through collaborations. Instructors agree that support services such as childcare and free bus passes are necessary for the success of the program.

Administrators agree that these services are important. An administrator stated that these services are needed to, "...assist in recruitment and retention. Because of lack of resources we may not be able to offer these services anyway." An administrator did explain that some grant-funded programs and collaboration sites offer these services, but they are not available through the adult education program at-large. For example, Avonce, Capital Idea, Even Start and the Housing Authority offer these services. Students who receive GED preparation at these collaborative locations can receive free support services.

Table 11

Questionnaire and Interview Item 11: Extensive support services, such as childcare and transportation, are available.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 3 (50) | 2 (33.3) | 1 (16.6) | 0 | 0 |
| Instructor | 0 | 3 (60) | 1 (20) | 0 | 1 (20) |
| Administrator | 0 | 1 (20) | 0 | 2 (40) | 2 (40) |

## Supporting Research Question 4: Is there measurement for accountability within the program's structure?

### Questionnaire and Interview Item 12: Program Goals and Outcomes Are Clearly Defined and Available.

#### Questionnaire

This question was divided into two questions for students. For the first question, "You clearly understand the goals of the program," all students selected either "strongly agree" or "agree." All students also agree to the questionnaire item, "You clearly understand what skills you should have after you complete the program."

In determining instructor and administrator perceptions of whether "Program goals and outcomes are clearly defined and available," four instructors (80%) and all administrators selected "strongly agree" or "agree." One instructor chose "undecided."

#### Interview

In response to the interview item, "You clearly understand the goals of the program," most students responded that the goals are to get students ready to pass the GED. One student, who chose "agree," said she was not sure what the goals were, but she knew she wanted to do what she needed to do to get where she wants to be. Another student said the goals are to attend and, "Do what you gotta do."

"To get assignments and learn all you can to get the GED," replied another student in reference to the program's goals.

In discussion, one student listed several goals of the program. She said that perfect attendance is a must, and if a student will be absent he/she must call in. Students sign in and out for the day. The program helps students get their GED, which is needed to get a job or go to college. Also, students receive help with childcare and parenting. She ended with, "Everybody's friendly."

For the questionnaire item, "You clearly understand what skills you should have after you complete the program," most students listed the five academic areas of the GED. One student listed better work ethic, knowledge of the world of work, and a better understanding of parenting. She also said the program prepares students for life's ups and downs. It helps develop self-esteem, stresses positive attitude, and encourages students to learn from their mistakes.

Another student listed the following as skills she should have after completing the program: reading better, using words correctly, writing, writing notes, and using punctuation. Another student put it simply, "...regular high school skills."

In response to their questionnaire item, "Program goals and outcomes are clearly defined and available," one instructor outlined the goals of the program:

(1) to prepare students with skills to pass the test,

(2) literacy,

(3) technology, and

(4) numeracy skills.

In addition to these goals, instructors have personal goals for students. One instructor explained it is her goal that her students become lifelong learners,

learn life skills, gain employment, and further their education. Her students want to pass the GED. Some want to become more involved in the community and with their children. Although she is not sure outcomes are clearly defined, she thinks money may be considered a measurable outcome by considering which students find employment and how much they are paid. Several instructors agree that many students come to the program with their own goals in mind.

Administrators suggest that program goals and outcomes are defined and available through grants. They are also made available by word of mouth, memos, and contractual agreements. One administrator stated, "They [goals and outcomes] are available to administrators, instructors, consortium members, and community organizations." Another administrator explained that the goals are well defined, but they are not widely disseminated. "Most employers probably are not aware of goals and outcomes."

For the classrooms, competencies, which represent goals, are available for all levels (see Appendix B). Instructors make students aware of what they have mastered. There is a check sheet with levels of competencies for students to view their progress (see Appendix L). In addition, Texas Education Agency (TEA) establishes program goals and student improvement percentages for the program.

Table 12

Questionnaire and Interview Item 12: There is collaboration with welfare agencies and other community organizations.

| Group | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 3 (50) | 3 (50) | 0 | 0 | 0 |
| | 4 (66.6) | 2 (33.3) | 0 | 0 | 0 |
| Instructor | 2 (40) | 2 (40) | 1 (20) | 0 | 0 |
| Administrator | 1 (20) | 4 (80) | 0 | 0 | 0 |

Note: for students, this question was divided into two questions (see Appendix B and Appendix E). [a]This question was divided into two questions for students. The first line of data analysis refers to the item that read, "You clearly understand the goals of the program." The second line of data analysis refers to the item that read, "You clearly understand what skills you should have after you complete the program."

## Questionnaire and Interview Item 13: There is a Strong Record-keeping System Intact for Student Progress Toward Outcomes.

### Questionnaire

All students (100%), three instructors (60%) and two administrators (40%) selected either "strongly agree" or "agree" to the questionnaire item, "There is a strong record-keeping system intact for student progress toward outcomes." One instructor (20%) and one administrator (20%) were each undecided, and one instructor (20%) and two administrators (40%) selected "disagree" or "strongly disagree."

### Interview

Students agree that they are made aware of the progress they make in class. When asked in what way the instructor informs them, most responded that the teacher reviews their work with them and lets them know in what areas they need improvement before they are ready for the GED. One student explained that they are made aware of progress they are making in the class because as students complete assigned levels they are introduced to new levels until they are ready to take the GED. This process allows them to see the progress they are making.

An instructor explained that there is a strong-record keeping system intact for student programs because the instructor keeps records on a standardized report for Texas Education Agency (TEA). These reports include information about attendance, practice test scores, real test sores, and tutoring received. One instructor explained, as a way to track student progress, "Students write regular goals, timetables and life lists." These goals are available to students. Instructors give students immediate feedback on their assignments and test scores.

Administrators who agree responded that this record-keeping system is being established through instructor monthly reports, assessment tests (BEST and Test of Adult Basic Education), and in-class assessments. Another administrator said the program also practiced progress testing to place students in different levels as they progress.

Table 13

Questionnaire and Interview Item 13: There is a strong record-keeping system intact for student progress toward outcomes.

| Group | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | 3 (50) | 3 (50) | 0 | 0 | 0 |
| Instructor | 1 (20) | 2 (40) | 1 (20) | 0 | 1 (20) |
| Administrator | 0 | 2 (40) | 1 (20) | 2 (40) | 0 |

## Questionnaire and Interview Item 14: There is a Strong Record-keeping System Intact that Includes Information About Cost.

### Questionnaire

This question was non-applicable for students. One instructor (20%) and one administrator (20%) agree that there is a strong record-keeping system intact that includes information about cost. One instructor (20%) and two administrators (40%) disagree.

### Interview

Instructors did not have much discussion concerning this item. Most were undecided because this is an administrative issue. However, one instructor explained they must submit monthly reports that include information about student attendance.

Administrators disagree because the program is currently undergoing some transition. One administrator stated that the program is, ",,,currently working on putting an Management Information System in place." The program currently uses Adult and Community Education System, but this record-keeping system does not track for cost, program efficiency, or cost per student. Another administrator was undecided because there is not currently a record-keeping system that includes information about cost, but they are currently devising one. This administrator admitted, "This year is the first that we are breaking down costs for classes."

Table 14

Questionnaire and Interview Item 14: There is a strong record-keeping system intact that includes information about cost.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | N/A | N/A | N/A | N/A | N/A |
| Instructor | 0 | 1 (20) | 3 (60) | 1 (20) | 0 |
| Administrator | 1 (20) | 0 | 2 (40) | 2 (40) | 0 |

Note: students did not receive this item on their questionnaire.

## Questionnaire and Interview Item 15: The Program is Committed to Continuous Staff Development.

### Questionnaire

This questionnaire item was non-applicable for students. All instructors and administrators, however, agreed that the program is committed to continuous staff development.

### Interview

In talking with one instructor, she spoke extensively about their professional development requirements. Each instructor must complete 24 professional development hours a year. They attend regular cluster group meetings, and at the end of the year they submit their proposed professional development plan. She stated, "This benefits staff because it's inspiring to teachers to learn new techniques to use in the classroom."

While discussing cluster meetings, another instructor explained that during these meetings they are "...learning theory, nut and bolts, articles, brainstorming, and sharing things that work." One instructor, however, said that although the program is committed to continuous staff development, it is not really meeting instructors' needs.

The response from one administrator with regard to the program's commitment to continuous staff development was, "Absolutely!" Staff development involves cluster teams, pre-service orientations, and conferences and workshops. An administrator explained, "We pay teachers for staff development." Staff development may include discussions concerning

curriculum delivery, women's issues in curriculum and transitioning. In addition, administrators and instructors are required to have a certain number of staff development hours annually. In addition, the program pays for administrators and instructors to attend workshops and conferences. When instructors must be absent from class to attend a conference, substitutes are paid.

"It is the key to instruction," an administrator concluded.

Table 15

Questionnaire and Interview Item 15: There is measurement for accountability within the program's structure.

| | Agree | | Undecided | Disagree | |
|---|---|---|---|---|---|
| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | # (%) | # (%) | # (%) | # (%) | # (%) |
| Student | N/A | N/A | N/A | N/A | N/A |
| Instructor | 3 (60) | 2 (40) | 0 | 0 | 0 |
| Administrator | 2 (40) | 3 (60) | 0 | 0 | 0 |

Note: students did not receive this item on their questionnaire.

## Summary

This chapter analyzed the questionnaire and interview data obtained from students, instructors, and administrators. Students responded to 16 questionnaire and interview items, and instructors and administrators responded to 15 questionnaire and interview items. These items were divided by supporting research question with the purpose of answering the central research question: "In what ways is a Central Texas urban community college ABE/GED integrated

with employability skills training preparing welfare recipients for self-sufficient employment?"

All three groups generally agree that employability skills are being taught to prepare individuals for self-sufficient employment, and they provide several examples. The program is made accessible to welfare-to-work participants primarily through collaborations. There are some support services available through relationships with community organizations, but there are no direct collaborations that provide childcare and transportation. Lastly, students, instructors and administrators provided several examples to support that there is a measurement of accountability within the program's structure.

# CHAPTER 5

## SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This exploratory qualitative case study was conducted to answer the central research question, "In what ways is a Central Texas urban community college adult education program integrated with employability skills training preparing welfare recipients for self-sufficient employment?" This case study examined the perceptions of students, teachers, and administrators in regard to basic skills and employability skills training offered in a Central Texas urban community college adult education program that serves welfare-to-work participants who have not yet earned a General Educational Development (GED) certificate or high school diploma.

The following summarizes the results of this case study. In general, students' and instructors' questionnaire and interview responses support all supporting research questions. Administrators' responses support research questions one, two and four, but, generally, administrators do not support research question three. This chapter will discuss, in general, the findings of this case study based on students', instructors', and administrators' perceptions.

## Summary & Discussion of Results

In answering the central research question, "In what ways is a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program integrated with employability skills training preparing welfare recipients for self-sufficient employment?" based on interviews with students, instructors, and administrators, the program is preparing welfare recipients for self-sufficient employment in several ways:

- The curriculum integrates basic skills and employability skills to help prepare TANF clients for work. The curriculum, which includes sixteen subject areas, identifies competencies and benchmark tasks to help students meet their goals and improve their academic and employability skills.
- The program is made accessible to welfare-to-work participants because there is no cost. Classes are offered at several collaborative sites and on-site learning centers to make them accessible to students. In addition, there is not academic level requirement for acceptance. All students are accepted and placed in level-based classes.
- There are established strong relationships with other organizations in the community; however, these relationships do not necessarily assist in providing support services.
- There is a measurement of accountability within the program's structure. The program has a strong record-keeping system toward student outcomes, and it is committed to continuous staff development.

Supporting Research Question 1: What Employability Skills are Being Taught to Prepare Individuals for Self-sufficient Employment?

The first supporting research question is, "What employability skills are being taught to prepare individuals for self-sufficient employment? To answer this question each group responded to questionnaire items concerning employment-related goals, hands-on work experience, the integration of basic skills and workplace skills, and private sector involvement. In general, all groups agree that the program integrates employability skills to prepare individuals for self-sufficient employment. However, the integration of hands-on work experience is completed primarily through the curriculum. The program does not provide any hands-on work experience outside the classroom, such as job shadowing, and the private sector is involved only through their annual career fairs.

The program integrates employability skills through its curriculum. Students, in responding to questionnaire and interview items, discussed the basic skills needed to gain a GED certificate and how these skills can be transferred to the workplace. In addition, instructors listed some of the workplace-related activities they teach: workplace-related math problems, Internet training, and writing business letters. Administrators spoke about the Kentucky Competency Based Adult Education Curriculum (KCBAE).

KCBAE includes activities covering the five areas of the GED: reading, writing, social studies, science, and mathematics. It also encompasses life and employability skills: communication, community resources, consumer economics,

cultural diversity, employability, and more (see Appendix A). Students in the investigated program are placed in level-based classes. As they complete the competencies for each level, they are promoted to the next level. This curriculum assists in helping welfare-to-work clients gain self-sufficient employment by providing them with basic academic skills, social and civic skills, and employability skills. In Turning Skills into Profit: Economic Benefits of Workplace Education Programs, the authors (Bloom & Lafleur, 1999) list how employers and employees benefit when students gain basic skills and employability skills. For example, when students' reading and writing skills improve, they gain a better understanding of documents, their ability to communicate improves, and their use of technology gets better (Bloom & Lafleur, 1999). Employers benefit because this improvement in employee performance leads to increased profits (Bloom & Lafleur, 1999).

In addition, research supports the integration of employability skills with basic skills training to avoid the cyclical circumstances that have occurred in the past as a result of individuals' inability to retain employment. Sticht, in Functional Context Education-Making Learning Relevant, reports that students who receive job-related literacy materials improve their literacy as much as, or more than, students who receive traditional learning materials (Sticht, 1997). The Kentucky Competency-Based Adult Education curriculum avoids the traditional learning materials and applies learning to real-life activities. For example, one exercise asks students to conduct a poll of their classmates and tally the votes. This exercise not only allows students to work toward completing several math

competencies at once, it involves active learning and other skills such as communication and critical thinking. The investigated program is strongly assisting welfare-to-work clients gain self-sufficient employment through its curriculum, which integrates basic skills with workplace-related activities.

The investigated program's guidelines state that it is the program's responsibility to prepare workers for the workplace and community. To do this, the guidelines state that the curriculum will be "driven" by SCANS competencies. The Secretary's Commission on Achieving Necessary Skills (SCANS) outlines the skills employees need in the world of work such as competency skills, which include resources, interpersonal, information, systems, and technology (U. S. Department of Labor Employment and Training Administration, 1990). The Commission also identifies foundation skills, which are made up of basic skills, thinking skills, and personal qualities (U. S. Department of Labor Employment and Training Administration, 1990). Using the KCBAE curriculum enables the ABE/GED program to meet this program guideline.

Students, instructors and administrators reported some of the program's employment-related goals. For example, one instructor stated, "I relate a lot of life skills and things consumers should know [to the assigned activities]." Students understand that the academic skills they learn in class are applicable to real life. One student shared that she learns, "Math to count money, reading to better understand papers, writing will help me be a secretary, and biology if I decide to become a nurse."

From discussions with students, instructors, and administrators, it was made clear that the basic skills are emphasized, and the representation of employability skills is continuously being integrated into the curriculum. One administrator explained that, because the Kentucky Competency-Based Adult Education curriculum is a new component to the program, some instructors are not familiar with using the KCBAE curriculum. Thus, this administrator explained that there is continuous professional development and training to address integration of the new curriculum into the adult education program. In addition, this program serves all students, not just TANF clients. As a result, the investigated program's administration is continuing to develop new and innovative ways to learn about their TANF clients and how to best serve them.

Although hands-on work experience has not traditionally been included Adult Basic Education (ABE)/General Educational Development (GED) programs, hands-on work experience is becoming more commonplace in ABE/GED adult education programs as employers come to realize the significance of bridging [providing individuals with skills to assist them in making the transition from unskilled to semi-skilled employment] . In "Beyond Welfare-to-Work: Bridging the Low-Wage-Livable-Wage Employment Gap," the author discusses how bridge programs assist in providing the training needed to move from unskilled to semi-skilled jobs. The primary difference is that semi-skilled jobs provide opportunities for learning, which is necessary for upward mobility (Jenkins, 1999). One component of effective bridge programs is that they are "demand driven, with strong connections to employers offering livable-wage jobs"

(Jenkins, 1999, pp. 9). Though the investigated adult education program is not a bridge program, hands-on work experience is important in helping students gain livable-wage employment.

Hands-on work experience beyond the classroom is not a component of the investigated ABE/GED program. Student, instructor, and administrator responses varied greatly regarding this questionnaire and interview item. Individual responses varied based on what he/she considered "hands-on'" work experience. For example, some students and instructors considered the actual process of working toward achieving the GED certificate hands-on work experience. Other instructors and some administrators responded "disagree" or "undecided" because the program does not offer on-the-job training hands-on work experience. Just as responses to whether hands-on work experience exists varied, so did student, instructor, and administrator perceptions of whether hands-on work experience should be a program component. Some respondents thought this would be a good addition to the program, but others did not think it was the role of this particular adult education program.

However, based on students', instructors', and administrators' various responses regarding hands-on work experience, the researcher found that this is not a component of the investigated adult education program.

Supporting Research Question 2: Is the Program Made Accessible to Welfare-to-Work Participants?

The second supporting research question is, "Is the program made accessible to welfare-to-work participants?" Students, instructors, and administrators agree that the program is made accessible to welfare-to-work participants, and all groups identified ways that the program is made accessible. To answer this supporting research question, students, instructors, and administrators responded to questionnaire and interview items regarding two components of exemplary programs as outlined by What Works: Integrating Basic Skills Training into Welfare-to-Work (Murphy & Johnson, 1998). They responded to whether the program offers a client enrollment and selection process that accepts students with wide range of abilities and whether the program achieves a reasonable cost, broken down by outcome.

Responses to these questionnaire and interview items were positive because the program is free to anyone, and it accepts students who perform at any academic level. For example, as one instructor explained the enrollment process, students receive a picture ID, go through orientation, and are placed in level-based classes determined by placement tests. The record-keeping system that is currently in place does not break down the cost by outcome, but there is a record-keeping system in place to track students' progress and GED completion.

The National Adult Literacy Survey identifies why these characteristics, especially an enrollment process that accepts students at all academic levels, are important for the success of basic education programs that serve welfare-to-

work clients. Nationally, the literacy level of TANF clients is low. The National Adult Literacy Survey (NALS) of 1992, on a scale from 1-5, with 1 being the least literate, reported that 35% are at Literacy Level 1 and 45% are at Level 2 (Levenson et. al., 1999). In total, 80% of TANF participants are at the two lowest literacy levels. Nationally, 41% of American adults perform at Literacy Levels 1 and 2 of NALS (Stein, 2000). Thus, twice as many welfare-to-work participants as the general population of American adults are at the lowest literacy levels. One instructor put it best when she explained why it is important that all students be accepted into the program. She stated, "We need to remove stumbling blocks from their [students'] lives."

Thus, because the program is free and accepts students at all skill levels, program accessibility to welfare-to-work clients is a strong component of the program.

Supporting Research Question 3: Are Support Services Available Through the Establishment of Strong Relationships with Other Organizations in the Community?

The third supporting research question is, "Are support services available through the establishment of strong relationships with other organizations in the community?" In general, with some variability, students and instructors agree that support services are available, but administrators do not. Administrators do not agree that the program provides support services because support services are not available to students directly through the program. Students and

instructors, on the other hand, agree that support services are available because they considered the support services offered to students through collaborations and case management handled by the instructor.

Each group responded to questionnaire and interview items to determine whether there are collaborations with welfare agencies and other community organizations. These items identified whether the program offers early intervention and personal attention in addressing students' potential problems, the program assists students in making a transition to work, the program tells students about existing employment opportunities, and it provides extensive support services.

In What Works: Integrating Basic Skills Training into Welfare-to-Work, the authors explain that collaborations should be established to share resources and expertise (Murphy & Johnson, 1998). For example, one exemplary program that was discussed in this report collaborates with the local Department of Employment Services and the private sector to provide job coaches and placement assistance (Murphy & Johnson, 1998).

The Central Texas urban ABE/GED program has established many collaborations with community organizations. The Director of Welfare-to-Work who heads the Welfare-to-Work Coalition is responsible for assisting in establishing collaborations with welfare-to-work related agencies such as Texas Workforce Commission and the Department of Human Services. She also gathers information and research about welfare reform to disseminate to

instructors and administrators. In addition, she seeks to provide additional support services to students as they are needed.

Some administrators and instructors explained during their interviews that there are also collaborations established to provide educational sites at housing community locations, nonprofit organizations, and local libraries, in addition to the classes taught at the learning centers on-site. The establishment of these off-site locations enables students all over the city to attend a class near him/her. This is helpful for students who must rely on public transportation to avoid lengthy, time-consuming bus routes. Although the adult education program, itself, has not established collaborations to provide free childcare or free transportation, an administrator has developed a brochure that lists community organizations and contact information for students. In addition, one instructor explained that the program works closely with the Texas Rehabilitation Center to receive and offer referrals. A case manager at a Texas Workforce Center explained that case managers at the Workforce Center refer students to the adult education program, and just recently an education center was set-up at a Texas Workforce Center location.

Administrators and instructors do agree that there is a need for better case management. There is currently one person responsible for handling case management of 7000 students, in addition to her other responsibilities. In most cases students are not referred to her, but rather they talk with their instructors about personal problems and employment concerns. For example, one student

explained why having someone to talk to is so important. "This is important to be able to focus," she explained.

In Texas, TANF clients who have not earned their GED certificate or high school diploma are required to participate in an adult education program because lack of these educational credentials categorizes them as harder-to-serve. Case management is necessary because in addition to low basic skills, these students, many times, are dealing with other personal issues. In "Research on Adult Literacy Education in the Welfare-to-Work Transition," the author quotes Holcomb, Pavetti, Ratcliffe, and Reidinger (1998). He says that students generally considered harder-to-serve deal with issues such as little or no work experience, mental health problems, substance abuse, domestic violence, child behavior problems, and legal problems (Fisher, 1999). In We the Poor People: Work, Poverty, & Welfare, Handler and Hasenfeld explain, "Although low income is not the exclusive cause of family problems, the fact remains that poverty is the most powerful predictor of the harmful behavioral consequences that are most commonly ascribed to welfare families" (Handler and Hasenfeld, 1997, pp. 54-55). Thus, case management is crucial for adult education programs that serve welfare-to-work clients. And though this is a weak component of the adult education program, administrators are aware that a need exists and hope to gain the financial support to provide better case management.

Because administrators and instructors understand the need to assist students in making the transition to work or further their education after they complete the GED exam, a transitioning committee was established in fall 1999.

An administrator on the committee explained that this committee is currently working on a transitioning handbook for students and teachers to use in the classroom. This handbook will identify community resources and information about finding employment. It will also provide information about registering for college. This has not been a component of the classroom in the past, but it will become integrated as part of the curriculum during summer 2000. To ensure accurate use and understanding of this document, instructors will receive training on how to utilize it in the classroom. Boulmetis explains in " Helping Adults Through Their Career Transitions," that research supports the importance of transitioning activities. He explains that educators should, "...make the transition from education to work a more seamless experience where learners see and understand the relationship between what they are taught and its utility in the workplace (Boulmetis, 1997, pp. 11).

Thus, the program does have the capability to provide support services such as childcare, transportation, transitioning, and information about employment through collaborations. For example, the investigated program does not offer free childcare, but the program works closely with Workforce Centers, who, in turn, work closely with agencies who can assist in free childcare.

However, the one area of support services that the program does not provide is the case management needed for the large number of and varying population of students it serves. Although there is one case manager available, she is not capable of handling a case load of 7000 students in addition to her other job responsibilities.

Supporting Research Question 4: Is There a Measurement of Accountability Within the Program's Structure?

The fourth supporting research question is, "Is there a measurement of accountability within the program's structure?" All groups agree that there is evidence of accountability within the program's structure. They responded to questionnaire and research questions concerning whether the program has clearly defined goals and outcomes, a strong record-keeping system that includes information about cost and student progress, and continuous staff development. (Students only responded to items regarding clearly defined goals and outcomes and a record-keeping system that includes information about student progress).

Historically, outcomes have been measured by retention and large numbers of students (Dirkx, 1999). With emphasis on work first for TANF clients there is a need for outcome measurement based on knowledge and skills (Dirkx, 1999). Dirkx explains, "...what is being expected as outcomes of adult literacy programs is being redefined to include not only demonstrable skill in the so-called basics but also skills in an expanded range of other specific outcomes (Dirkx, 1999). The other outcomes include employability skills.

The Central Texas urban community college ABE/GED adult education program uses Student Progress Checklists that identify skills students should attain to track their progress (see Appendix L). Classes are broken down into basic, intermediate, and advanced. For every GED content area students are

expected to meet a certain progress benchmark. For each progress benchmark, the competencies covered and benchmark task are listed. Instructors use these checklists to record student progress. This record-keeping system does not include information about cost, but it does emphasize student progress.

In regard to continuous staff development, there was much agreement among instructors and administrators that the program is committed to continuous staff development. There is an administrator whose primary responsibility is to plan and oversee the professional development of faculty and staff of the program. Dirkx (1999) says that the new work first environment has created an ongoing need for professional development. As the curriculum and population changes, a need is created to remain informed how to best utilize the curriculum and serve the population. In What Works: Integrating Basic Skills Training into Welfare-to-Work, the authors explain that there is a need for programs to become shorter and more intensive (Murphy and Johnson, 1998). This too requires training.

Currently, this adult education program offers instructors the opportunity to attend conferences. During their cluster group meetings, Instructors discuss curriculum and classroom activities. The adult education program offers live satellite broadcasts. New instructors participate in a training for new teachers. And, when instructors must miss class to attend a professional development workshop or conference, substitute instructors are paid for filling in. One administrator concluded, "It is the key to instruction."

The investigated program does provide a measurement for accountability within the program's structure.

## Limitations of the Study

The study was limited by several factors. Although initially planned, interviews were not tape-recorded. At the time the interviews were conducted, the program was undergoing some structural changes that made some interviewees uncomfortable with tape-recorded sessions. The program was undergoing some personnel changes that involved new management and many lay-offs. A tape-recorder was taken into the first interview, but the interviewee informed me that she did not feel comfortable being recorded. After this initial interview, I carried the tape-recorder to other interviews in case I thought interviewees would be comfortable with me taping our interview. I decided that ensure a truthful interview and to make the interviewees comfortable, I would not use the tape-recorder.

Another limitation of the study was the time and locations I interviewed instructors and students. Their interviews were conducted during class times. Thus, there were instances when we were short on time because class was over or it was lunchtime. There were other instances when the interview with instructors would be broken up because they needed to assist students with an assignment. Also, student absences caused some limitations. There were occasions when I would show up at a location expecting to interview with a

student, but he/she would be absent that day. Thus, I would need to reschedule or attempt to find another student to interview.

## Implications for Future Research and Practice

In the future, I recommend that the interviewer observe the classroom settings prior to conducting the interview as a way to get to know the students and instructors individually. If possible, the research should try to conduct the questionnaires and interviews at a time when class is not in progress. This would allow the researcher to witness the classroom setting, but also, conduct the interview at a time when the student and/or instructor is not distracted.

Though questionnaire items were categorized by supporting research question, I would recommend that the researcher ask interviewees the research questions outright. Also, the questionnaire items were not arranged and categorized by supporting research question. I would recommend this. As interviewees answer questions, their memories are jarred. For example, there were instances when an interviewee would change a questionnaire response after the interview began because he/she realized that there was a better answer. If questionnaire items and interview questions are categorized by research question, this will allow the respondent to focus on that topic. If interview questions relating to the same supporting research question are asked together, this may help in getting and categorizing more detailed responses. After asking the questions categorized by this supporting research question in the interview, I recommend asking participants the actual supporting research

question to gain a direct response from the interviewee concerning his/her believe in response to the research question.

For the adult education program, I recommend more focus on support services and transitioning to the workplace. The program has many established collaborations with community organizations. However, these collaborations do not provide direct access to childcare and transportation. For example, an informational seminar following orientation for all students who need childcare could help students who are not aware that free childcare services exist.

Further, the program is beginning to focus more on transitioning. The private sector is involved in the career fairs. Further involvement with the private sector is recommended. Collaborations with the private sector to provide mentors or job coaches who explain the world of work in their industry is a suggestion. These collaborations could consist of seminars offered to interested students who wish to gain employment in this industry. Mentors could allow students to shadow them on the job, and job coaches could continue advising and informing students about the job industry.

For further research of this topic, it is recommended that multiple sites, regionally or state-wide, be researched. During this research it is recommended to look closely at demographics and the labor market. Future research should use the data from each site to compare each program's strong and weak areas. Doing this could be beneficial to each participating program because it lets them know what other programs are doing that works. In addition, it highlights programs that are doing well.

Finally, it is recommended that the private sector be involved in the data collection. It is important to gain the perceptions of students, instructors, and administrators, but one of the best measures for outcomes is the perception of employers. Employers can tell you what their expectations are and whether students who have gone through the researched program(s) meet their expectations. This may even encourage stronger collaborations between adult education programs and the private sector.

## Conclusions

The program is working toward assisting TANF clients gain self-sufficient employment, and it is doing that in several ways. Unlike other programs that work with welfare-to-work clients exclusively, this program accepts all students and has the responsibility of determining who their TANF clients are and to work to meet their needs. The primary method used for assisting welfare-to-work clients gain self-sufficient employment is through the Kentucky Competency-Based Adult Education curriculum. Students gain the basic skills needed for the GED exam and the workplace. In addition, students are learning general employability skills that are transferable to the workplace.

The program is made accessible to welfare-to-work clients by the fact that there is no cost, and everyone is accepted. Anyone 17 years and older can attend the program. In addition, the ABE/GED program accepts students at all literacy levels. There is no creaming.

In regard to support services, the program is able to provide some support services to some students as a result of collaboration. Collaborations assist with childcare and transportation. However, case management is a component of the program that is lacking, and program administrators realize it. According to several administrators, the lack of case management is due to a lack of available financial funding.

To meet the needs of their welfare-to-work clients, there is a Director of Welfare-to-Work whose primary responsibility is to research and remain informed about the welfare reform changes. She heads the Welfare to Work Coalition, an organization whose goal is to "...move welfare recipients into jobs and provide them with training and supportive services necessary to keep them employed and moving towards better jobs leading ultimately to self-sufficiency" (Austin/Travis County Welfare to Work Coalition, 1999).

In conclusion, the adult education program does assist in helping welfare-to-work clients gain self-sufficient employment. It provides welfare-to-work clients with many of the tools necessary to begin the process toward self-sufficiency—basic skills and employability skills.

## Summary

This chapter provided an overview of the results of data collected to determine, "In what ways is a Central Texas urban community college Adult Basic Education (ABE)/General Educational Development (GED) program integrated with employability skills training preparing welfare recipients for self-sufficient employment." The summary of results was examined by discussing the

perceptions of students, instructors and administrators. Further, limitations of the study, implications for future research and practice, and conclusions were discussed.

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| 01. SCIENCE | 1.01 Demonstrate knowledge of natural resources | 1.02 Demonstrate knowledge of simple machines | 1.03 Discuss properties of classification$ of matter | 1.04 Discuss factors Influencing our environment |
| | 1.05 Demonstrate knowledge of human biology | 1.06 Identity characteristics of plants and anlmals | 1.07 Apply scientific methods to life situations | |
| 02. HEALTH EDUC. AND WELLNESS | 2.01 Demonstrate a knowledge of health care systems | 2.02 Identity health services available In the community | 2.03 Explain how to access health services | 2.04 Demonstrate knowledge of patient rights |
| | 2.05 Demonstrate basic life-saving maneuvers | 2.06 Distinguish between acute and non-acute health problems | 2.07 Demonstrate mental and emotional wellnese behaviors and practices | 2.08 Explain the relationship of mental and physical health |
| | 2.09 Practice health maintenance behavior and Identity high-risk behaviors | 2.10 Demonstrate a knowledge of responsible drug and medication use | 2.11 Identity measures to maintain a healthy and safe environment | 2.12 Practice good grooming and personal hygiene |
| | 2.13 Describe how diseases are transmitted and prevention measures | 2.14 Demonstrate ability to complete medical and dental history forms | | |
| 03. MATHEMATICS (COMPUTATION) | 3.01 Compute using whole numbers | 3.02 Compute using fractions | 3.03 Compute using decimals | 3.04 Compute using percentages, ratio, and proportion |
| | 3.05 Convert decimals to fractions or per cent | 3.06 Solve word problems | 3.07 Apply equations or formulas to solve problems | 3.08 Count money and 1 make change |
| | 3.09 Measure geometric shapes, lines, or angles | 3.10 Calculate linear dimensions, volume and area | 3.11 Calculate units of time | 3.12 Interpret scale drawings |
| | 3.13 Interpret and use probability and statistics | 3.14 Demonstrate estimation and mental arithmetic skills | 3.15 Demonstrate basic knowledge of the metric system | 3.16 Demonstrate consumer moth skills: Le., banking, cost comparisons, Invoices, Interest, and wages |
| | 3.17 Interpret date In maps, charts, tables, and graphs | 3.18 Propem date In table, graph, and chart formats | | |

| COMPETENCIES | | | | |
|---|---|---|---|---|
| 04. TECHNOLOGY | 4.01 Demonstrate knowledge of computer applications | 4.02 Demonstrate use of measuring tools | 4.03 Demonstrate ability to use electronic technology | |
| 05. CONSUMER ECONOMICS | 5.01 Demonstrate a knowledge of personal taxes and preparation of simple tax forms | 5.02 Identify available housing options and services | 5.03 Identify ways to reduce utility costs | 5.04 Demonstrate money management knowledge: payroll, credit, banking, and budgeting |
| | 5.05 Explain and demonstrate comparison shopping for goods and services | 5.06 Identity criteria for selection of major household appliances | 5.07 Demonstrate knowledge of automobile maintenance and purchase procedures | 5.08 Demonstrate knowledge of consumer protection laws for transactions: contracts, leases, and fraud protection |
| | 5.09 Determine Insurance needs and basic types of coverage | | | |
| 06. HOME MANAGEMENT | 6.01 Demonstrate knowledge of good nutritional practices | 6.02 Demonstrate knowledge of clothing care and laundry techniques | 6.03 Demonstrate knowledge of home maintenance | 6.04 Demonstrate knowledge of housekeeping practices |
| | 6.05 Demonstrate knowledge of local ordinances for neighborhood safety and security | 6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, chemicals, and household goods | 6.07 Demonstrate knowledge of simple food preparation techniques | |

| COMPETENCIES | | | | |
|---|---|---|---|---|
| 07. FAMILY RELATIONSHIPS | 7.01 Identify positive and negative family characteristics | 7.02 Identify human life cycle stages | 7.03 Demonstrate knowledge of parenting skills | 7.04 Discuss different family structures |
| 08. INTERPERSONAL/SOCIAL SKILLS | 8.01 Demonstrate ability to Initiate and carry on conversation | 8.02 Demonstrate problem-solving skills | 8.03 Demonstrate appropriate behavior In social situations | 8.04 Demonstrate teamwork skills for effective group work |
| 09. SELF-MANAGEMENT SKILLS | 9.01 Exhibit self-reliance | 9.02 Demonstrate ability to learn on one's own (life-long learning skills) | 9.03 Demonstrate time management | 9.04 Demonstrate ability to set priorities |
| | 9.05 Evaluate personal needs and goals | 9.06 Demonstrate how to locals and use assistance from community resources | 9.07 Analyze ability to be flexible and adaptable | 9.08 Exhibit resourcefulness |
| | 9.09 Recognize and practice activities to build self-esteem | 9.10 Identify the process to obtain a driver's license | 9.11 Recognize and demonstrate behaviors appropriate for given situations | 9.12 Demonstrate self -control and responsibility for one's own behavior |
| | 9.13 Demonstrate decision making based on one's ethical values | 9.14 Demonstrate knowledge of community laws, regulations, and mares | 9.15 Identify and select recreational and cultural leisure-time activities | |
| 10. EMPLOYABILITY AND OCCUPATIONAL | 10.01 Demonstrate job-search skills<br>10.05 Demonstrate knowledge of work maturity skills | 10.02 Identify Information about job training opportunities | 10.03 Explore career options and educational requirements | 10.04 Describe employee/ employer rights and responsibilities |
| | 10.05 Demonstrate knowledge of work maturity skills | | | |

| COMPETENCIES | | | | |
|---|---|---|---|---|
| 11. COMMUNICATION SKILLS | 11.01 Demonstrate listening skills | 11.02 Demonstrate verbal communication skills | 11.03 Demonstrate written communication skills | 11.04 Demonstrate ability to give and receive messages |
| | 11.05 Interpret non-verbal communication | 11.06 Write legibly | 11.07 Demonstrate a functional vocabulary | 11.08 Comprehend written materials |
| | 11.09 Demonstrate correct oral and written English: grammar, spelling, punctuation, and capitalization | 11.10 Distinguish between fact and opinion | 11. 11 Use research tools to locate Information | 11.12 Apply Instructions or Information from manuals |
| | 11.13 Demonstrate awareness of various forms of literature | 11.14 Communicate Ideas and feelings through music, movement, and art | | |
| 12. THINKING SKILLS | 12.01 Use effective learning techniques to apply new knowledge and skills | 12.02 Demonstrate decision-making skills | 12.03 Organize Information | 12.04 Demonstrate ability to follow a problem-solving process |
| | 12.05 Demonstrate critical thinking skills | 12.06 Demonstrate creative thinking | 12.07 Demonstrate accurate assessment of one's own knowledge and skill | 12.08 Demonstrate logical reasoning |
| 13. SOCIAL SCIENCES | 13.01 Identify historical events, and key personalities in Kentucky history | 13.02 Describe historical events, issues, and trends in U.S. history | 13.03 Demonstrate knowledge of U.S. geography | 13.04 Identify significant historical events, Issues, and trends in world history |
| | 13.05 Demonstrate knowledge of world geography | 13.06 Identify geographic areas and characteristics of Kentucky | | |

| COMPETENCIES | | | | |
|---|---|---|---|---|
| 14. GOV'T/CITIZENSHIP | 14.01 Identify requirements for U.S. citizenship and citizen responsibilities | 14.02. Interpret individual tax requirements | 14.03 Identify and describe the form of government in the United States | 14.04 Describe thee election process |
| | 14.05 Demonstrate environmental awareness | 14.06 Describe different forms of government | 14.07 Apply democratic principle: justice, equality, responsibility, choice and freedom | |
| 15. CULTURAL DIVERSITY | 15.01 Demonstrate knowledge of major ethnic and cultural differences and customs | 15.02 Exhibit awareness and respect for individual differences | 15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior | 15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion |
| 16. COMMUNITY RESOURCES | 16.01 Identify and access community resources | 16.02 Demonstrate knowledge of transportation options and how to use them | | |

# APPENDIX C

## Questionnaire for Students

*The purpose of this survey is to gather information as part of a research project concerning adult basic education programs (ABE) and General Educational Development (GED) programs. You are under no obligation to participate in this study. Your completing and returning the questionnaire will be taken as evidence of your willingness to participate and your consent to have information used for the purposes of the study.*

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. The classroom assignments and activities focus on work skills. | 5 | 4 | 3 | 2 | 1 |
| 2. You receive hands-on work experience while in the program. | 5 | 4 | 3 | 2 | 1 |
| 3. This program seems to work with welfare agencies (Department of Human Services and Texas Workforce Commission). | 5 | 4 | 3 | 2 | 1 |
| 4. This program seems to work with other organizations in the community such as Capital Metro or the Housing Authority. | 5 | 4 | 3 | 2 | 1 |
| 5. The program accepts students with a wide range of abilities and skills. | 5 | 4 | 3 | 2 | 1 |
| 6. The classroom assignments and activities teach basic skills to prepare you to pass GED. | 5 | 4 | 3 | 2 | 1 |
| 7. The classroom assignments and activities teach you skills you need for work. | 5 | 4 | 3 | 2 | 1 |
| 8. You clearly understand the goals of the program. | 5 | 4 | 3 | 2 | 1 |
| 9. You clearly understand what skills you should have after you complete the program. | 5 | 4 | 3 | 2 | 1 |
| 10. The cost of the program is affordable. | 5 | 4 | 3 | 2 | 1 |
| 11. Employers from the community participate in classroom activities and/or speak to the class. | 5 | 4 | 3 | 2 | 1 |
| 12. You can see the progress you are making in class. | 5 | 4 | 3 | 2 | 1 |
| 13. Case managers will talk with you if you are having personal problems. | 5 | 4 | 3 | 2 | 1 |
| 14. People who know what skills employers want give you advice about finding a job. | 5 | 4 | 3 | 2 | 1 |
| 15. People who know of existing job opportunities help you find a job. | 5 | 4 | 3 | 2 | 1 |
| 16. Support services, such as child care and transportation, are available. | 5 | 4 | 3 | 2 | 1 |

## APPENDIX D

### Questionnaire for Program Administrators/Instructors

*The purpose of this survey is to gather information as part of a research project concerning adult basic education programs (ABE) and General Educational Development (GED) programs. You are under no obligation to participate in this study. Your completing and returning the questionnaire will be taken as evidence of your willingness to participate and your consent to have information used for the purposes of the study.*

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. The program focuses on employment-related goals. | 5 | 4 | 3 | 2 | 1 |
| 2. Students gain hands-on work experience while in the program. | 5 | 4 | 3 | 2 | 1 |
| 3. There is collaboration with welfare agencies and other community organizations. | 5 | 4 | 3 | 2 | 1 |
| 4. The program offers a student enrollment and selection process that accepts students with a wide-range of abilities. | 5 | 4 | 3 | 2 | 1 |
| 5. The curriculum integrates a basic skills component with workplace simulated activities. | 5 | 4 | 3 | 2 | 1 |
| 6. Program goals and outcomes are clearly defined and available. | 5 | 4 | 3 | 2 | 1 |
| 7. The cost of attendance is reasonable. | 5 | 4 | 3 | 2 | 1 |
| 8. The curriculum includes private sector involvement. | 5 | 4 | 3 | 2 | 1 |
| 9. There is a strong record-keeping system intact that includes information about cost. | 5 | 4 | 3 | 2 | 1 |
| 10. There is a strong record-keeping system intact for student progress toward outcomes. | 5 | 4 | 3 | 2 | 1 |
| 11. Case managers are available to offer early intervention and personal attention in addressing students' potential problems. | 5 | 4 | 3 | 2 | 1 |
| 12. Career counselors or job coaches are available to assist students in making a transition to work. | 5 | 4 | 3 | 2 | 1 |
| 13. Employment placement specialists or job developers who are aware of existing job opportunities are available to assist in job placement. | 5 | 4 | 3 | 2 | 1 |
| 14. Extensive support services, such as childcare and transportation, are available to students | 5 | 4 | 3 | 2 | 1 |
| 15. The program is committed to continuous staff development. | 5 | 4 | 3 | 2 | 1 |

## APPENDIX E

Basic Skills Integrated with Employability Skills Training in a Central Texas Adult Basic Education (ABE)/General Educational Development (GED) Program that Serves Welfare-to-Work Clients

### PARTICIPANT CONSENT FORM

*This form is designed as a consent agreement for the protection of any individual who may participate as a subject in research, demonstration, or other activities for the purpose of this research.*

*Please ask any questions before signing.*

When I sign this statement, I am giving my informed consent to the following basic considerations:

1. I understand that my participation in this study is strictly voluntary, and I may choose to withdraw at any time.
2. I understand that this study is for research purposes, and information attained will be for that purpose only. In addition, my identity will remain confidential to protect my privacy.
3. I understand that the research involves no physical risks or dangers. I will be asked to provide information by answering questions on a survey and in an interview. In addition, the researcher may schedule follow-up meetings with me if necessary.
4. I understand that no tangible reward will be given. However, a copy of the results will be available following the conclusion of the experiment.
5. If I have further questions, comments and/or concerns I may contact the research committee chairperson at ep02@swt.edu.

I have read and understand the above information. I have asked any questions I may have had, and they have all been clearly answered. On this basis, I agree to participate in this study.

_____ _____

Participant's Signature Date

_____ _____

Researcher's Signature Date

## APPENDIX F

| MATRIX FOR SURVEY AND INTERVIEW QUESTIONS<br>Students | | | |
|---|---|---|---|
| RESEARCH QUESTION<br>In what ways is a Central Texas urban ABE/GED program integrated with employability skills training preparing welfare recipients for self-sufficient employment? | | | |
| ***ATTRIBUTES OF EXEMPLARY PROGRAMS** | **SUPPORTING RESEARCH QUESTIONS** | **SURVEY QUESTIONS See Appendix A** | **INTERVIEW QUESTIONS See Appendix D** |
| ▪ Focus on employment related goals.<br>▪ Hands-on work experience.<br>▪ Integration of basic skills components with other welfare- to-work activities.<br>▪ Involvement of private sector employers. | What skills are being taught to prepare individuals for self-sufficient employment? | Questions:<br>1<br>2<br>6<br>7<br>11 | Questions:<br>1<br>2<br>6<br>7<br>11 |
| ▪ A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. not creaming).<br>▪ Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | In what ways is the program made accessible to welfare-to-work participants? | Questions:<br>5<br>6 | Questions:<br>5<br>6 |
| ▪ Collaboration with welfare agencies and other community organizations.<br>▪ Early intervention and personal attention in addressing potential problems.<br>▪ Use of 'job coaches' to assist clients in making the transition to work.<br>▪ Use of 'job developers' who know of existing employment opportunities.<br>▪ Extensive support services including child care and transportation. | Are support services available through the establishment of strong relationships with other organizations in the community? | Questions:<br>3<br>4<br>13<br>14<br>15<br>11 | Questions:<br>3<br>4<br>13<br>14<br>15<br>11 |
| ▪ Program goals and outcomes are clearly defined and available.<br>▪ A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | Is there a measurement for accountability within the program's structure? | Questions:<br>8<br>9<br>12 | Questions:<br>8<br>9<br>12 |

*Murphy, G., & Johnson, A. (1998). What works: Integrating basic skills training into welfare-to-work. [On-line]. Available: http://www.nifl.gov/whatworks.htm

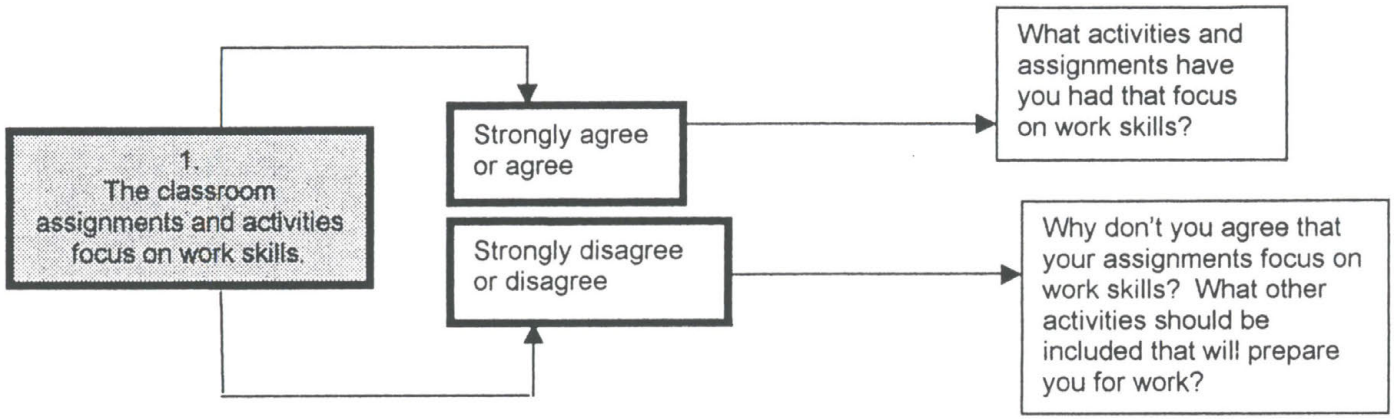
## APPENDIX G

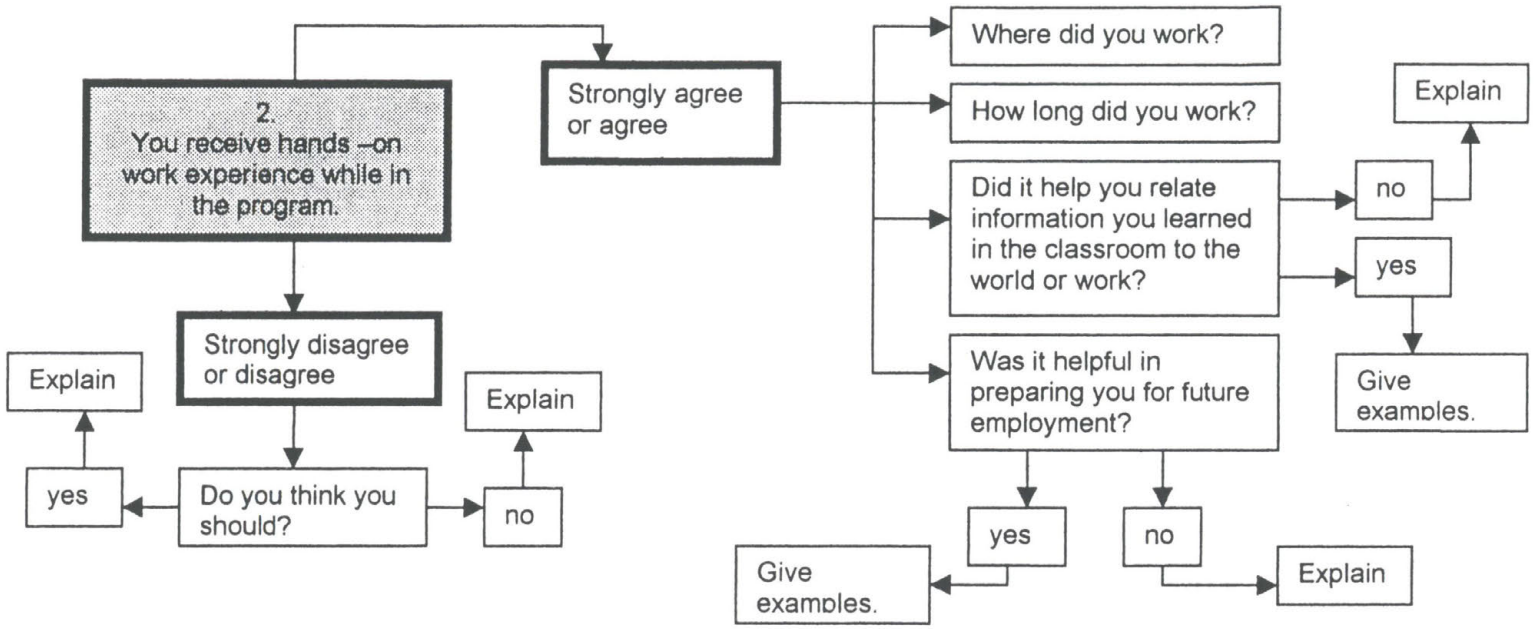
| MATRIX FOR SURVEY AND INTERVIEW QUESTIONS<br>Administrators and Instructors | | | |
|---|---|---|---|
| RESEARCH QUESTION<br>In what ways is a Central Texas urban ABE/GED program integrated with employability skills training preparing welfare recipients for self-sufficient employment? | | | |
| ***ATTRIBUTES OF EXEMPLARY PROGRAMS** | **SUPPORTING RESEARCH QUESTIONS** | **SURVEY QUESTIONS See Appendix A** | **INTERVIEW QUESTIONS See Appendix C** |
| ▪ Focus on employment related goals.<br>▪ Hands-on work experience.<br>▪ Integration of basic skills components with other welfare- to-work activities.<br>▪ Involvement of private sector employers. | What skills are being taught to prepare individuals for self-sufficient employment? | Questions:<br>1<br>2<br>5<br>8 | Questions:<br>1<br>2<br>5<br>8 |
| ▪ A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. not creaming).<br>▪ Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | In what ways is the program made accessible to welfare-to-work participants? | Questions:<br>4<br>7 | Questions:<br>4<br>7 |
| ▪ Collaboration with welfare agencies and other community organizations.<br>▪ Early intervention and personal attention in addressing potential problems.<br>▪ Use of 'job coaches' to assist clients in making the transition to work.<br>▪ Use of 'job developers' who know of existing employment opportunities.<br>▪ Extensive support services including child care and transportation. | Are support services available through the establishment of strong relationships with other organizations in the community? | Questions:<br>3<br>11<br>12<br>13<br>14 | Questions:<br>3<br>11<br>12<br>13<br>14 |
| ▪ Program goals and outcomes are clearly defined and available.<br>▪ A strong record-keeping system that includes information on both cost and participant progress toward outcomes.<br>▪ Commitment to continuous staff development. | Is there a measurement for accountability within the program's structure? | Questions:<br>6<br>9<br>10<br>15 | Questions:<br>6<br>9<br>10<br>15 |

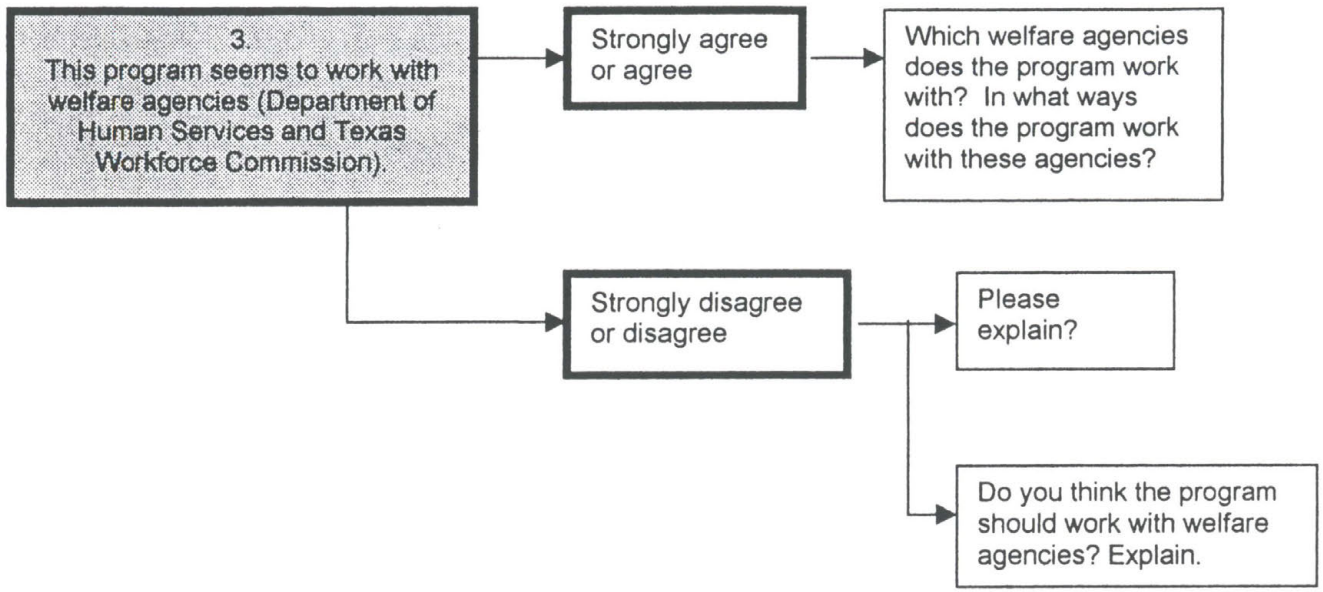
*Murphy, G., & Johnson, A. (1998). What works: Integrating basic skills training into welfare-to-work. [On-line]. Available: http://www.nifl.gov/whatworks.htm

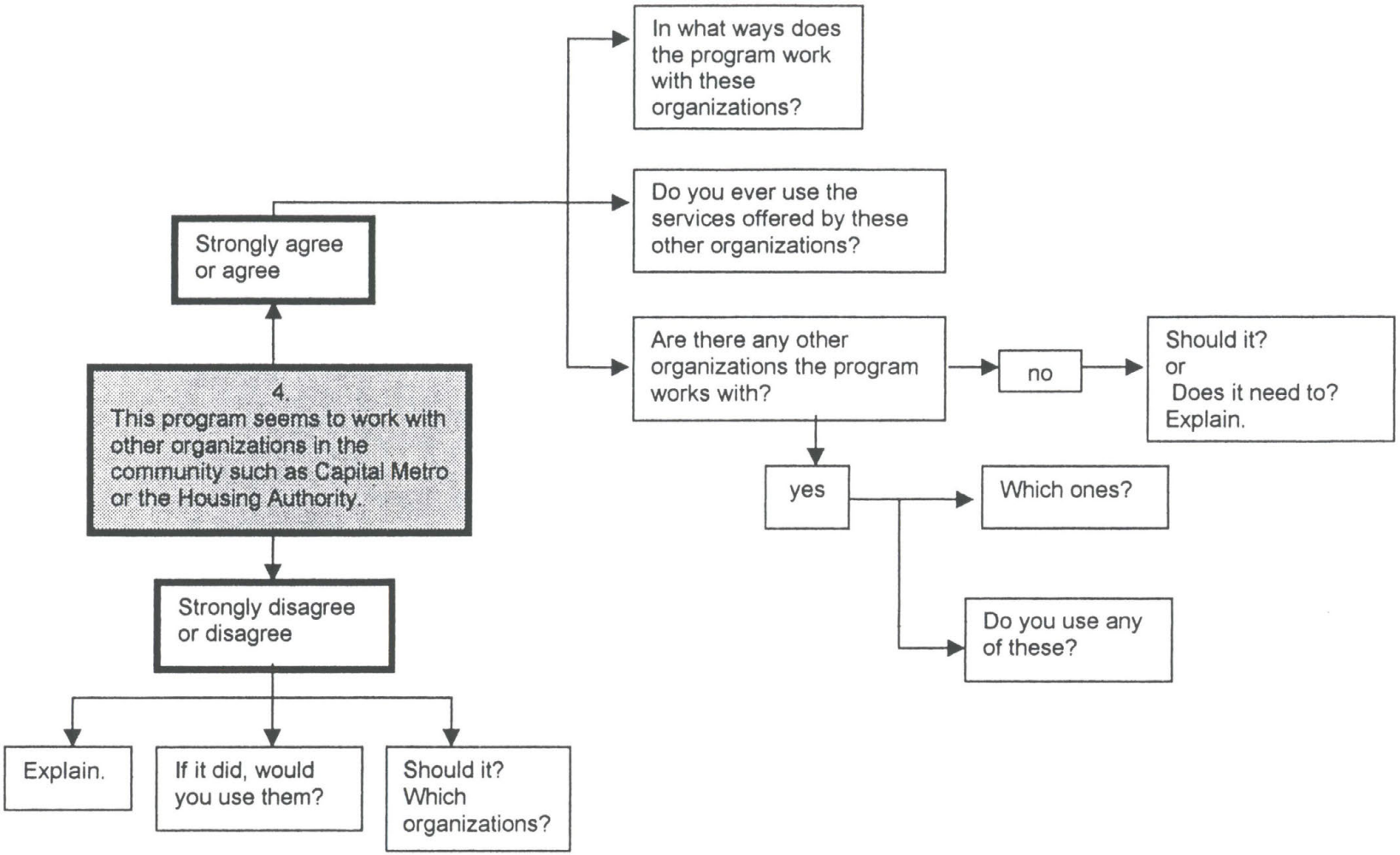
## APPENDIX H

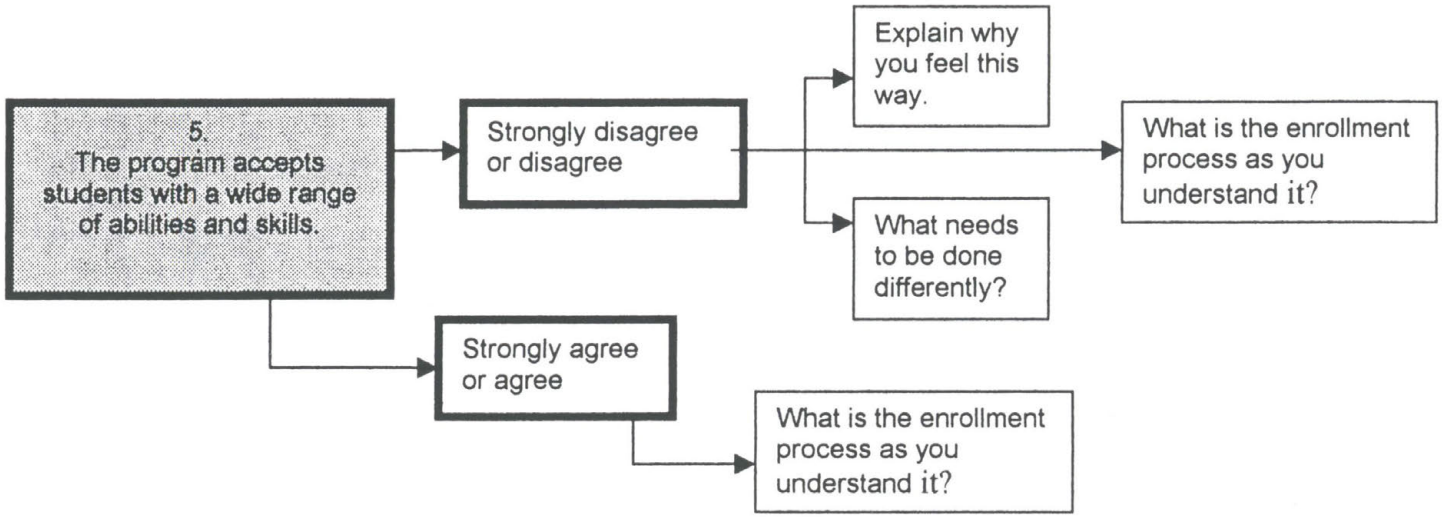
### Interview Questions for Students

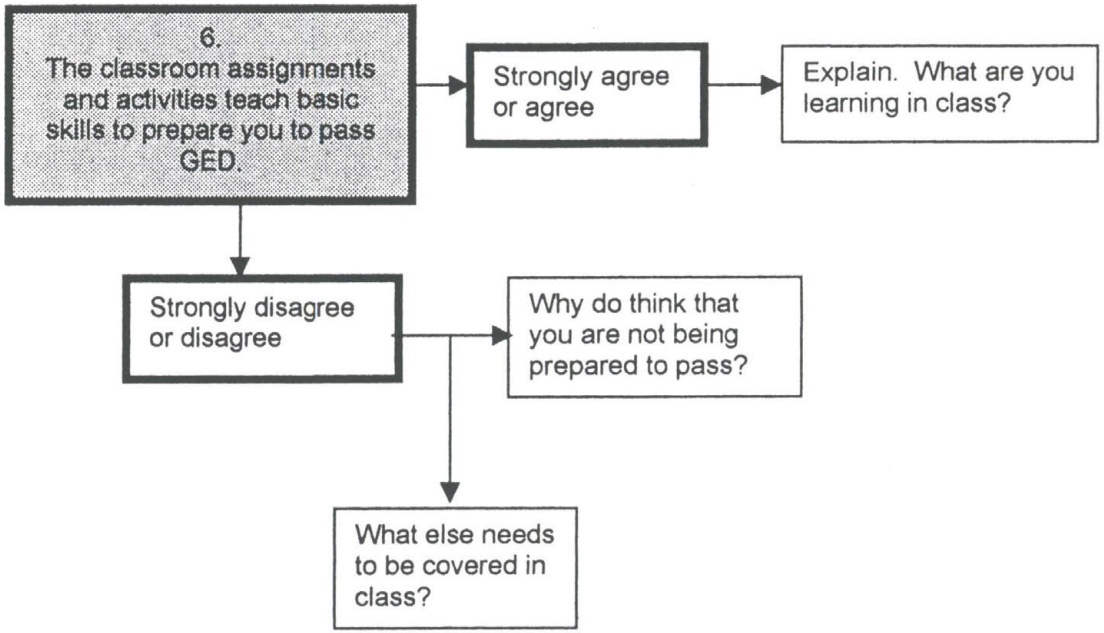


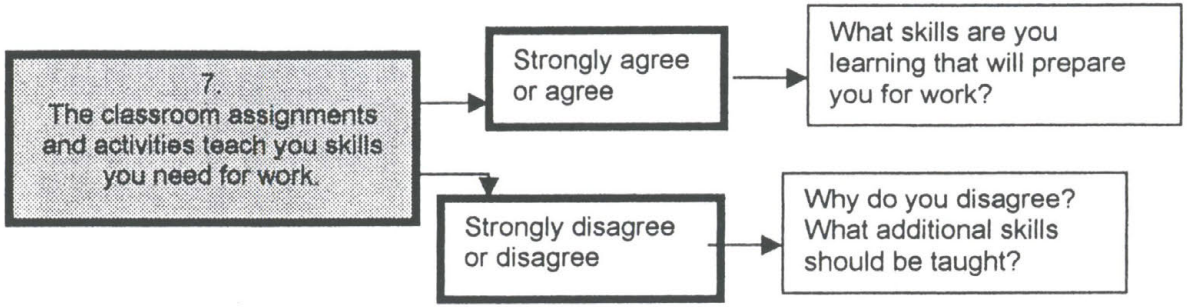

2.
You receive hands –on work experience while in the program.
Strongly agree or agree
Where did you work?
How long did you work?
Did it help you relate information you learned in the classroom to the world or work?
no
Explain
yes
Give examples.
Was it helpful in preparing you for future employment?
yes
Give examples.
no
Explain
Strongly disagree or disagree
Explain
Do you think you should?
no
Explain
yes

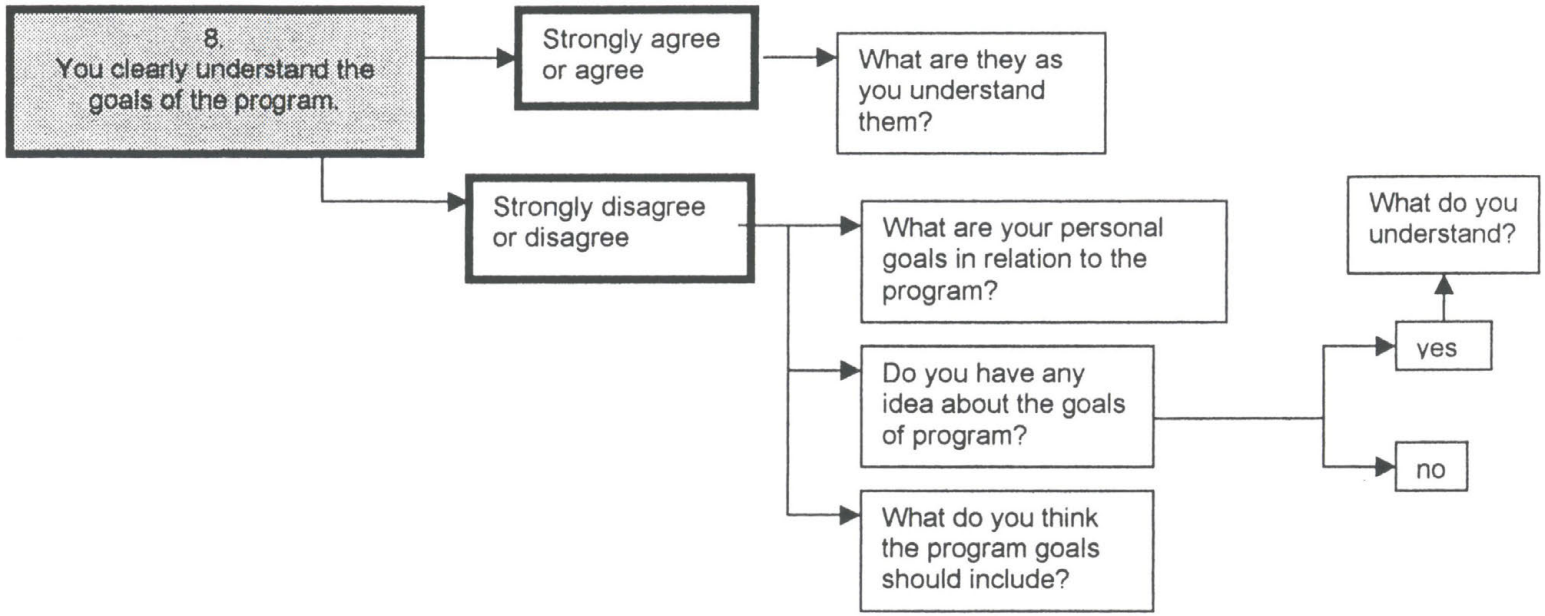

3.
This program seems to work with welfare agencies (Department of Human Services and Texas Workforce Commission).
Strongly agree or agree
Which welfare agencies does the program work with? In what ways does the program work with these agencies?
Strongly disagree or disagree
Please explain?
Do you think the program should work with welfare agencies? Explain.

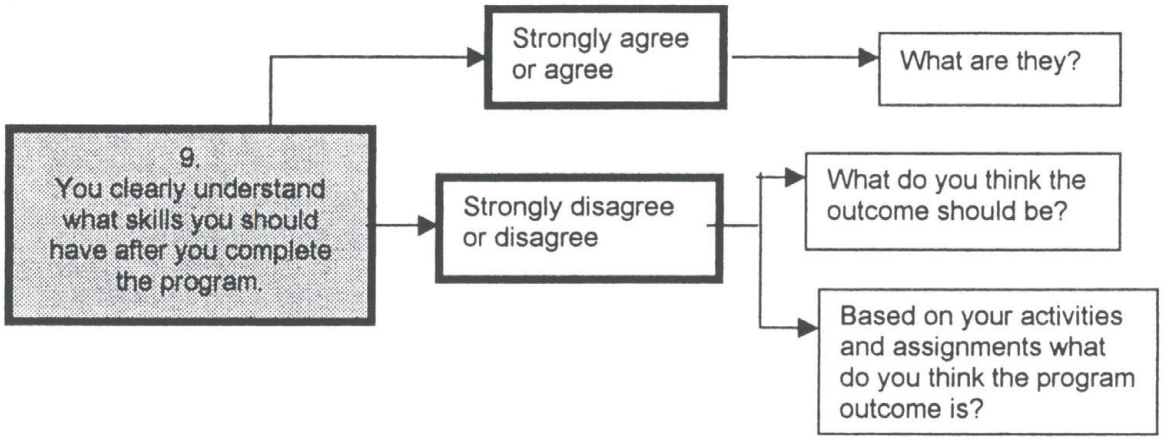

4.
This program seems to work with other organizations in the community such as Capital Metro or the Housing Authority.
Strongly agree or agree
Strongly disagree or disagree
In what ways does the program work with these organizations?
Do you ever use the services offered by these other organizations?
Are there any other organizations the program works with?
no
Should it? or Does it need to? Explain.
yes
Which ones?
Do you use any of these?
Explain.
If it did, would you use them?
Should it? Which organizations?

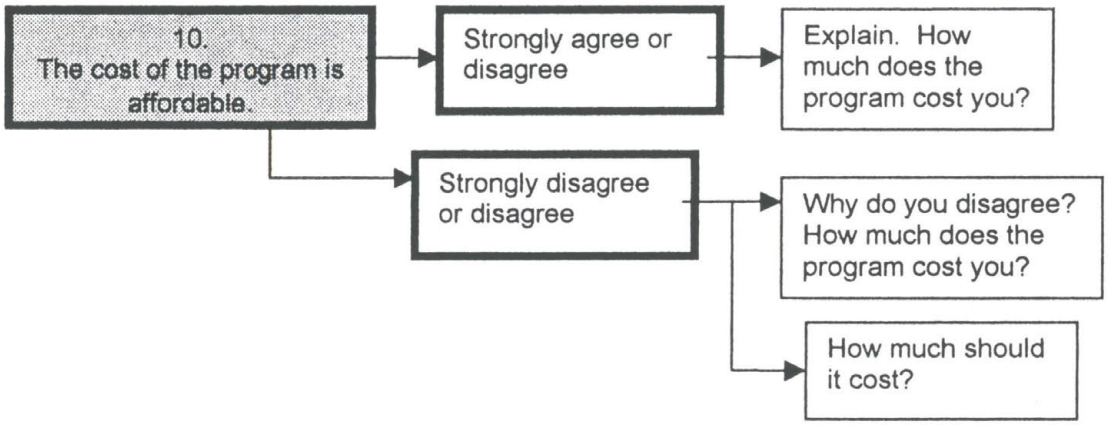

5.
The program accepts students with a wide range of abilities and skills.
Strongly disagree or disagree
Explain why you feel this way.
What needs to be done differently?
What is the enrollment process as you understand it?
Strongly agree or agree
What is the enrollment process as you understand it?

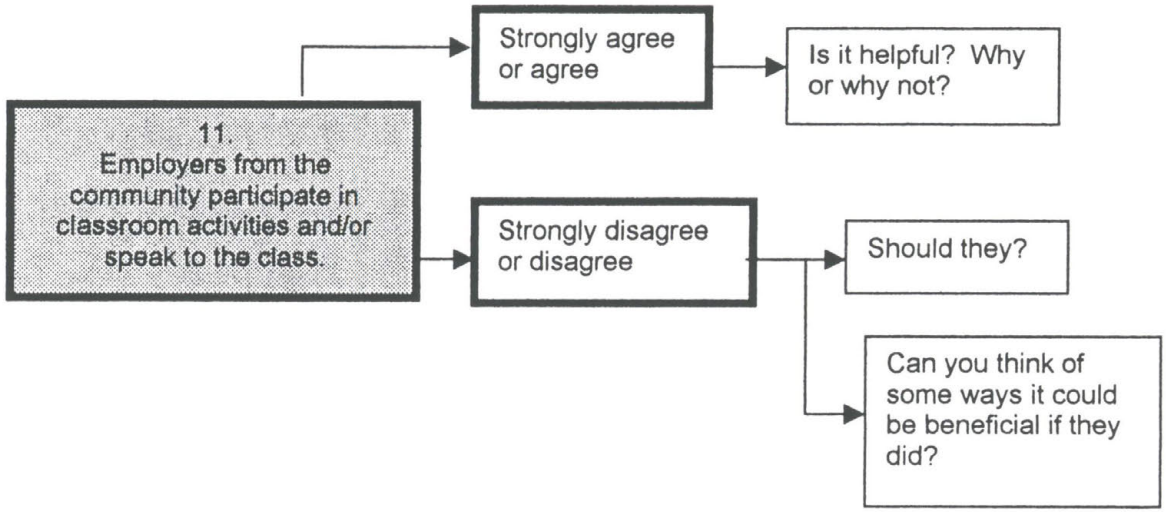

6.
The classroom assignments and activities teach basic skills to prepare you to pass GED.
Strongly agree or agree
Explain. What are you learning in class?
Strongly disagree or disagree
Why do think that you are not being prepared to pass?
What else needs to be covered in class?

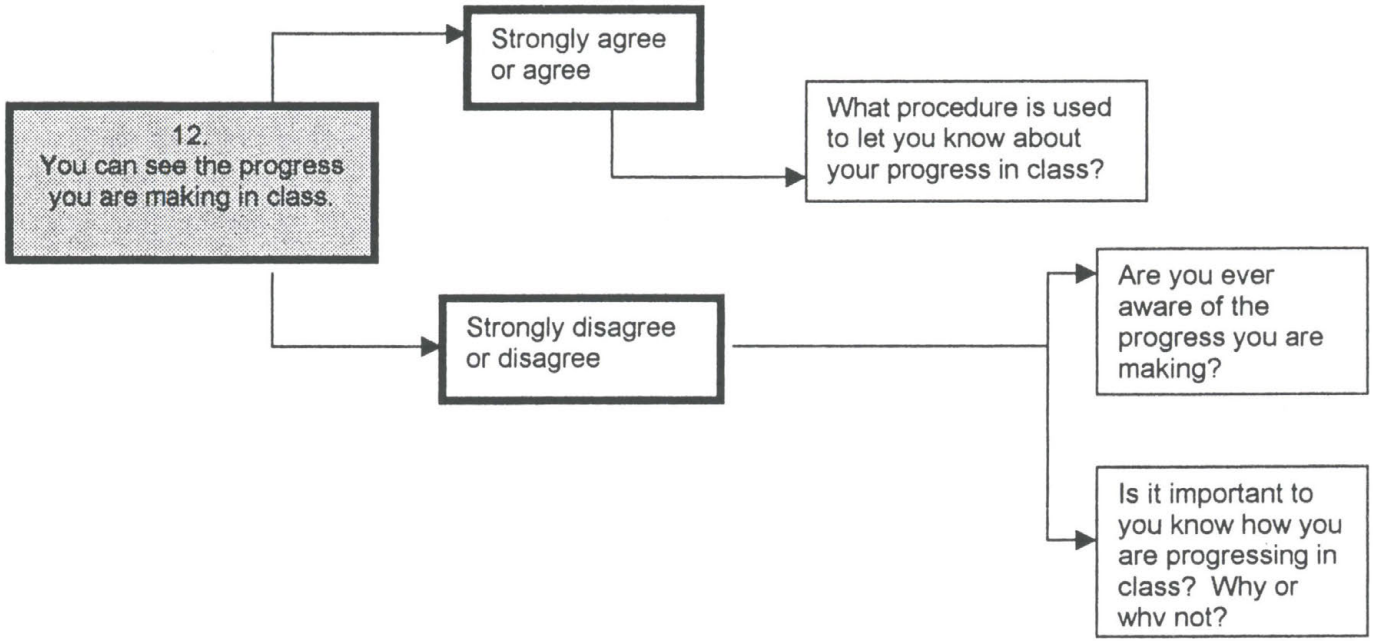

7.
The classroom assignments and activities teach you skills you need for work.
Strongly agree or agree
What skills are you learning that will prepare you for work?
Strongly disagree or disagree
Why do you disagree? What additional skills should be taught?

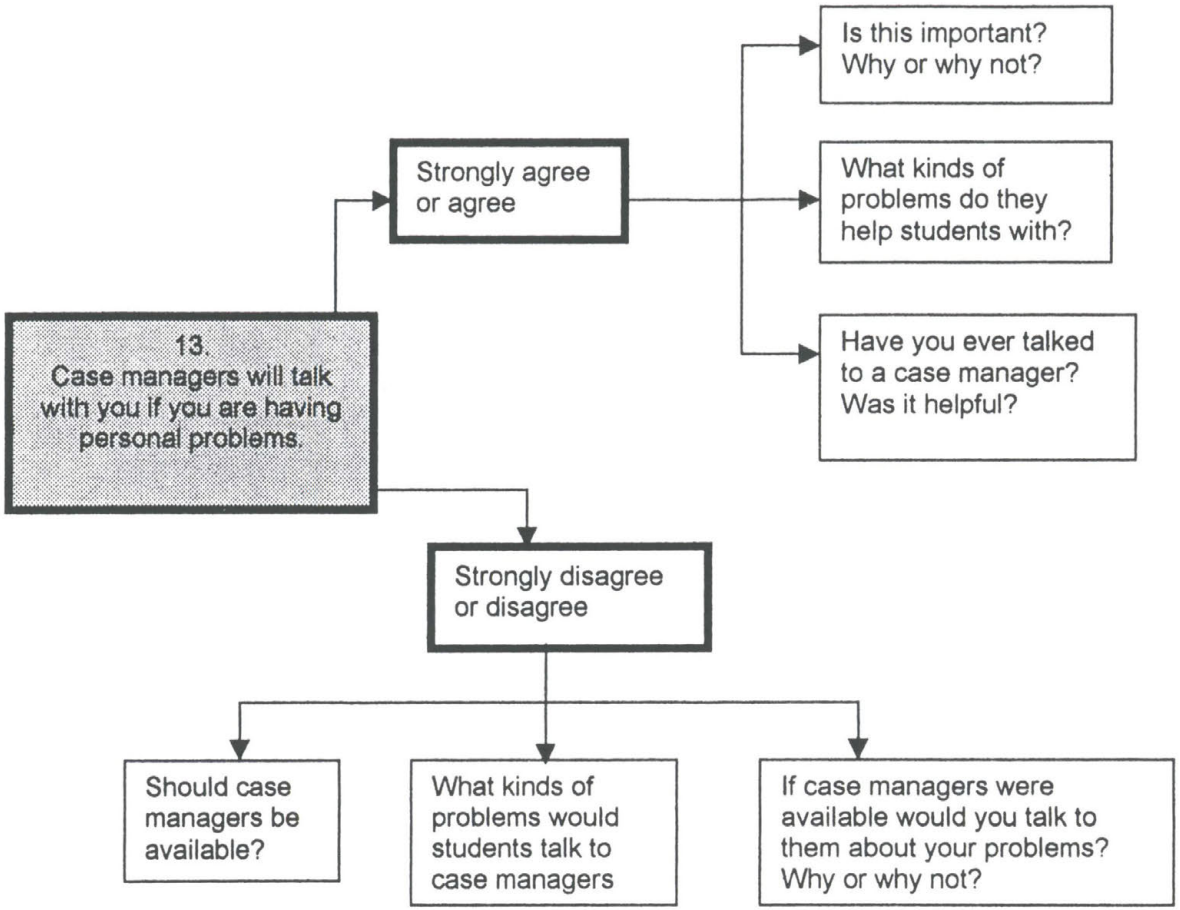

8.
You clearly understand the goals of the program.
Strongly agree or agree
What are they as you understand them?
Strongly disagree or disagree
What are your personal goals in relation to the program?
Do you have any idea about the goals of program?
What do you think the program goals should include?
yes
no
What do you understand?

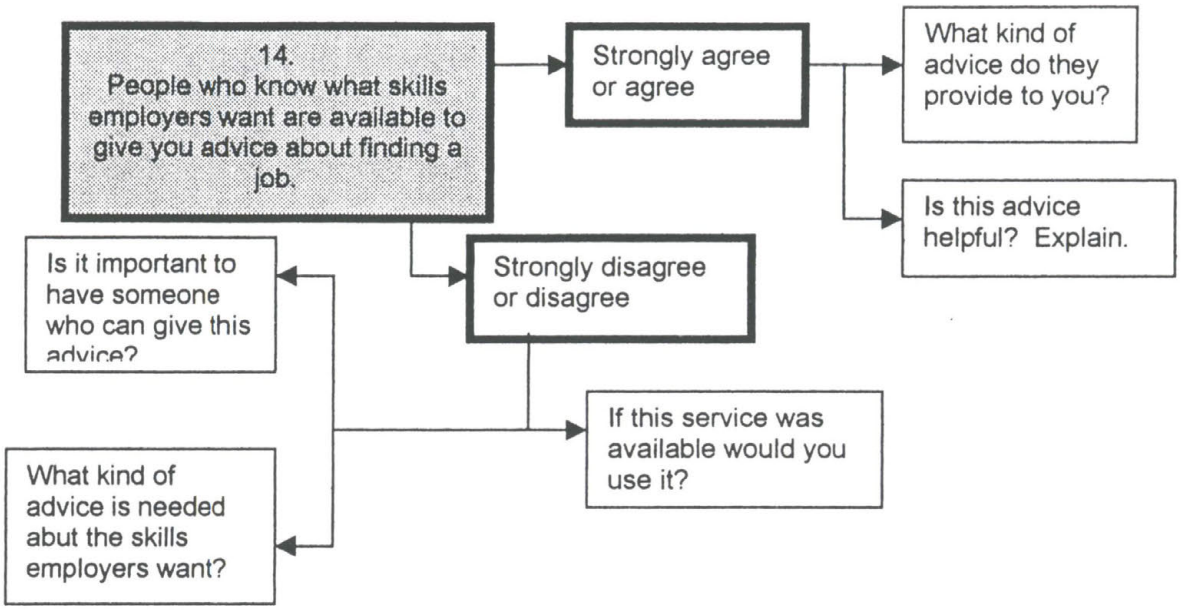

9.
You clearly understand what skills you should have after you complete the program.
Strongly agree or agree
What are they?
Strongly disagree or disagree
What do you think the outcome should be?
Based on your activities and assignments what do you think the program outcome is?

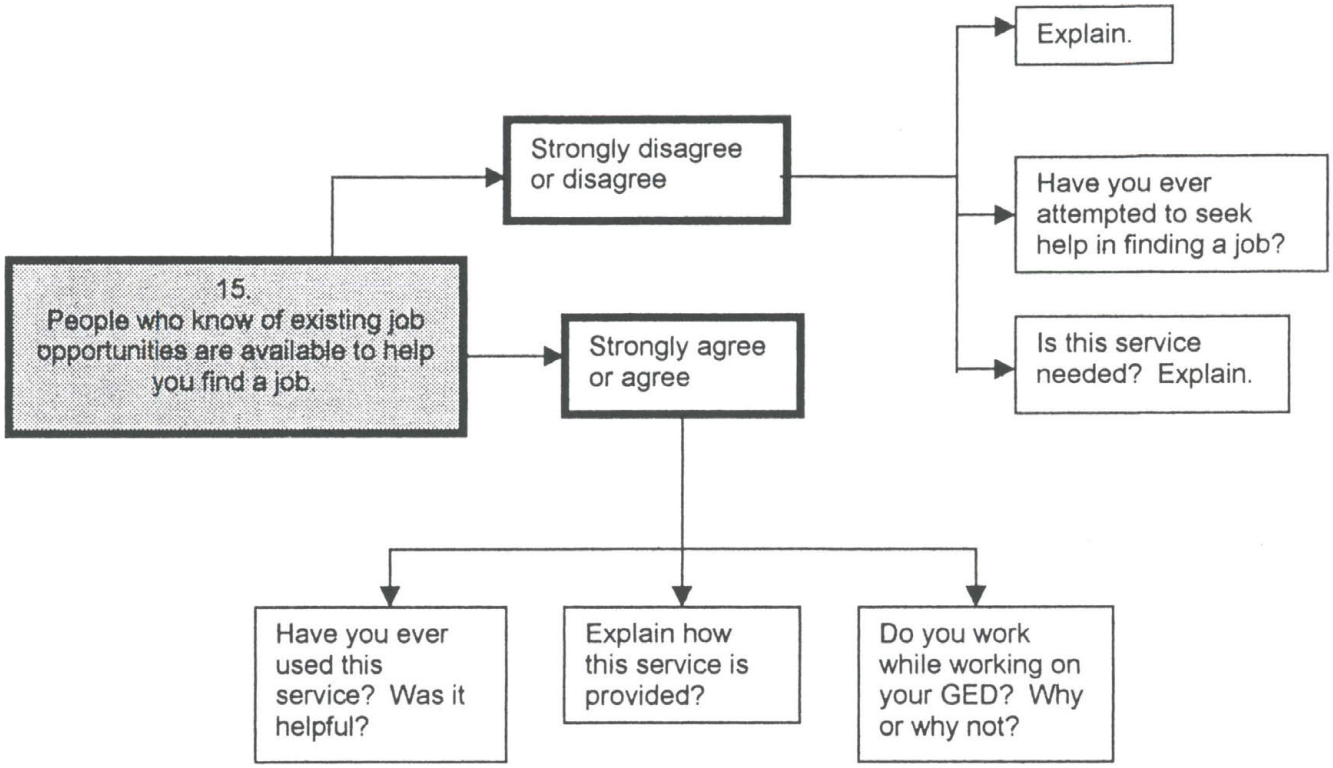

10.
The cost of the program is affordable.
Strongly agree or disagree
Explain. How much does the program cost you?
Strongly disagree or disagree
Why do you disagree? How much does the program cost you?
How much should it cost?

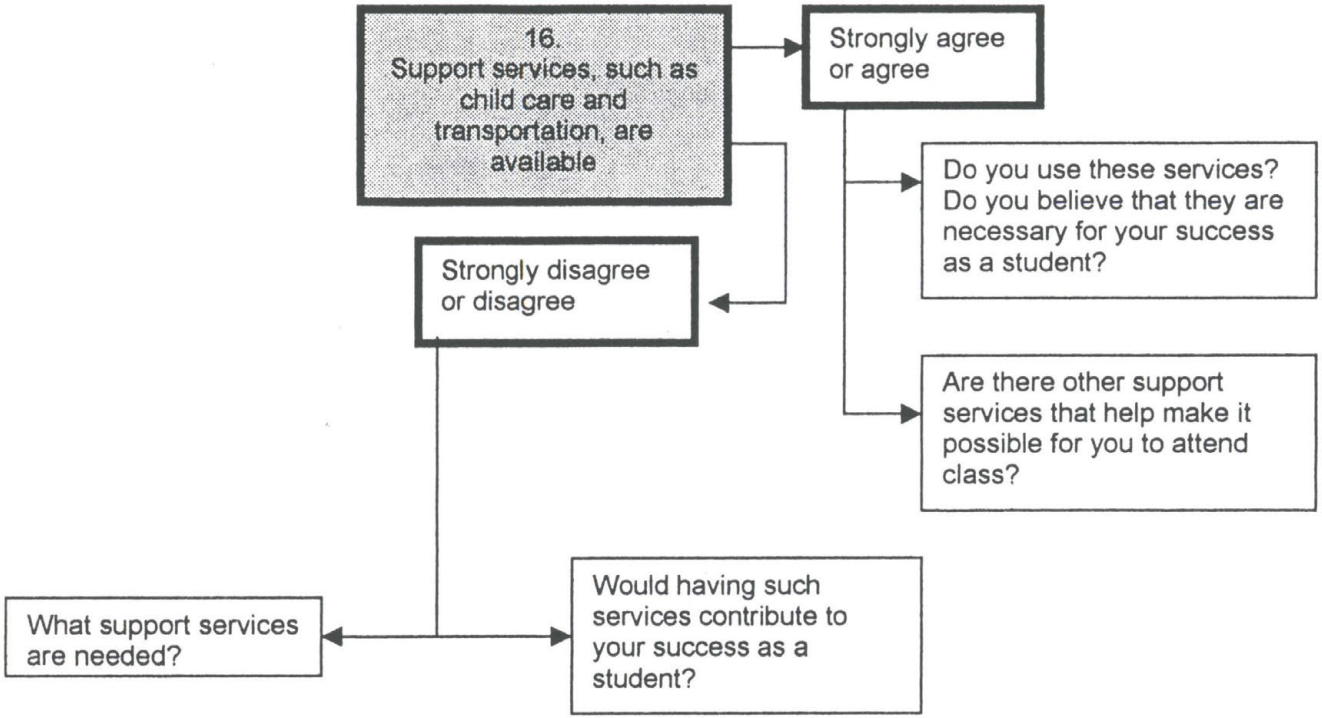

11.
Employers from the community participate in classroom activities and/or speak to the class.
Strongly agree or agree
Is it helpful? Why or why not?
Strongly disagree or disagree
Should they?
Can you think of some ways it could be beneficial if they did?


12.
You can see the progress you are making in class.
Strongly agree or agree
What procedure is used to let you know about your progress in class?
Strongly disagree or disagree
Are you ever aware of the progress you are making?
Is it important to you know how you are progressing in class? Why or why not?


13.
Case managers will talk with you if you are having personal problems.
Strongly agree or agree
Strongly disagree or disagree
Is this important? Why or why not?
What kinds of problems do they help students with?
Have you ever talked to a case manager? Was it helpful?
Should case managers be available?
What kinds of problems would students talk to case managers
If case managers were available would you talk to them about your problems? Why or why not?

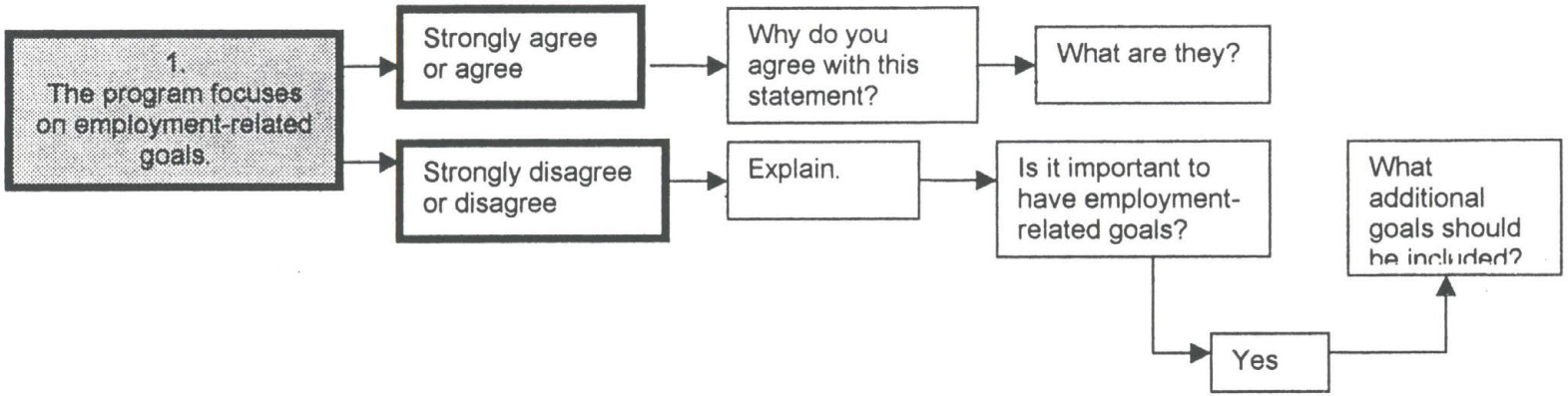

14.
People who know what skills employers want are available to give you advice about finding a job.
Strongly agree or agree
What kind of advice do they provide to you?
Is this advice helpful? Explain.
Strongly disagree or disagree
Is it important to have someone who can give this advice?
What kind of advice is needed abut the skills employers want?
If this service was available would you use it?

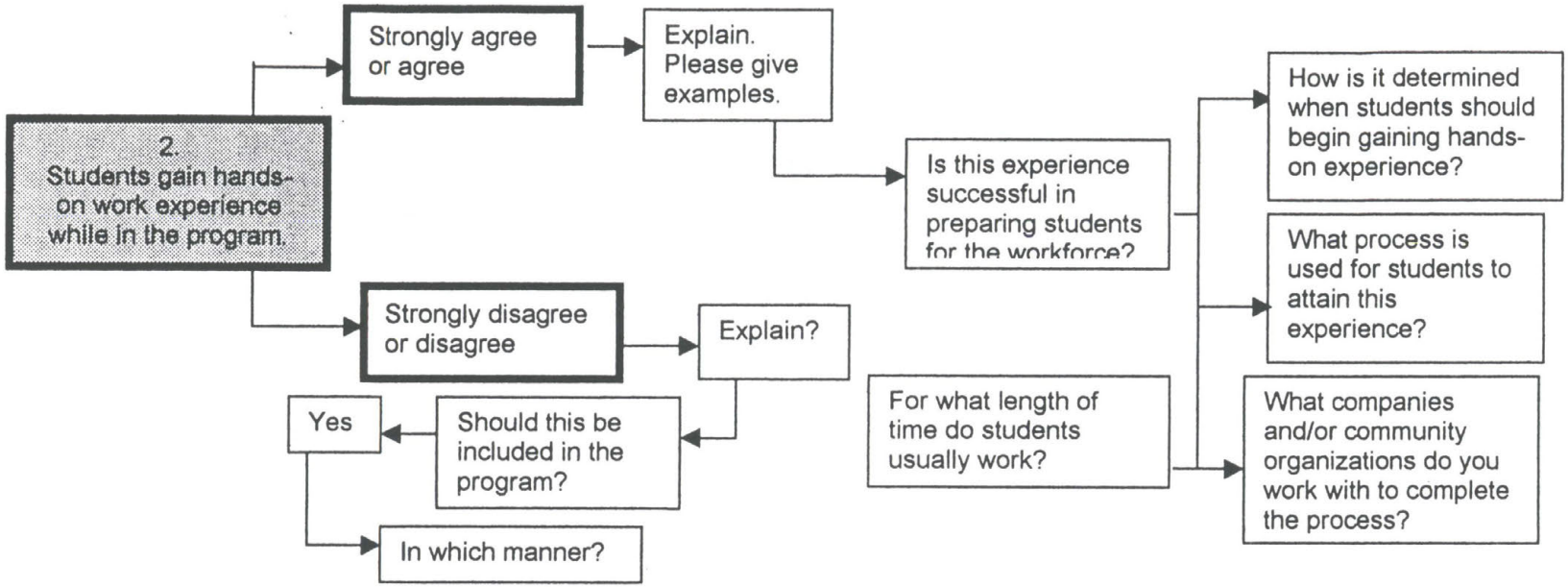

15.
People who know of existing job opportunities are available to help you find a job.
Strongly disagree or disagree
Strongly agree or agree
Explain.
Have you ever attempted to seek help in finding a job?
Is this service needed? Explain.
Have you ever used this service? Was it helpful?
Explain how this service is provided?
Do you work while working on your GED? Why or why not?

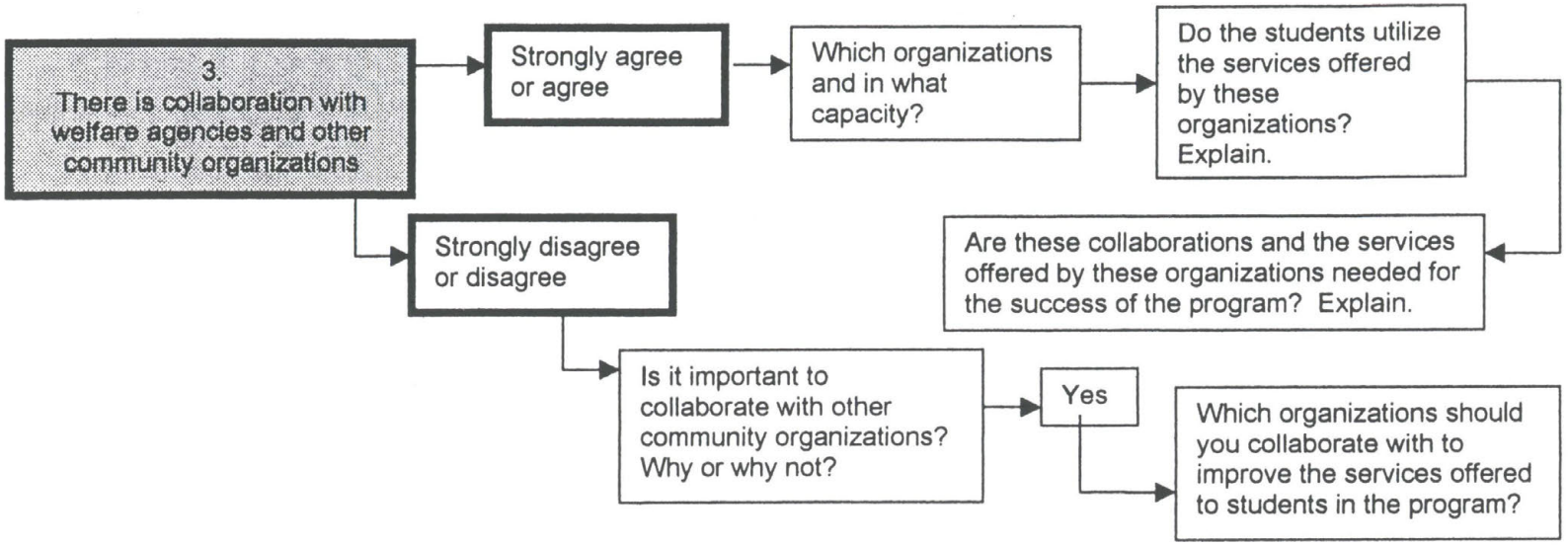

16.
Support services, such as child care and transportation, are available
Strongly agree or agree
Do you use these services? Do you believe that they are necessary for your success as a student?
Are there other support services that help make it possible for you to attend class?
Strongly disagree or disagree
What support services are needed?
Would having such services contribute to your success as a student?

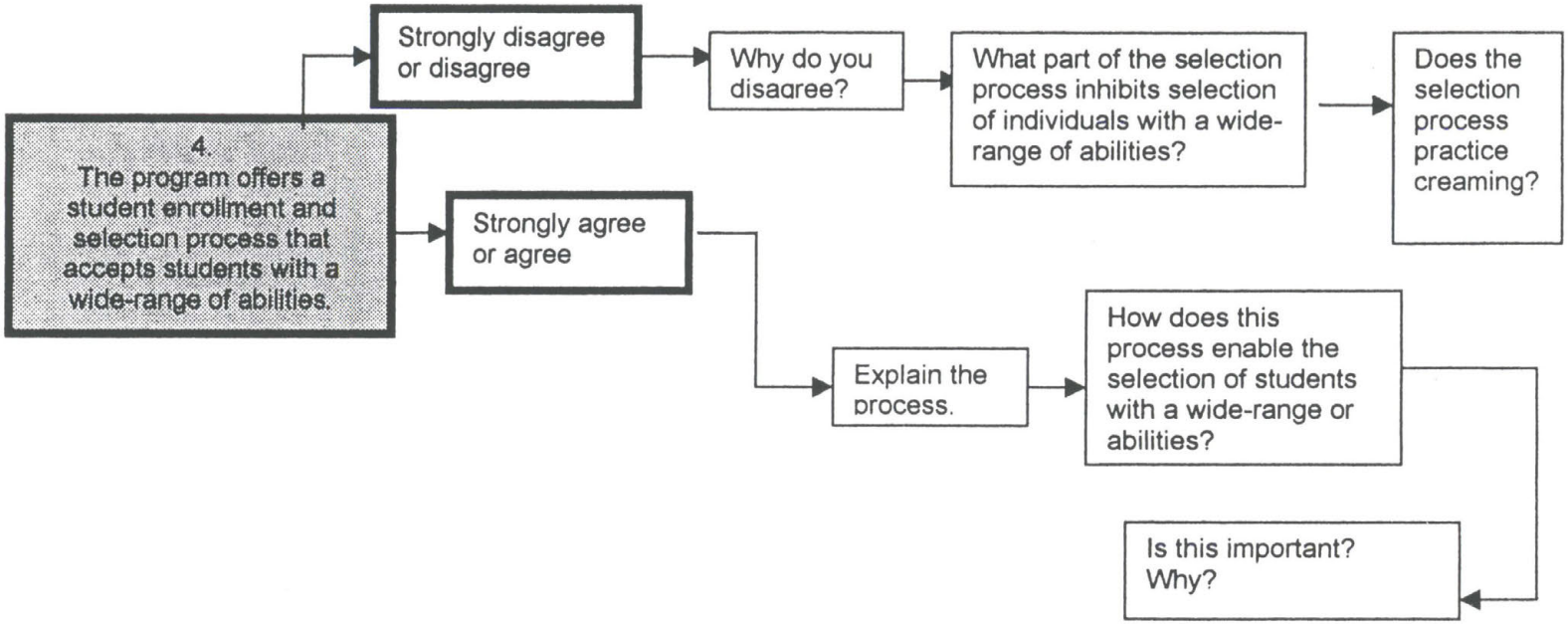
## APPENDIX I

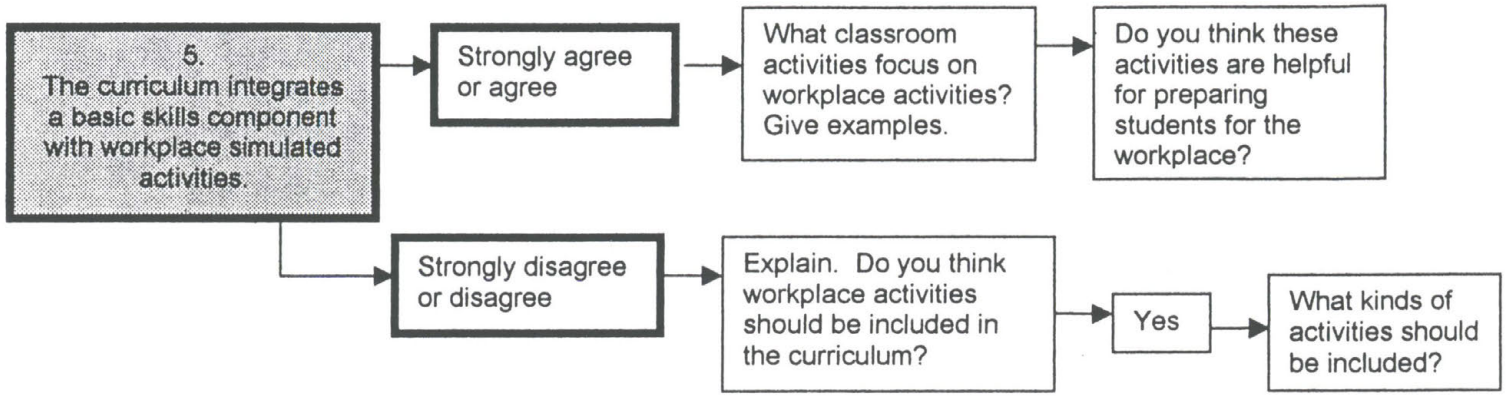
### Interview Questions for Program Administrators/Instructors

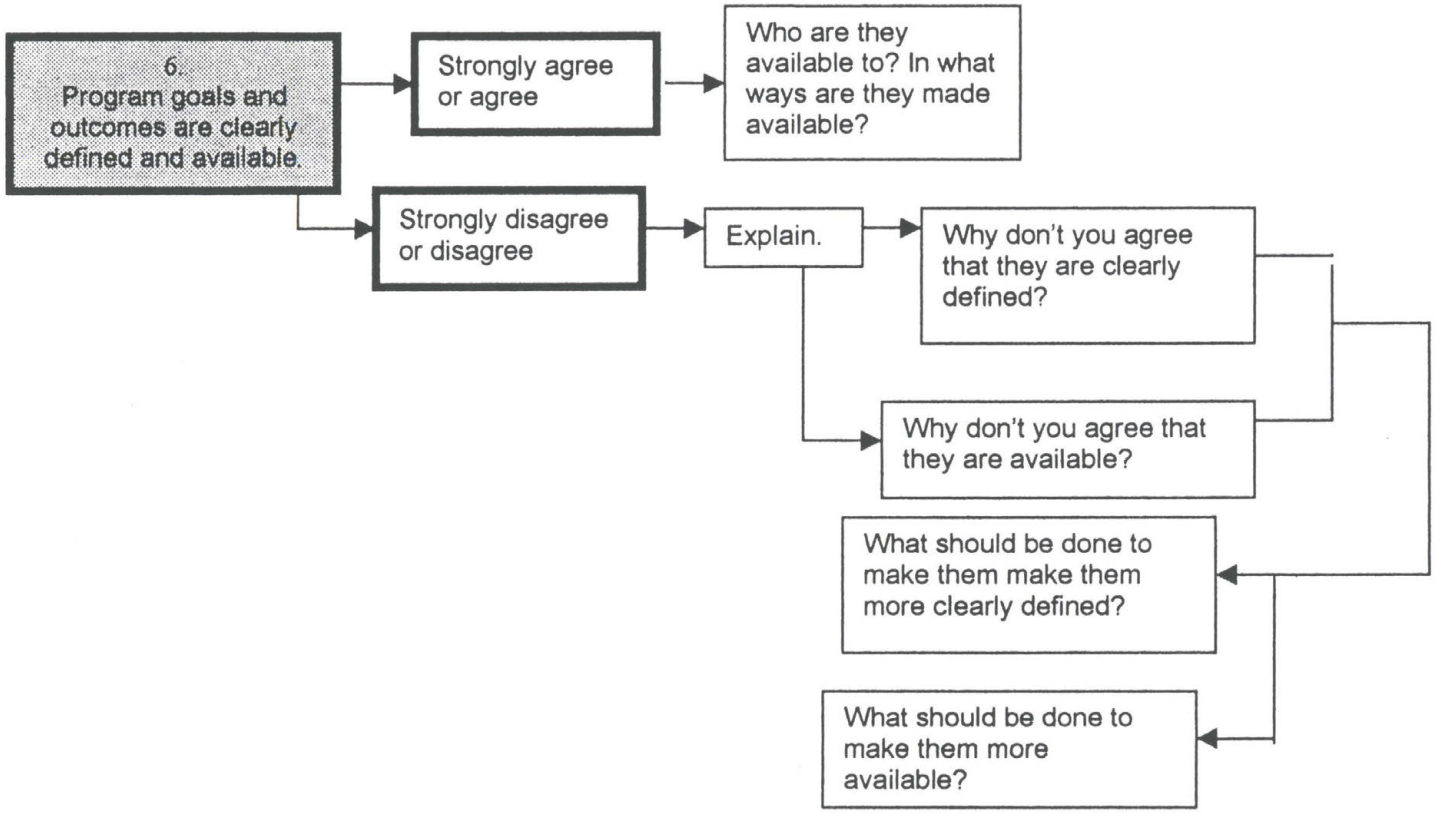


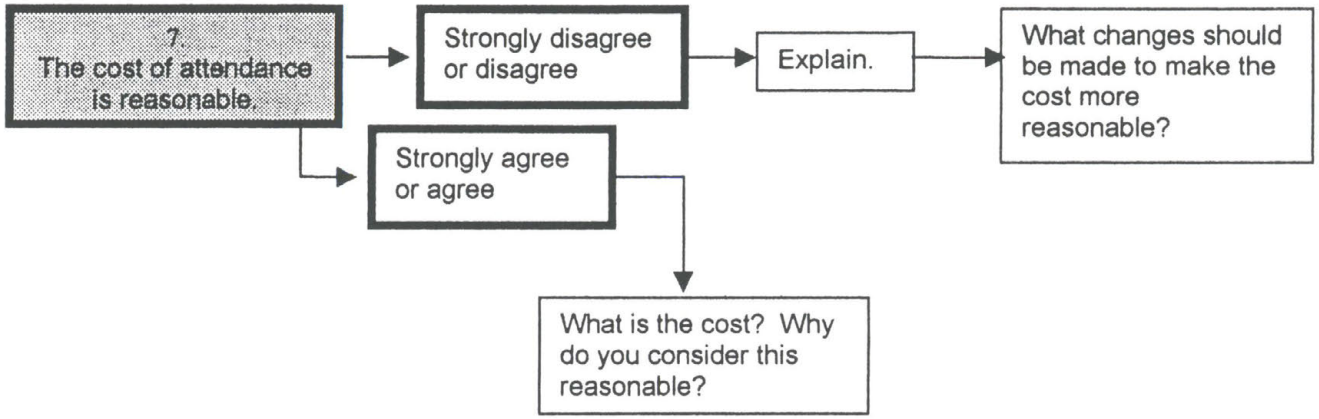

2.
Students gain hands-on work experience while in the program.
Strongly agree or agree
Explain. Please give examples.
Is this experience successful in preparing students for the workforce?
How is it determined when students should begin gaining hands-on experience?
What process is used for students to attain this experience?
What companies and/or community organizations do you work with to complete the process?
For what length of time do students usually work?
Strongly disagree or disagree
Explain?
Should this be included in the program?
Yes
In which manner?

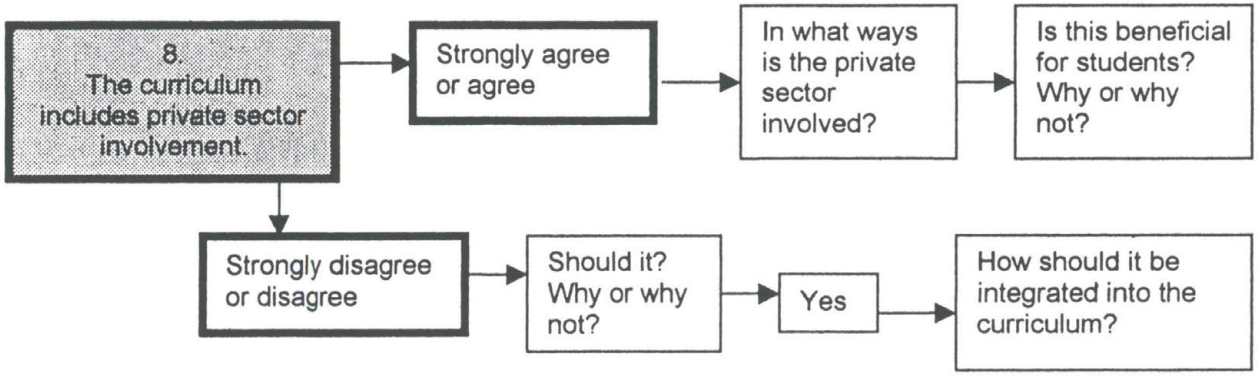

3.
There is collaboration with welfare agencies and other community organizations
Strongly agree or agree
Which organizations and in what capacity?
Do the students utilize the services offered by these organizations? Explain.
Are these collaborations and the services offered by these organizations needed for the success of the program? Explain.
Strongly disagree or disagree
Is it important to collaborate with other community organizations? Why or why not?
Yes
Which organizations should you collaborate with to improve the services offered to students in the program?

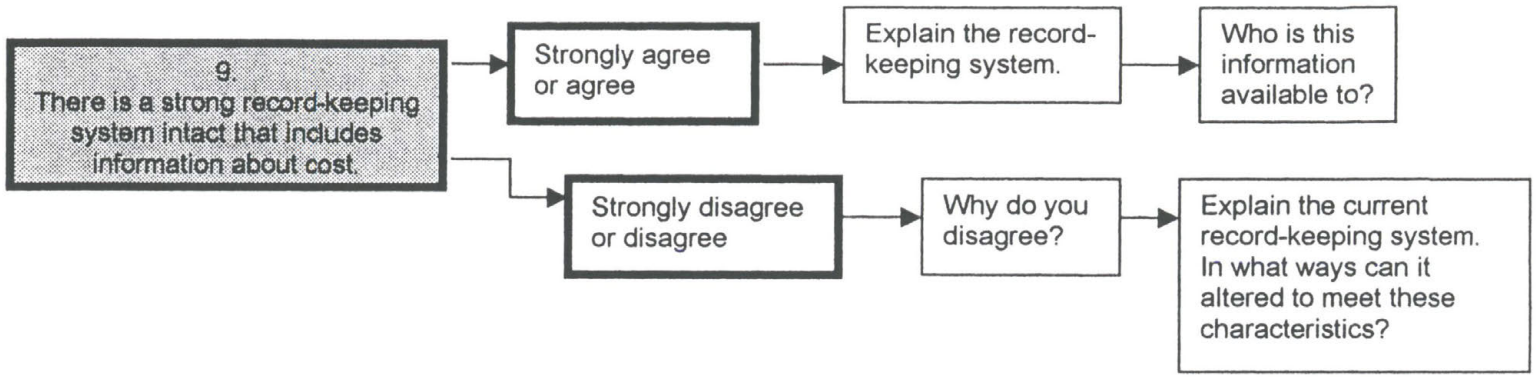

4.
The program offers a student enrollment and selection process that accepts students with a wide-range of abilities.
Strongly disagree or disagree
Why do you disagree?
What part of the selection process inhibits selection of individuals with a wide-range of abilities?
Does the selection process practice creaming?
Strongly agree or agree
Explain the process.
How does this process enable the selection of students with a wide-range or abilities?
Is this important? Why?

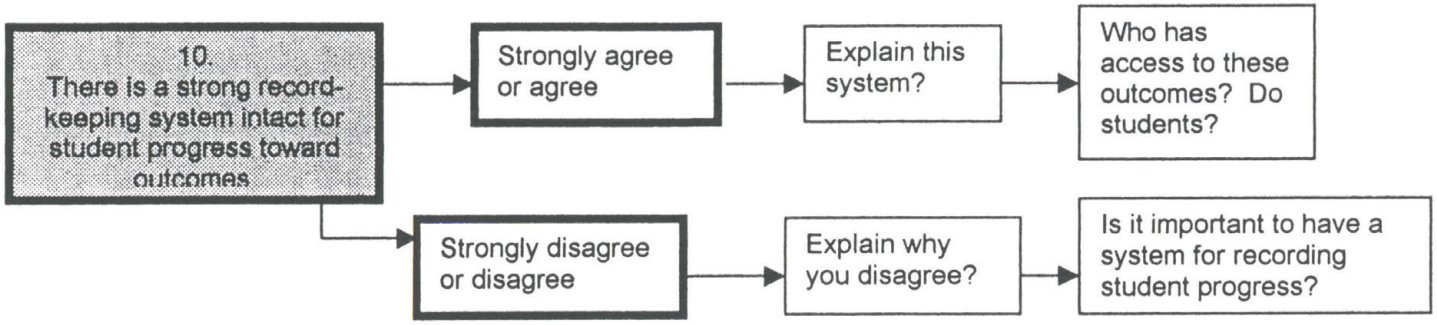

5.
The curriculum integrates a basic skills component with workplace simulated activities.
Strongly agree or agree
What classroom activities focus on workplace activities? Give examples.
Do you think these activities are helpful for preparing students for the workplace?
Strongly disagree or disagree
Explain. Do you think workplace activities should be included in the curriculum?
Yes
What kinds of activities should be included?

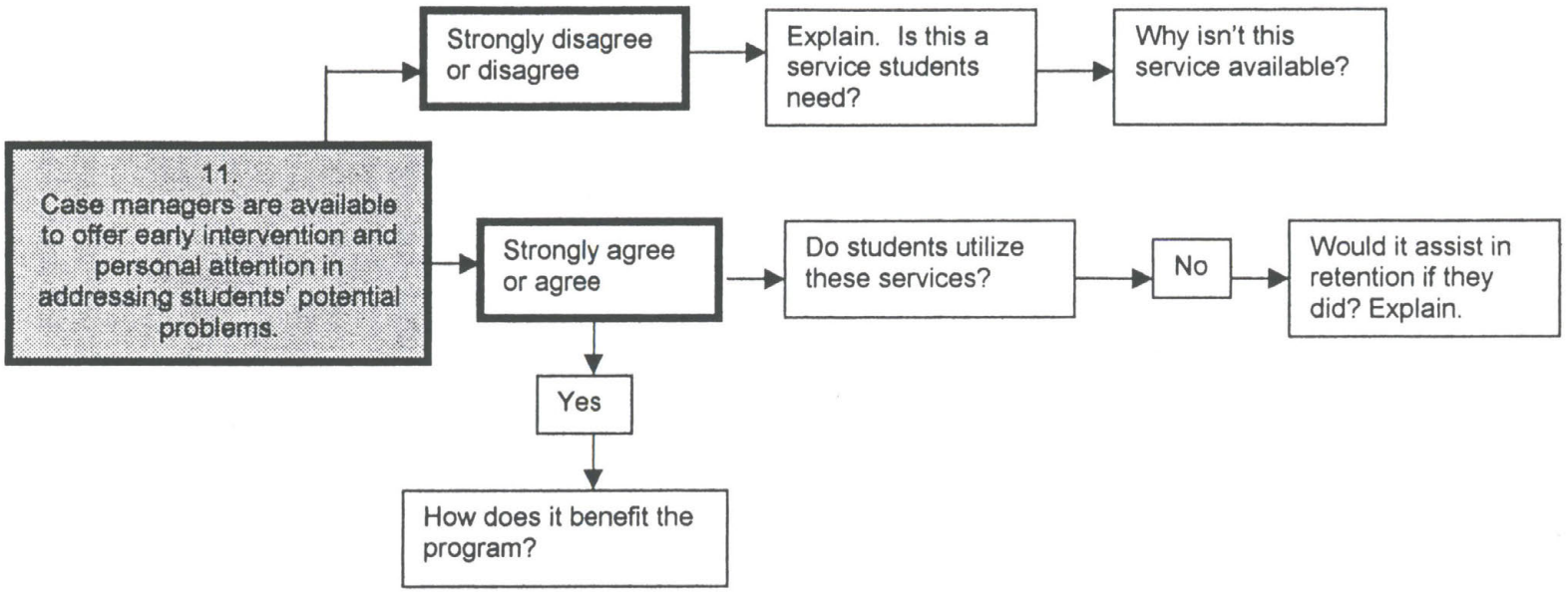

6.
Program goals and outcomes are clearly defined and available.
Strongly agree or agree
Who are they available to? In what ways are they made available?
Strongly disagree or disagree
Explain.
Why don't you agree that they are clearly defined?
Why don't you agree that they are available?
What should be done to make them make them more clearly defined?
What should be done to make them more available?

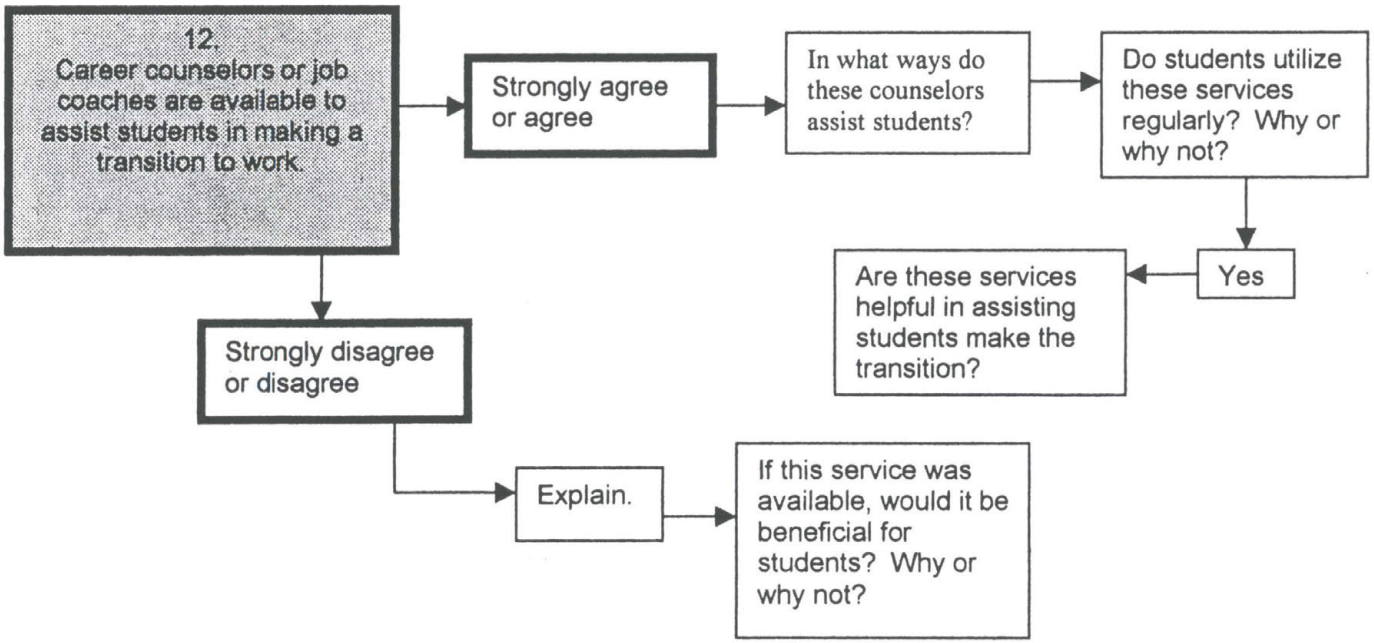

7.
The cost of attendance is reasonable.
Strongly disagree or disagree
Explain.
What changes should be made to make the cost more reasonable?
Strongly agree or agree
What is the cost? Why do you consider this reasonable?

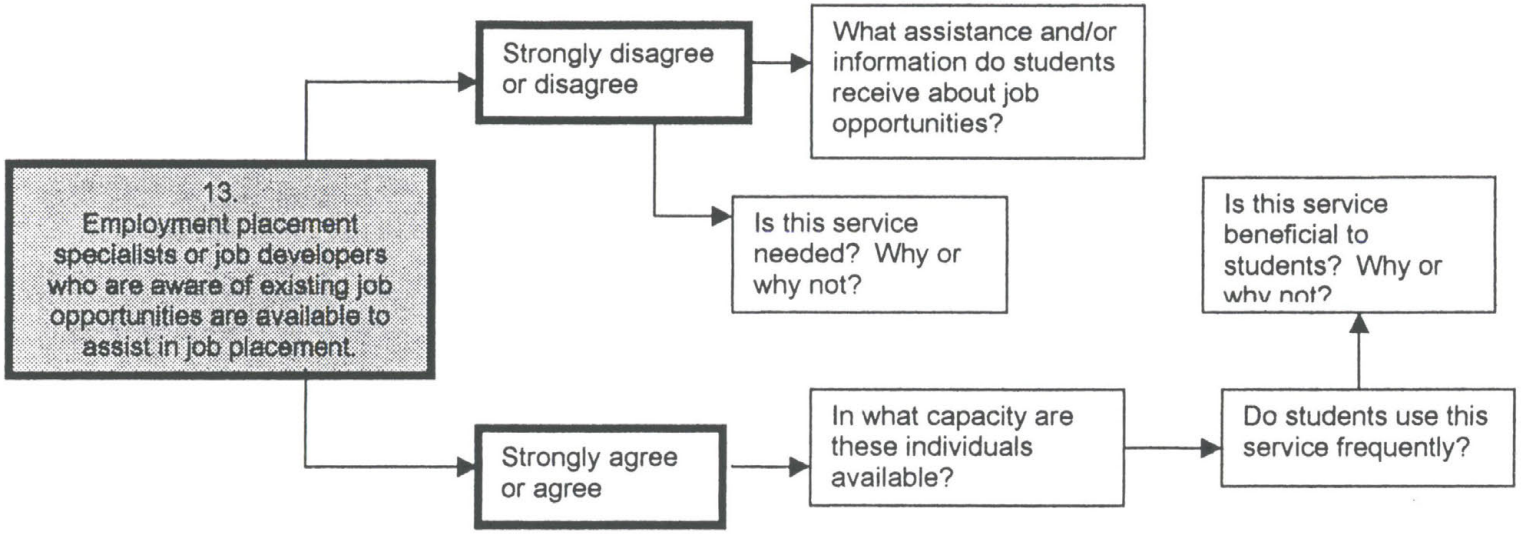

8.
The curriculum includes private sector involvement.
Strongly agree or agree
In what ways is the private sector involved?
Is this beneficial for students? Why or why not?
Strongly disagree or disagree
Should it? Why or why not?
Yes
How should it be integrated into the curriculum?

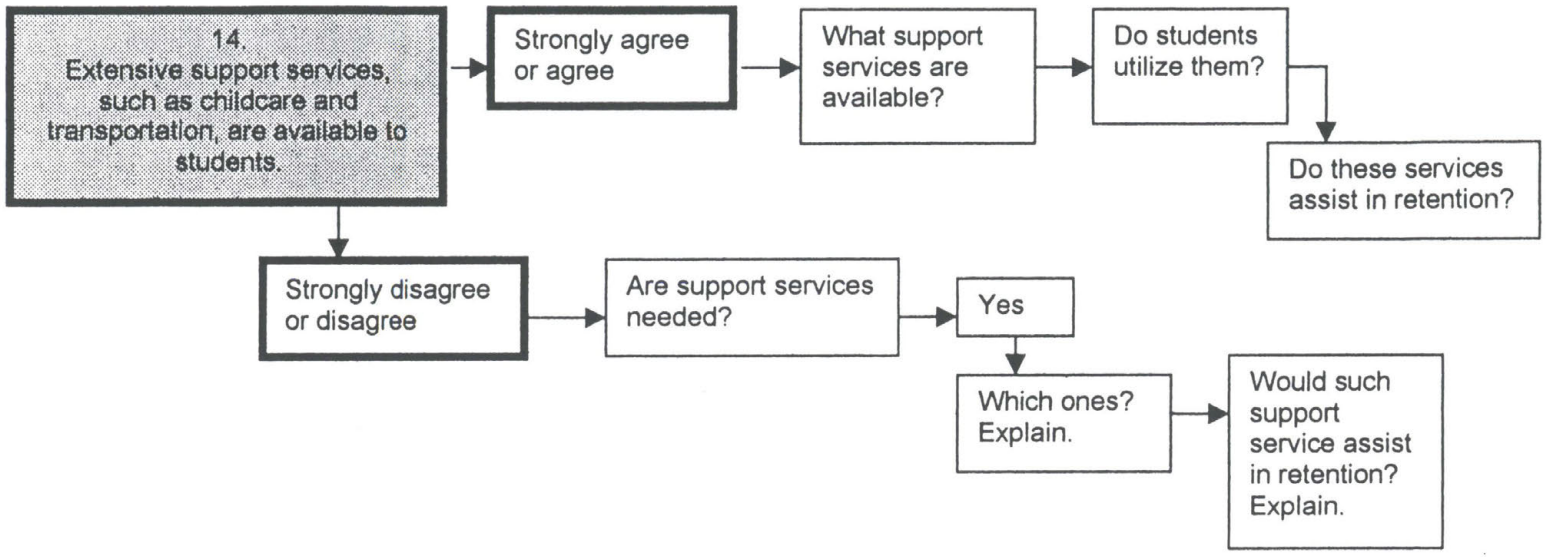

g.
There is a strong record-keeping system intact that includes information about cost.
Strongly agree or agree
Explain the record-keeping system.
Who is this information available to?
Strongly disagree or disagree
Why do you disagree?
Explain the current record-keeping system. In what ways can it altered to meet these characteristics?

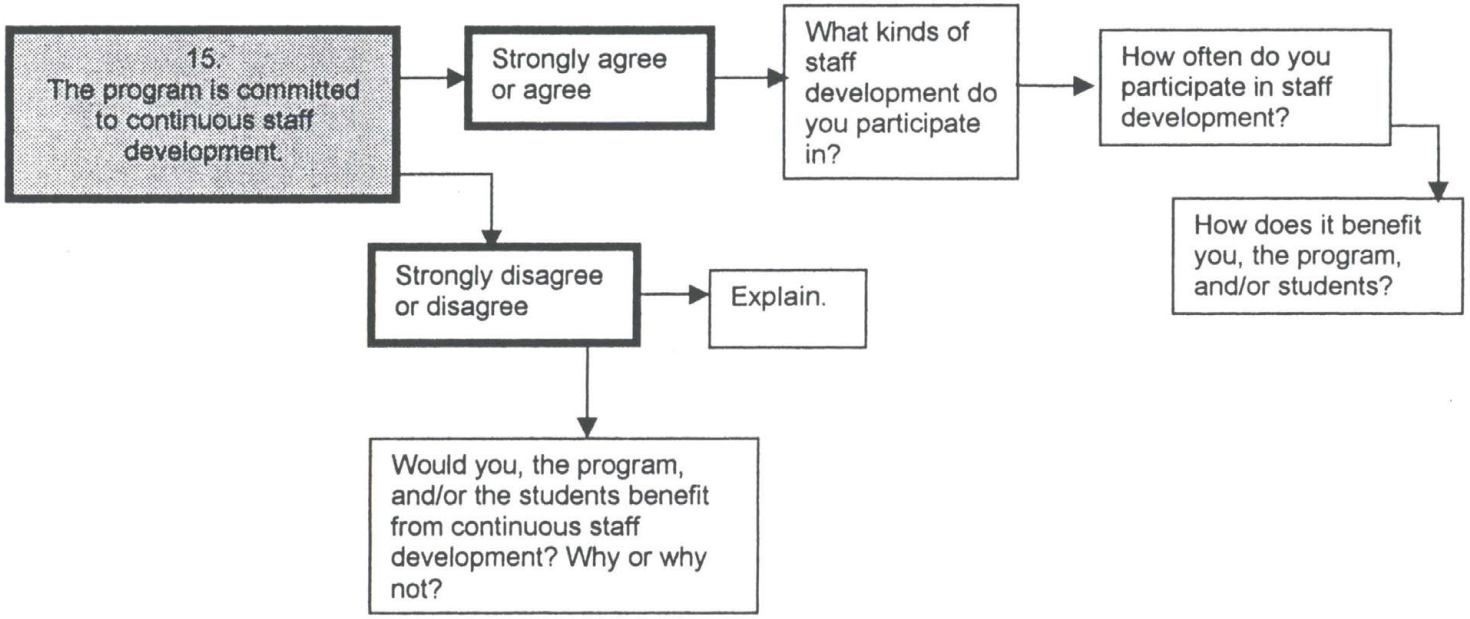

10.
There is a strong record-keeping system intact for student progress toward outcomes
Strongly agree or agree
Explain this system?
Who has access to these outcomes? Do students?
Strongly disagree or disagree
Explain why you disagree?
Is it important to have a system for recording student progress?


11.
Case managers are available to offer early intervention and personal attention in addressing students' potential problems.
Strongly disagree or disagree
Explain. Is this a service students need?
Why isn't this service available?
Strongly agree or agree
Do students utilize these services?
No
Would it assist in retention if they did? Explain.
Yes
How does it benefit the program?


12.
Career counselors or job coaches are available to assist students in making a transition to work.
Strongly agree or agree
In what ways do these counselors assist students?
Do students utilize these services regularly? Why or why not?
Yes
Are these services helpful in assisting students make the transition?
Strongly disagree or disagree
Explain.
If this service was available, would it be beneficial for students? Why or why not?


13.
Employment placement specialists or job developers who are aware of existing job opportunities are available to assist in job placement.
Strongly disagree or disagree
What assistance and/or information do students receive about job opportunities?
Is this service needed? Why or why not?
Strongly agree or agree
In what capacity are these individuals available?
Do students use this service frequently?
Is this service beneficial to students? Why or why not?


14.
Extensive support services, such as childcare and transportation, are available to students.
Strongly agree or agree
What support services are available?
Do students utilize them?
Do these services assist in retention?
Strongly disagree or disagree
Are support services needed?
Yes
Which ones? Explain.
Would such support service assist in retention? Explain.


15.
The program is committed to continuous staff development.
Strongly agree or agree
What kinds of staff development do you participate in?
How often do you participate in staff development?
How does it benefit you, the program, and/or students?
Strongly disagree or disagree
Explain.
Would you, the program, and/or the students benefit from continuous staff development? Why or why not?

## APPENDIX J

**MATRIX FOR SURVEY AND INTERVIEW QUESTIONS**
**Individual Student Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | **RESPONSES** |
| 1. Focus on employment related goals. | 1 | ▪ A—students learn bookkeeping, how to keep their desks straight, and filing in alphabetical order |
| 2. Hands-on work experience. | 2 | ▪ U—no hands-on but they do discuss different careers<br>▪ It could be done (thinking of herself, not the program) UNCLEAR—FOLLOW-UP |
| 3. Integration of basic skills components with other welfare-to-work activities. | 6, 7 | ▪ (6) A—they learn math, reading, writing, and Arts & Crafts<br>▪ (7) A—yes, they learn to get their homework in on time, learn by watching other students, and reading and writing |
| 4. Involvement of private sector employers. | 11 | ▪ A—yes because Housing Authority reps come by and nutritionists come by (not sure if this is ACC or housing authority sending these visitors) |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |

| | | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 5 | ▪ A—students come in at different levels |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 10 | ▪ A—if you care enough to get in, you can get in<br>▪ People are not rejected<br>▪ The only fee is $55 for the test—this is not too costly if someone really wants it |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3, 4 | ▪ (3) A—they discuss welfare issues in class<br>▪ sometimes a woman from TWC comes to speak with the class (not sure, but I, Shawanda, think this is in collaboration with the Housing Authority)<br>▪ (4) A—Housing Authority (classes offered on-site)<br>▪ does not know about Capital Metro |
| Early intervention and personal attention in addressing potential problems. | 13 | ▪ D—case managers are not available, but in some instances they should be<br>▪ If they were, she would talk with them |
| Use of 'job coaches' to assist clients in making the transition to work. | 14 | ▪ A—people come around with flyers and place them on doors with information about where to go for jobs—list type of job and location<br>▪ It is helpful for people who are looking for work<br>▪ This comes from other organizations—not ACC |
| Use of 'job developers' who know of existing employment opportunities. | 15 | ▪ A—yes (ran out of time-no elaboration) |
| Extensive support services including child care and transportation. | 16 | ▪ A—yes (ran out of time—no elaboration) |
| **Is there a measurement for accountability within the program's structure?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| Program goals and outcomes are clearly defined and available. | 8, 9 | ▪ (8) A—Yes, Ms. Gardner has made it clear what the goals are—to get assignments and learn all you can to get the GED<br>▪ (9) SA—come prepared with papers, books, lunch; read better and use words correctly; writing; writing notes; using punctuation |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 12 | ▪ A—the instructor helps students and lets them know where they are and in what areas they need help—preparing them for the GED |
| | | |
| Interviewer's analysis | | ▪ student does not fit the profile<br>▪ student answered most questions in respect to Thurmond Heights and what her their ACC instructor provides<br>▪ Unable to see program as a whole<br>▪ Because she is at an outreach site, it may be difficult to understand other aspects of the AE program outside of Thurmond Heights |
| Interviewee's attitude, demeanor, etc. | | ▪ Student at Thurmond Heights (Vonnye Gardner is instructor)<br>▪ 73 years old<br>▪ Not a clear understanding of some questions<br>▪ Did not focus on ADD program at-large—some answers relevant to other programs besides ACC (ex: Housing Authority) |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Student Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | **RESPONSES** |
| 1. Focus on employment related goals. | 1 | ▪ SA—although she strongly agreed, she said that she was not sure because she hadn't been in the program long<br>▪ She assumes the program will help her with parenting and studying |
| 2. Hands-on work experience. | 2 | ▪ A-responded "seems more understanding" (interviewer is not sure the interviewee understood this question. What she means by her response is that the instructors seem to be more understanding than in high school) |
| 3. Integration of basic skills components with other welfare-to-work activities. | 6, 7 | ▪ (6) SA—she mostly needs math skills and this is what she's been working on<br>▪ (7) SA—she knows they will use computers, but not sure what they will be doing because they just started |
| 4. Involvement of private sector employers. | 11 | ▪ SA—answered that she strongly agrees, but she answered during the interview that she was undecided |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |

| | | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 5 | ▪ SA—the process is to go to orientation for the GED, but for Garza someone does a home visit—during the orientation the ACC representative talks with students about the program, childcare, computers, etc. |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 10 | ▪ SA—everything is free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3, 4 | ▪ (3) SA—agrees that the program works with DHS because WIC comes through DHS<br>▪ WIC provides her the healthy stuff she needs during pregnancy<br>▪ (4) A—students get free bus passes and instructors conduct home visits |
| Early intervention and personal attention in addressing potential problems. | 13 | ▪ SA—students talk with either Nona or Vicki (both of these women are instructors), they work at Garza, but she's unsure of their positions<br>▪ This is important because it makes going thru the program easier—they are easy to tak to<br>▪ Some of the problems addressed may be childcare, questions about home<br>▪ Yes, she talks with the instructors |
| Use of 'job coaches' to assist clients in making the transition to work. | 14 | ▪ SA—the instructors tell the students how to use the computer<br>▪ Using the computer is important for work |
| Use of 'job developers' who know of existing employment opportunities. | 15 | ▪ SA—the instructor helps—she has a listing and will help you find work<br>▪ Interviewee is currently not working and is currently looking for a job |
| Extensive support services including child care and transportation. | 16 | ▪ SA—bus passes and fee childcare<br>▪ She will use the support services<br>▪ These are necessary for getting back and forth from home to school and knowing how the baby is doing<br>▪ It cannot get any better than this, there are no other support services needed |
| **Is there a measurement for accountability within the program's structure?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| Program goals and outcomes are clearly defined and available. | 8, 9 | ▪ (8) SA—yes, they are to attend and do what you've got to do to pass the GED<br>▪ (9) SA—math and regular high school skills |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 12 | ▪ SA—the instructor asks students to come up to her desk for help<br>▪ The instructor offers positive encouragement and reinforcement |
| | | |
| Interviewer's analysis | | ▪ had just started the program—for some of her responses she assumed these attributes were present<br>▪ student at Garza Even Start program<br>▪ many of her answers were based on what she expects from the program |
| Interviewee's attitude, demeanor, etc. | | ▪ 17 years old A-A female<br>▪ no kids, but currently pregnant, single<br>▪ receives WIC<br>▪ after the baby is born she will be in the Even Start program, heard about the program through a friend |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Student Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| 5. Focus on employment related goals. | 1 | ▪ SA—use newspapers (look at Greensheet for questions<br>▪ Take an aptitude test job interest<br>▪ Use Microsoft Word for resumes, business letters |
| 6. Hands-on work experience. | 2 | ▪ SA—yes from instructor<br>▪ Helps her understand about jobs and how to get one—the proper way of getting a job<br>▪ Mostly in the classroom—no on-the-job training<br>▪ Currently weighing her career options—business manager is her final choice (interviewer's observation—is the student fully aware this position's work and educational requirements?)<br>▪ Thinks hands-on would be beneficial |
| 7. Integration of basic skills components with other welfare-to-work activities. | 6, 7 | ▪ (6) SA—read, math skills, science (biology), writing, English (speak proper English), social studies,<br>▪ (7) SA—computer skills<br>▪ math-count money and others if she is a manager<br>▪ reading to better understand papers<br>▪ writing will help her be a secretary<br>▪ learning about sales (percentages)<br>▪ biology—learning about the human body (helpful if she decides to become a nurse)<br>▪ learning about childcare and child development<br>▪ learning anger management |

| | | |
|---|---|---|
| 8. Involvement of private sector employers. | 11 | ▪ SA—for example, insurance agency reps give out grants for kids<br>▪ Speakers come in from clinics<br>▪ (however, these speakers come to provide information not to tell them about jobs) |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 5 | ▪ SA—while in the program timeliness and attendance is emphasized and if student will not be there, she must call<br>▪ Students need 81% attendance to keep her slot and get credits<br>▪ Need a high score (45) on practice GED to receive a voucher for the real test<br>▪ Students can work at their own pace, for example, she has some reading difficulties<br>▪ (interviewer's note: do not think the interviewee completely understood the question) |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 10 | ▪ SA—everything is free because of low income (free lunches and childcare)—(interviewer's note: this student is part of Even Start program, other programs do not necessarily offer these services)<br>▪ The program may even pay for the test if student scores 45 or better on practice test<br>▪ Sometimes the instructor even goes to the testing site with the student for moral support |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |

| | | |
|---|---|---|
| Collaboration with welfare agencies and other community organizations. | 3, 4 | ▪ (3) SA—although chose SA answered that she was not really sure<br>▪ she goes to DHS every six months to show proof of income and address and the instructor allows her to miss class for this (this is the collaboration)<br>▪ the program does not work with TWC<br>▪ (4) SA—students are given free bus passes<br>▪ learned about the program through the housing authority—someone from AE sent around flyers about the program at Rosewood Courts (where she lives)<br>▪ for parenting, speakers come in to speak about sexual abuse, speakers about safe sex from clinics and the fire department<br>▪ this information is helpful |
| Early intervention and personal attention in addressing potential problems. | 13 | ▪ SA—teacher acts as case manager<br>▪ Talks to teacher regularly<br>▪ This is important to help prevent students from going crazy<br>▪ Talks with instructor about housing, relationships, first call for help (clothing, food, etc.)<br>▪ Sometimes its also positive talk with the teachers as well |
| Use of 'job coaches' to assist clients in making the transition to work. | 14 | ▪ SA—the instructor provides this role<br>▪ Tell students how to talk to people, dressing, smiling, proper talking, questions to ask during an interview, etc. |
| Use of 'job developers' who know of existing employment opportunities. | 15 | ▪ SA—the instructor tells her about jobs |
| Extensive support services including child care and transportation. | 16 | ▪ SA—yes, free childcare, lunch and bus passes |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |

| | | |
|---|---|---|
| Program goals and outcomes are clearly defined and available. | 8, 9 | ▪ (8) SA—goals (perfect attendance or call in, sign-in and out for the day, help you get your GED, get a job, or go to college, childcare, help with parenting)<br>▪ she adds, "everybody's friendly"<br>▪ (9) SA—better work ethics, knowledge of welfare-to-work, better understanding of parenting<br>▪ prepare yourself for life's ups and down's (ex: if you don't get a certain job, don't give up)<br>▪ high self-esteem<br>▪ show yourself as a well-liked person—be yourself<br>▪ keep/gain a positive attitude<br>▪ critical thinking—show how much you learned in the program—reflect on what you've done wrong and fix it (ex: when disciplining the kids--if I yell at the kids I reflect on why, remember that it is wrong, and fix it by talking with them calmly) |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 12 | ▪ SA—the instructor talks with students individually—she lets them watch her grade their papers and allows them to work on missed problems |
| | | |
| Interviewer's analysis | | ▪ Seems very happy with the program<br>▪ Appeared to be answering honestly, however somewhat concerned because all responses are strongly agree<br>▪ Went to 9th grade, but was kicked out because she was in the wrong school district |
| Interviewee's attitude, demeanor, etc. | | ▪ A-A female, age 27<br>▪ Student at Garza with Nona Keane<br>▪ Part of Even Start program<br>▪ Has been in the program for 1 year (started summer 99)<br>▪ Has 2 kids, lives with mom, kids and husband<br>▪ Says overall she likes the program and would recommend it to friends and family |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Student Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| Focus on employment related goals. | 1 | ▪ A—the assignments are good—especially the math<br>▪ They learn fractions, algebra, and decimals |
| Hands-on work experience. | 2 | ▪ DA—(had answered A first, but realized that was not a correct response, and asked me, in that case, what should she answer)<br>▪ No, and the program should not necessarily but student will learn to use these skills outside the classroom anyway |
| Integration of basic skills components with other welfare- to-work activities. | 6, 7 | ▪ (6) A—reading skills and math<br>▪ (she has been in the program 4 years on and off)<br>▪ (7) A--yes, the math and reading to understand projects at work |
| Involvement of private sector employers. | 11 | ▪ someone came to tell them how to eat<br>▪ someone came to tell them about health<br>▪ (with the instructor's help)—Texas A&M Nutrition Program, Personnel Service, Career Fair, Census Bureau |

**In what ways is the program made accessible to welfare-to-work participants?**

| Attribute | Survey & Interview Question | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 5 | ▪ A—the program accepts everyone<br>▪ The program is open to all |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 10 | ▪ It is free for her because DHS pays for it<br>▪ If she was not working on her GED she would have to work<br>▪ She is unsure when her time limit expires—it depends on her case worker |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3, 4 | ▪ (3) A—yes, case workers get students in the program—either they must get their GED or they must work<br>▪ case managers referred Alice to the ACC program<br>▪ (4) A—yes-she uses Cap Metro to go home and other places<br>▪ DHS provides the bus passes (not AE) |
| Early intervention and personal attention in addressing potential problems. | 13 | ▪ A—talks with Connie (TWC case worker) about not coming to class—GED attendance<br>▪ It is important to have someone to talk to to avoid having her benefits taken<br>▪ Tells Connie when she can't come<br>▪ Required to attend 25 hours weekly |
| Use of 'job coaches' to assist clients in making the transition to work. | 14 | ▪ A—people from ACC used to come give advice about looking for job<br>▪ Career fair |
| Use of 'job developers' who know of existing employment opportunities. | 15 | ▪ A—no answer—skipped it accidentally |
| Extensive support services including child care and transportation. | 16 | ▪ A—yes, free childcare because of CCMS program<br>▪ Bus passes form DHS |
| **Is there a measurement for accountability within the program's structure?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| Program goals and outcomes are clearly defined and available. | 8, 9 | ▪ (8) A—to get the GED<br>▪ (9) A--able to read, do math and get the GED |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 12 | ▪ A—yes the teacher comes to sit with her and shows her paperwork to her<br>▪ The teacher tests her level |
| | | |
| Interviewer's analysis | | ▪ 41 year old Hispanic female<br>▪ 4 children<br>▪ has been in the program four years<br>▪ could tell from interview that she is low literacy—probably beginning level<br>▪ had difficulty reading (pronouncing) and understanding some of the questions—for some of the questions I had to explain what they meant |
| Interviewee's attitude, demeanor, etc. | | ▪ student seemed uncomfortable and untrusting<br>▪ spent time trying to relax her thru small talk<br>▪ answers, from her perspective were honest<br>▪ she did not want to answer DA to any questions<br>▪ was comfortable talking about DHS and TWC—openly admitted she receives TANF from ACC |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Student Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | **RESPONSES** |
| Focus on employment related goals. | 1 | ▪ A—when you get your GED you get a job or a better job |
| Hands-on work experience. | 2 | ▪ U—the program is not focused on training it is focused on GED<br>▪ Doesn't think there should be hands on—students need to focus on one thing, the GED |
| Integration of basic skills components with other welfare- to-work activities. | 6, 7 | ▪ (6) SA—writing, reading, language, math, science, social studies<br>▪ (7) A—math skills, writing essays, punctuality, comprehension, politics |
| Involvement of private sector employers. | 11 | ▪ U—nothing has really been done<br>▪ Someone came once to talk about nutritiion |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |

| | | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 5 | ▪ SA—anybody is accepted<br>▪ Ability does not matter—students come in at different levels and work at their own pace |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 10 | ▪ A--free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3, 4 | ▪ (3) U—the welfare system really doesn't want students to go to school-they really want you to get a job<br>▪ (4) SA—the Housing Authority sponsors the GED<br>▪ cap. Metro helps students with disabilities<br>▪ the job fair<br>▪ it is important for the success of the program so students have a place where classes are offered |
| Early intervention and personal attention in addressing potential problems. | 13 | ▪ A—does not have a case manager—talks to the teacher<br>▪ Important to able to focus—good to let the teacher know what is on your mind<br>▪ Talk about children, work, school, daycare, job, husband, welfare office, husband |
| Use of 'job coaches' to assist clients in making the transition to work. | 14 | ▪ A—teacher lets them know about job fairs and other jobs she's aware of |
| Use of 'job developers' who know of existing employment opportunities. | 15 | ▪ U—the teacher does |
| Extensive support services including child care and transportation. | 16 | ▪ U—some people need childcare but she does not |

| **Is there a measurement for accountability within the program's structure?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 8, 9 | ▪ (8) A—to get students ready for the GED<br>▪ move on to a job or college<br>▪ (9) A—computer skills to possibly gain a job as a computer programmer or clerical<br>▪ math, writing, language, punctuality |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 12 | ▪ A—yes, when a student completes a level and is introduced to the next level—it lets you see that you are making progress |
| | | |
| Interviewer's analysis | | ▪ Caribbean-American<br>▪ Did not want to disclose her last name<br>▪ Not certain that she really wanted to participate—felt like she did so only because her instructor asked<br>▪ Did not ask—but she mentioned that she does not have a case worker, so I assume she does not receive TANF |
| Interviewee's attitude, demeanor, etc. | | ▪ Answers seemed honest<br>▪ Answers a bit more diverse than other students |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Student Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | **RESPONSES** |
| Focus on employment related goals. | 1 | ▪ A—it depends on what they are doing—using the computer helps with jobs<br>▪ I sort of do my own thing—I just came in and started working on my resume |
| Hands-on work experience. | 2 | ▪ U—thinks they do but she cannot really explain |
| Integration of basic skills components with other welfare- to-work activities. | 6, 7 | ▪ (6) SA-- learn computer skills<br>▪ Reading more and learning something new daily<br>▪ She helps others with the computer because she has experience<br>▪ (7) SA—finding out new information daily<br>▪ I am someone who likes asking questions<br>▪ Spends most of her time alone—she doesn't really talk much with the teachers<br>▪ The GED is needed for a good job and so that she can help her kids |
| Involvement of private sector employers. | 11 | ▪ U—just don't know—hasn't been in the program long enough |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |

| | | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 5 | ▪ SA—students don't need a certain amount of skills or abilities<br>▪ I don't like reading<br>▪ I don't know if this is good for the program—students must have their minds made up that they are ready to work for it |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 10 | ▪ SA—free—not coming out of her own pocket |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3, 4 | ▪ (3) DA—the program helps people on welfare, but it does not really deal with only welfare agencies<br>▪ students get computer skills and accomplish other things—not just dealing with welfare people<br>▪ (4) U—does not know who the program works with |
| Early intervention and personal attention in addressing potential problems. | 13 | ▪ U—just don't know—she has not seen any case managers |
| Use of 'job coaches' to assist clients in making the transition to work. | 14 | ▪ A—sometimes people do but usually she finds her own job (not answering this question in relation to the program) |
| Use of 'job developers' who know of existing employment opportunities. | 15 | ▪ U—does not know |
| Extensive support services including child care and transportation. | 16 | ▪ SA—does not really know but she has heard people talk about it<br>▪ She does not need these services |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 8, 9 | ▪ (8) SA—does not know program goals (Intver: she probably should have answered U)<br>▪ personal goals: job, improvement for family, doing what she needs to do to get where she wants to be<br>▪ (9) SA—computer skills, learning skills, ability to do things,<br>▪ however, she can do things on her own—she is not dependent on anyone |

| | | |
|---|---|---|
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 12 | ▪ SA—the teacher come up and told her<br>▪ The teacher was surprised by her ability to work so independently—told she was a hard and willing worker |
| | | |
| Interviewer's analysis | | ▪ Not sure why the student selected the Even Start program—she does not need childcare and she is currently looking for a job<br>▪ Student did not go through orientation<br>▪ Does not receive TANF but does receive HUD Housing |
| Interviewee's attitude, demeanor, etc. | | ▪ Not very informed about the program<br>▪ Started the program 3 days prior to the interview<br>▪ |

## Appendix K

**MATRIX FOR SURVEY AND INTERVIEW QUESTIONS**
**Individual Instructor Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | **RESPONSES** |
|---|---|---|
| Attribute | Survey & Interview Question | |
| 1. Focus on employment related goals. | 1 | ▪ A--teaches computer skills, resume writing, write articles and business letters (her own developed curriculum)<br>▪ Not sure if this is program-wide but she is doing tours (taking students on trips?)<br>▪ It is the goal of the program to follow SCANS |
| 2. Hands-on work experience. | 2 | ▪ SDA—there is no on-the-job training it is all in-house<br>▪ This should be included depending on student goals and academic levels—there may be some difficulty in doing this |
| 3. Integration of basic skills components with other welfare-to-work activities. | 5 | ▪ SDA—program-wide curriculum uses Kentucky curriculum (does not use this curriculum personally, does not like it)<br>▪ Believes workplace skills should be included—answers of course<br>▪ It is difficult to say which activities should be included because student interests differ |
| 4. Involvement of private sector employers. | 8 | ▪ U—no response |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ U—anyone can be accepted—stated that this was a bad questions |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA—yes because it is free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | ▪ |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ U—doesn't know what other agencies do (Interviewer not sure she understood this question based on her response) |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ U—she does not know<br>▪ There is nobody provided by the Adult Education department on site |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ U—possibly Otha and Emilio |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ U—doesn't know<br>▪ This is not necessarily a part of the program |
| Extensive support services including child care and transportation. | 14 | ▪ A—Otha is the career counselor, Diana is the retention specialist, and Emilio is a counselor<br>▪ There are the ACC outreach locations (i.e., Thurmond Heights)<br>▪ The teachers initiate these services toward the students—students do not usually initiate the use of these services<br>▪ She does not know if these services assist in retention |
| **Is there a measurement for accountability within the program's structure?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| Program goals and outcomes are clearly defined and available. | 6 | ▪ U—no response |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ #9 DA—instructors submit monthly reports that include student attendance<br>▪ problem with the record-keeping system is that some students are not in the system or they are entered twice<br>▪ a few months (or weeks?) ago TEA came to audit the files and found that overall instructors were not keeping accurate student files<br>▪ #10SDA—during TEA audit they said that 95% of instructors did not keep adequate student files<br>▪ prior to TEA's visit, instructors were told to choose their own record-keeping data system—they were offered a choice of several and chose the one they thought most appropriate<br>▪ it is imports to have a system for recording student progress<br>▪ following TEA's visit no standard method was enforced but a list did come out stating what should be maintained in the student folder |
| Commitment to continuous staff development. | 15 | ▪ U—no comment |
| Interviewer's analysis | | ▪ Interviewee seemed to become frustrated as the interview progressed<br>▪ She had many undecided responses—some for items I think she could have provided answers to<br>▪ Overall, the interviewee has a negative view toward the program<br>▪ I did learn that on the morning of the interview a memo had been passed around informing all part-time instructors that their positions would be terminated and replaced by 7 permanent positions<br>▪ This seemed to be heavily on her mind |
| Interviewee's attitude, demeanor, etc. | | ▪ Interviewee seemed truthful in her responses, except for times when she answered undecided and chose not to provide a response |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Instructor Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| 1. Focus on employment related goals. | 1 | ▪ A--Most students have a job in mind so they use their job experiences in completing classroom assignments<br>▪ The program's written goals allow employability skills<br>▪ She uses the Kentucky curriculum some, also uses Plato software, skills bank<br>▪ Practice employability skills by advocating timely and regular attendance (interview is unsure about this because the program is open-entry )<br>▪ Other employability activities—math word problems, interviewing , resume, dress for success, job search techniques, and typing tutor |
| 2. Hands-on work experience. | 2 | ▪ A—students practice typing, resume writing, physics (rolling or throwing a ball), math (metric system), ten-key pad, math hands on has been useful for work<br>▪ Hands on integrated with GED preparation<br>▪ The City of Austin offers the facility and support<br>▪ (Interviewer realized that the interviewee considered hands-on to mean completing an assignment hands on in the classroom—not gaining experience outside the classroom)<br>▪ she says there is a connection between what is being taught in the classroom and success in the workplace, however she is not sure that she is making this connection every time |
| 3. Integration of basic skills components with other welfare-to-work activities. | 5 | ▪ SA—resume writing, drawing maps of buildings, writing directions, recipes, writing letters, job search, Internet training, computer skills (Word processing), read bus schedules<br>▪ It is important to have activities that prepare students for work |

| | | |
|---|---|---|
| 4. Involvement of private sector employers. | 8 | ▪ SDA—The program does not but it should<br>▪ The only private sector involvement is the job fair<br>▪ Would like to see the private sector assist monetarily at the beginning (i.e., offer money and grants)—later on would like to see more personal involvement |
| **In what ways is the program made accessible to welfare-to-work participants?** | | ▪ |
| Attribute | Survey & Interview Question | ▪ |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—the process: students get a picture ID, go through orientation<br>▪ Intake workers will work with the students to provide their needs—students are placed based on urgency ( for example, the program considers working students)<br>▪ Students are placed in classes based on level (this is determined based on orientation placement tests)<br>It is important to provide a simple, selection process that accepts all students because the program needs to remove any stumbling blocks from their lives that may prevent students from getting their GED |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA—Yes because it is free<br>▪ There is the possibility for students to receive stipends or vouchers for GED tests |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | ▪ |
| Attribute | Survey & Interview Question | ▪ |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ SA—there is collaboration with the Urban League (ACC instructors teach here), DHS (students are referred here), correctional facilities (ACC instructors teach here) and TRC (students referred here)<br>▪ The program indirectly helps city employees because the Dewitty Center (where she instructs) is a City of Austin site<br>▪ Students do use the collaborative organizations—ACC receives referrals from collab. orgs and students are referred to collaborative organizations—student usually follow-through with these referrals<br>▪ Collaborations are very important—retention, students can gain work (i.e., DHS will provide jobs to TANF clients), also these collaborations provide job training |

| | | |
|---|---|---|
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ SA—The instructor acts the case manager to provide personal, school-related, academic issues—access to other rooms if privacy needed—if she can't help them they are referred to Otha<br>▪ Other case management for larger concerns—referred out<br>▪ A lot of communication in terms of case management<br>▪ Crucial for the program |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ SA—Those who assist in this area are not necessarily "counselors<br>▪ They are available through collaborations—Rachelle and Cheryl at the Dewitty Center, the Urban League, TWC<br>▪ Instructors assist by word of mouth<br>▪ Students do not use these services all the time, but it is good to know they are available |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ A—yes because ACC is connected with other agencies—Dewitty Center of Austin—GED classes offered here—brings people to Dewitty to look for jobs<br>▪ Otha can assist in job referrals<br>▪ Students use these services about once a month |
| Extensive support services including child care and transportation. | 14 | ▪ A—yes, but would like to see more (available by referring students to daycare programs available)<br>▪ TRC helps students get jobs to fit their profile<br>▪ Urban League, Capital Metro (selective "free" bus passes)<br>▪ Casamerincia for refugees and ESL<br>▪ Corrections—help with referrals<br>▪ The most important thing is to have these services available to students—students do utilize them, they depend on these programs |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ SA--The program goals include preparation for the GED:<br>1. prepare students with the skills to pass the test<br>2. literacy (TABE, spelling, etc.), workplace assessments<br>3. technology (type, using computers)<br>4. numeracy skills<br>▪ (Also discussed goals of ESL—inflections, conversation, and grammar)<br>▪ The goals of the program follow a flow chart: from TEA to Director to Instructors<br>These goals are available to all instructors, administrators and students |

| | | |
|---|---|---|
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) A—the cost is free<br>▪ does not have much information about this because it isn't necessarily her focus<br>▪ The information is open to director, students, etc—open access<br>▪ (10) A—The process-there are sheets in the classroom, students go through their goals (i.e., fractions, percents, politics, etc.). once these are completed they are checked and dated<br>▪ students have access to outcomes—discussed with students immediately—immediate feedback<br>▪ Instructors use tracking forms for scores and practice tests (A form designed by TEA) |
| Commitment to continuous staff development. | 15 | ▪ A—given the opportunity to update skills although you may not be able to attend do to conflicting schedules<br>▪ Staff development due at least once a month<br>▪ Beneficial for revamping |
| Interviewer's analysis | | ▪ Interviewee has a very positive attitude toward the program<br>▪ Most of her responses were positive<br>▪ Her answers seemed truthful, but maybe too picture perfect<br>▪ After interview she did ask who would see her responses—at that time she was looking back over her questionnaire |
| Interviewee's attitude, demeanor, etc. | | ▪ Attitude-optimistic<br>▪ Very helpful, and offered to help in any way she could |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Instructor Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| 5. Focus on employment related goals. | 1 | ▪ A—it is a "new thrust" at ACC—job fair every March and instructors should be teaching to it with the curriculum<br>▪ Instructors are being taught a lot of work-related skills<br>▪ The goals of the program include:<br>1. work keys<br>2. GED, critical thinking skills<br>3. Coming to class like a job—attendance, etc. (these are job-related skills) |
| 6. Hands-on work experience. | 2 | ▪ DA—This is not included in the program<br>▪ Thinks it would be a good addition to the program<br>▪ In Even Start would like o see training to assist childcare workers, for example, as a start—also, peer tutoring and mentoring (team building) **ASK NONA-NEED CLARIFICATION** |
| 7. Integration of basic skills components with other welfare-to-work activities. | 5 | ▪ A—yes, Even Start teaches parents job readiness (business letters, memos, workplace correspondence, problem solving, group work, math geared toward work, PC skills)—These skills are successful preparation<br>▪ Also use the ESCC employability skills<br>▪ Teach math work-related word problems |
| 8. Involvement of private sector employers. | 8 | ▪ A—DELL computer gives free computers to the program<br>▪ Occasionally there are speakers from the private sector (family planning, etc.)<br>▪ This is important and helpful |

| **In what ways is the program made accessible to welfare-to-work participants?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—Students of all levels are accepted<br>▪ The process—students referred, attend orientation, tested (TABE or BEST), complete goals, referred to appropriate program |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA--free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ SA—Thinking of community organizations—anyone who refers someone the program takes<br>▪ Receive referrals from schools (AISD), TWC—ACC accepts all<br>▪ ACC refers students to other organizations—ex: to rehabilitation for learning disabilities<br>▪ Refugees are referred to ACC for ESL<br>▪ Program assists students to get into college<br>▪ Students do utilize these services |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ U—don't know if there are case managers (thinks this service is available for some programs)<br>▪ If students do receive case management it is outside the Adult Education program |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ SA—thinks there are some career counselors at the college that students can talk with<br>▪ ACES is an ACC career center of some type where students can test for job placement |

| | | |
|---|---|---|
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ A—this is available through ACC—not necessarily AE—it is probably available at the ACES office<br>▪ It is underutilized<br>▪ Individualized instructors provide job placement, career counseling—instructors are the heart of the program |
| Extensive support services including child care and transportation. | 14 | ▪ U—available in certain programs, but not all programs<br>▪ Transportation is always an issue |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ U—not really sure about this<br>▪ Thinks that students come in with a goal in mind (ex: GED or ESL) |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) U—her program is grant funded—just unsure<br>▪ (10) SA—instructor keeps record on a standardized report for TEA—attendance, practice test scores, real test scores, tutoring, etc.<br>▪ Students, teachers and administrators have access to these outcomes |
| Commitment to continuous staff development. | 15 | ▪ SA—there are regular meetings, cluster groups, employees must write up professional development proposed plan and report it at the end of the year |
| Interviewer's analysis | | ▪ quite informed about the program<br>▪ very helpful<br>▪ provided truthful answers—understands that her program offers services that are not available to all (i.e., childcare not offered at learning centers) |
| Interviewee's attitude, demeanor, etc. | | ▪ positive attitude toward program<br>▪ said that overall it is a good program and if she were a student needing ESL or GED she would choose ACC<br>▪ ACC has a great faculty |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Instructor Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | **RESPONSES** |
|---|---|---|
| Attribute | Survey & Interview Question | |
| Focus on employment related goals. | 1 | ▪ A—almost every student's primary purpose is related to an employment goal—what students may need is further education to reach that goal<br>▪ The motivation for students is employment<br>▪ ACC as a whole is employment-oriented |
| Hands-on work experience. | 2 | ▪ A—some things are done in class: students do their own filing, answer the phone professionally (students take turns), some word processing, math (%'s, figuring out discounts, measurements)<br>▪ Relate all the above skills and lessons to jobs<br>▪ Relate a lot of life skills and things consumers should know |
| Integration of basic skills components with other welfare-to-work activities. | 5 | ▪ A—yes, it definitely integrates basic skills<br>▪ She tries to apply workplace everyday—job and consumer concerns |
| Involvement of private sector employers. | 8 | ▪ A—she has private sector come in from time to time (ex: personnel directors, private trade school)<br>▪ Majority of involvement comes from the public sector (agencies, etc.)<br>▪ She would like to see more private sector involvement |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—there is totally open enrollment of students with all abilities<br>▪ Some sites have predetermined levels but this site (Bouldin Oaks) has all levels<br>▪ All four levels are represented at this site |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA--free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ SA—yes, the whole program collaborates<br>▪ This site (Bouldin Oaks) is a collaboration<br>▪ TRC, Choices, Capital Area Training, Southern Career Institute, Housing Authority, Life Works (homeless youth)—collaborate with these organizations via referrals<br>▪ Speakers from TAMU nutrition speak with students<br>▪ This is necessary for linkages and networking that helps students—for example, one student was able to receive help getting glasses through one of the networks |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ A—yes but only for the students referred by TRC, Choices, Housing Authority, or Life Works—not offered thru ACC<br>▪ It is probably needed @ ACC—if student is in need of these services he can find someone to assist (agencies)<br>▪ The teacher plays this role to offer referrals and advice |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ A—TRC has job coaches<br>▪ Choices and TRC has career counselors<br>▪ Some students utilize these services<br>▪ AE should offer maybe offer career counseling, but not job coaches because they can use referrals for this (don't reinvent the wheel) |

| | | |
|---|---|---|
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ U—just don't know<br>▪ This may be offered at the college level, but not at AE |
| Extensive support services including child care and transportation. | 14 | ▪ A—they are offered but not through ACC (TRC, Housing Authority , Choices)<br>▪ Students who receive these get bus vouchers and childcare<br>▪ Yes they utilize them<br>▪ Would like to see ACC partner with these agencies—it currently does not—these services are offered at collaborative sites (have childcare at the AISD collaborative sites) |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ A—goals for the students are lifelong learning, life skills, jobs and education<br>▪ Get the GED—students set goals<br>▪ Students goals are to become more involved with their kids and in the community<br>▪ Not sure if outcomes are clearly defined but the goals are<br>▪ She thinks that basic skills and more money; lifelong learning; being less passive with dealing with agencies and kids' schools are probably program outcomes |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 1 0 | ▪ (9) U—just don't know, this is administrative<br>▪ assumes they do, but don't know<br>▪ (10) A—yes, she keeps good records<br>▪ students right regular goals, timetables, life list (life skills attainment)<br>▪ take class to the library<br>▪ keeps assignments, test scores, assessment and progress in student folders<br>▪ produces monthly site reports for ACC and students in public housing<br>▪ talks regularly with case workers |
| Commitment to continuous staff development. | 15 | ▪ SA—of course<br>▪ Commitment to program—wants to know what she can to make her classes better<br>▪ Regularly scheduled bi-annual meetings that are pretty big<br>▪ Cluster meeting every 1-2 months<br>▪ At cluster meetings discuss learning theory, nuts and bolts, what works, articles, brainstorming and sharing things that work |

| | | |
|---|---|---|
| Interviewer's analysis | | ▪ Answers seem truthful—positive attitude toward program<br>▪ Full-time<br>▪ Been with the program 4½ years<br>▪ Includes her own workplace simulated activities (students keep their own files and practice answering the phone) and she brings in guest speakers<br>▪ Showed me her records—keep great files<br>▪ Created her own life skills form that she thinks students should all complete (ex: resume, W2) |
| Interviewee's attitude, demeanor, etc. | | ▪ She believes the program stresses life skills, job skills and furtherance of educational goals<br>▪ Tries particularly to have classes down to earth<br>▪ Tries to show how everything they learn is related to what they're all doing and make it practical<br>▪ Use career goals to know what area to throw in |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Instructor Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| Focus on employment related goals. | 1 | ▪ SA—this has bee the idea forever—basis of the program is to get students employable<br>▪ Students want to focus on GED only<br>▪ One day a week is not enough time for effective training—if guest speakers come this will interfere with students' learning<br>▪ When she taught everyday she always brought in guest speakers and it was very effective<br>▪ With one day a week it is hard to do anything but the GED<br>▪ This is strain on the poor because the attitude is if they want it they will find a way to get it |
| Hands-on work experience. | 2 | ▪ SA—yes, they actually practice getting the GED<br>▪ Purpose of the program is to get students their GED—bring up their basic skills<br>▪ Public schools are not meeting students' needs<br>▪ Students' focus is strictly GED |
| Integration of basic skills components with other welfare- to-work activities. | 5 | ▪ SA—yes, but they do not have the materials—no standardized books to use<br>▪ For the GED in Spanish there are not any books<br>▪ Has applied some of the lessons from the Kentucky curriculum<br>▪ Not clear what work skills should be integrated—no identified materials given to instructors—for example should they be teaching dress for success, punctuality, etc. |
| Involvement of private sector employers. | 8 | ▪ U—yes, people who own business come in to work with students<br>▪ Recruiting at the job fair<br>▪ It is beneficial for those who want to work, but some students are not interested |

| **In what ways is the program made accessible to welfare-to-work participants?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—yes, there are some students who cannot read while others need help with their math and/or grammar<br>▪ Students have varying levels and needs |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA—free<br>▪ Scholarships are offered to students who take the exam—but student must live on the eastside |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ SA—yes because if other organizations are called they will come out<br>▪ TWC (TANF) sometimes refers clients<br>▪ TANF students have a different motivation than other students—they are forced<br>▪ Collaborations are needed for student success |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ U--unsure |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ A—agrees that this is available but not sure the person responsible is qualified to do this |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ A—yes but this person is not suited for the job<br>▪ It could otherwise benefit the students |
| Extensive support services including child care and transportation. | 14 | ▪ SDA—not available but needed<br>▪ People do not come because they have children at home |

| **Is there a measurement for accountability within the program's structure?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ SA—the goals are to get students job-ready<br>▪ Students come with their own individual goals—goals are dependent on the person<br>▪ The instructor passes program goals on to the student<br>▪ Students have their own goals |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) U—really does not know—this is not her area<br>▪ (10) U—just don't know |
| Commitment to continuous staff development. | 15 | ▪ SA—it is committed but the staff development is really not answering teachers' needs |
| Interviewer's analysis | | ▪ Been with the program for almost 25 years<br>▪ Truthful answers |
| Interviewee's attitude, demeanor, etc. | | |

## APPENDIX L

**MATRIX FOR SURVEY AND INTERVIEW QUESTIONS**
**Individual Administrator Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| Focus on employment related goals. | 1 | ▪ SA-Focuses on employability and survival skills<br>▪ Curriculum ins program-based learning based on SCANS skills (these are the skills adults need to function in the workplace)<br>▪ Program goals = SCANS |
| Hands-on work experience. | 2 | ▪ SD-just don't provide this for students—its non-applicable for an adult education program<br>▪ They do provide a career fair to bring in employers<br>▪ Currently developing transitioning activities for the classroom<br>▪ Many of the students already work<br>▪ Not a question applicable to their adults |

| | | |
|---|---|---|
| Integration of basic skills components with other welfare- to-work activities. | 5 | ▪ SA—working on creating a more comprehensive program-based curriculum<br>▪ The new curriculum will combine Intermediate and Advanced ESL and GED with the purpose of preparing both groups for their GED (basic ABE and Basic ESL will remain separate)—this is still in the works<br>▪ Currently there is Basic ABE , Intermediate and Advanced GED and Basic, Intermediate and Advanced GED<br>▪ Currently implementing more stronger programs<br>▪ Currently using the Kentucky and San Antonio teaching lessons—expanding these curricula thru pilot projects<br>▪ Currently pilot projects are in place for curriculum expansion |
| Involvement of private sector employers. | 8 | ▪ SD—not currently<br>▪ There is a career and college fair<br>▪ Employers should not be in the classroom—however they do serve on the consortium<br>▪ Would like to get employers more involved in the consortium—have been approached about going into some corporations—considering doing this |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—accept all students<br>▪ There is orientation in the Fall for 2 months, and orientation in the Spring for 2 months<br>▪ Students go through the orientation, get a certification (this is currently 6 hours, but working on making it 12 hours)<br>▪ During orientation students state their goals and complete an assessment<br>▪ Students register before attending orientation by calling the hotline |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA—yes, free |

| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ A—this is getting better<br>▪ They are coordinating more with the Workforce Board<br>▪ Plan to offer classes at the Workforce Center sites—currently negotiating this<br>▪ Over 50 other organizations serve in the consortium—many of which are community agencies |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ D—there is one official counselor for 7000 students<br>▪ They have put together a case management team—recruitment specialist, assessor, counselor<br>▪ This team prepares transition document "handbook"—this will be used to work with students in preparing documents that assist in the transition to work or higher education<br>▪ The program does not have the resources or infrastructure to do what they should in this area, but doing what they can<br>▪ Would like to see this area expanded for student retention |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ D—no job coaching, but there is the career and college fairs<br>▪ The workforce board should help with this (they should provide job coaching and counseling)<br>▪ Would like to see more referrals |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ SD—this is not the AE's responsibility—it is the workforce board's responsibility |
| Extensive support services including childcare and transportation. | 14 | ▪ SD—no, but there should be<br>▪ Don't have the resources to do this<br>▪ Need to coordinated more with other agencies where there are the resources |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ A—believes they are—may want to ask other employees about this<br>▪ Giving the staff a self-evaluation-in March they will review the evaluation, this will tell for sure whether the goals and outcomes are clearly defined and available |

| | | |
|---|---|---|
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) D—currently working on putting an MIS system in place<br>▪ currently searching for an MIS system—the ACC president has agreed to pay for it<br>▪ currently use ACES but his does not track for cost, program efficiency, and cost per students—searching for a new system that will do these things<br>▪ (10) D—not currently, but getting there<br>▪ will be getting a new system by July<br>▪ the goal is to have a new automated system that will be available to instructors anywhere<br>▪ the current record-keeping system is one from the Texas Education Agency—not effective in tracking cost, program efficiency, or cost per student, and it is not automated and available to all<br>▪ Instructors write monthly reports and deliver their reports to one person who inputs all data |
| Commitment to continuous staff development. | 15 | ▪ SA—absolutely!<br>▪ 2 employees working on staff development<br>▪ instructors have cluster teams that meet once a month<br>▪ all employees develop professional development plan<br>▪ believes it is the key to improving instruction |
| | | |
| Interviewer's analysis | | ▪ Answers truthful<br>▪ Very informative (executive director)<br>▪ Been at ACC for 1 year, and adult education |
| Interviewee's attitude, demeanor, etc. | | ▪ Interviewee is sure about what she expects for the program<br>▪ Knows what she wants and does not want the program to include<br>▪ Believes overall that there is a need for more infrastructure and resources in the adult education program<br>▪ She cannot be held accountable for things she does not have the resources to provide |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Administrator Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| Focus on employment related goals. | 1 | ▪ A—the curriculum is geared toward workplace skills<br>▪ Using Kentucky curriculum for GED classes<br>▪ Curriculum is based on ACC directives—that is, moving toward workplace skills integration<br>▪ Moving toward employment-related goals, but not completely there<br>▪ Goals—teaching cooperatively working together, following directions, general workplace skills—the curriculum is driven by idea that these skills are needed in the workplace<br>▪ Classroom themes—(ex) Workplace Discrimination (race-based, etc.)—reading and writing exercises are centered around workplace skills<br>▪ The program is administratively set up to indicate a workplace focus (W to W coordinator)<br>▪ ESL—focusing on a workforce-based grant (the idea is to become an integrated, working American citizen) English Literacy Civics Education Grant from the Department of Labor (the grant focuses on teaching academic skills through project-based learning) |
| Hands-on work experience. | 2 | ▪ U—students don't gain specific on the job work skills but they do learn general work skills in the classroom |

| | | |
|---|---|---|
| Integration of basic skills components with other welfare- to-work activities. | 5 | ▪ A—pilot site using Capital Idea—they are using a workplace competency check list to incorporate workplace skills in the curriculum—ACC AE plans to use this curriculum later if pilot goes well<br>▪ Current curriculum used: Texas A&M Outcome ESOL Project and Kentucky Curriculum<br>▪ Curric. Includes interviewing and how to find jobs workplace scenarios<br>▪ Integrates workplace activities through some transitioning taskforces<br>▪ Through future collaborations—more input from Workforce Centers for pragmatic and curriculum changes<br>▪ These activities and collaborations are helpful<br>▪ Program is considering using work keys as an assessment<br>▪ Working with Capital IDEA—taking ESL students through a more GED based curriculum (this Capital Idea curriculum is called the San Antonio curriculum, they are holistic lesson plans)—these lesson plans are moving toward a more workplace simulated activities—THIS IS A PILOT |
| Involvement of private sector employers. | 8 | ▪ D--No private sector involvement in the consortium<br>▪ There is no specific involvement<br>▪ There is a need for educated workers (private sector) to drive the curriculum (not sure if any private sector involvement in Kentucky curriculum development)<br>▪ Locally there is not private sector in curriculum development<br>▪ There should be greater private sector involvement—need their membership in the consortium, include them in the curriculum taskforce, and use their employees as mentors |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ A—process is orientation, registration, and assessment (ORA's) process<br>▪ Publicize by flyers and word of mouth<br>▪ There is open enrollment as long as they attend orientation—orientations are ongoing<br>▪ Accept all students (wide range of abilities)—for some parts of the program they do cut of point of acceptance<br>▪ Open-enrollment is important |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ Free<br>▪ There are some childcare, loss of available income and transportation costs (the future of ABE is childcare, transportation, etc.) |

| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ A—there are participants from other community agencies on the advisory committee<br>▪ Examples of collaborations: Austin Interfaith (AISD for ESL instruction), Urban League (classes taught here, and part of the advisory committee), Austin Latino Alliance (Latino youth family-oriented dropout program called Enlace (to weave) Project), Capital IDEA (doing pilot programs with them)<br>▪ The Travis County Consortium oversees the Adult Ed. Program<br>▪ A target audience is TANF clients<br>▪ Students utilize these collaborations in that they assist in accessibility<br>▪ It is necessary for the success of the program<br>▪ A transitioning taskforce is currently discussing ways to further collaborate workforce centers |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ DA—there 1 ½ (Diana and Otha) though they have very little time to case manage<br>▪ Limited case management resources available for a huge need<br>▪ These services are very much needed—instructors take on this responsibility, need to take on students' other needs for educational success, no one to provide student follow-up and personal attention<br>▪ Need assessors to tighten up assessment process—currently they must pull from other sources for assessment |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ SD—do not have career counselors—Otha and Diana may be assuming these positions, but not necessary their jobs<br>▪ There is a transitioning team working toward better transition four students<br>▪ Filling these positions would be beneficial |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ SD—same as #12 |
| Extensive support services including child care and transportation. | 14 | ▪ SD—these are needed—would assist in recruitment and retention<br>▪ They see the results of these services at piloted sites—(same response basically for questions 11-14)<br>▪ Ex: Capital Idea provides all of the services discussed in 11-14<br>▪ Because of lack of resources may not be able to offer these services anyway |
| **Is there a measurement for accountability within the program's structure?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| Program goals and outcomes are clearly defined and available. | 6 | ▪ A—available to administrators, instructors, consortium members, and consortium members<br>▪ Goals and outcomes are available, but program is currently in transition so expecting some change in these goals and expectations<br>▪ So the answer is yes they are available, but the current transitions cause some unclarity<br>▪ Made available through grants, program _____, and interoffice memos (admin & instructors)<br>▪ Made available to outside agencies through word of mouth and contractual agreements |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) U—just not his area--unfamiliar<br>▪ (10) A—yes—establishing it thru monthly reports, use BEST (started in 9/99) and TABE assessments, in class assessments (ex: time-based assessments)<br>▪ after 40 hours of contact, must retake BEST and TABE<br>▪ TABE and BEST are mandated by TEA (these assessment are mandated by TEA but there are no additional funds provided for additional staff)<br>▪ ANSWER: agree with some reservation<br>▪ This current system puts a lot on the instructors—monthly reports<br>▪ Record-keeping is not fully computerized—teachers keep attendance, rosters, and monthly reports<br>▪ Data is entered into ACES by someone else (not instructors)<br>▪ Data is ACES determines whether ACC gets its money<br>▪ Working toward taking that administrative responsibility away from teachers<br>▪ Students get feedback through their individual portfolios, competencies, assessments, etc. |
| Commitment to continuous staff development. | 15 | ▪ A—supervisors required to have 36 (?) hours and admin 24 hours<br>▪ Instructional cluster teams (inservice training)—program development for instructors (every 6 hours)<br>▪ Instructors have 12 hours pre-service orientation (3 orientation, 3 hours exercise, 6 hours observation)<br>▪ Lead instructors attend conferences and report to cluster teams |
| | | |
| Interviewer's analysis | | ▪ honest answers<br>▪ positive attitude concerning the program<br>▪ familiar with AE programs, seems to have worked more with ESL<br>▪ very helpful because he is quite familiar with the curriculum and pilot programs<br>▪ title: ABE/GED and Refugee Program Coordinator<br>▪ answers focus on curriculum—his strength and most knowledgeable area of the program |

| | | |
|---|---|---|
| Interviewee's attitude, demeanor, etc. | | ▪ summary of the program:<br>-program is moving in direction to incorporate more work-related curriculum, but they've got a long way to go<br>-don't have the supportive services they need because they lack resources<br>-they need additional resources and to continue developing community relationships to make the program more accessible with more classes and more learning centers<br>-workplace skills need to be included at the higher level classes to offer students an opportunity for growth<br>-aiming for a curriculum that promotes civic empowerment which makes for a more productive worker |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Administrator Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | **RESPONSES** |
| 1. Focus on employment related goals. | 1 | ▪ D—the program focuses mostly on the education side<br>▪ It is important for the program to have employment-related goals<br>▪ Would like to see work keys or some other workplace measurement used for assessment and would like a requirement that students exit program at a certain employability level. |
| 2. Hands-on work experience. | 2 | ▪ D—it should be included<br>▪ Students are prepared one month before the career fair—this preparation is generated by an event but should be totally integrated, it drops off after the career fair |
| 3. Integration of basic skills components with other welfare-to-work activities. | 5 | ▪ D—the curriculum is available, but it is not being used to its fullest capacity<br>▪ Workplace activities should be included in the curriculum<br>▪ Instructors may need training on successful integration<br>▪ Activities that should be included are: communication for the workplace, computer skills, team building, math, analytical and problem solving skills |
| 4. Involvement of private sector employers. | 8 | ▪ D—the program should<br>▪ Include as a transitioning component—guest speakers to motivate, employers from private industry<br>▪ It benefits private because it shows stake in social equity, sustainment and involvement in the community |

| **In what ways is the program made accessible to welfare-to-work participants?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—all accepted<br>▪ Orientation, assessment (TABE or BEST for skill level)<br>▪ The program meets students where they are—this is important |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA—free other than outside expenses—this is where collaborations with other agencies plays a role<br>▪ Short term and long term goals (interviewer not certain what this means) |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ D—would like to see other agencies spend a small amount of time in the classroom<br>▪ Yes, collaboration is important<br>▪ Recommends bringing in outside agencies to the classroom such as DHS, consumer credit, Housing Authority, Substance Abuse Agencies |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ D—no case managers in the program—there is a new area expanding with undefined parameters to try to offer this service<br>▪ Instructors are the first contact with students (instructors serve the role but they are not trained case managers<br>▪ It is needed<br>▪ In the past the focus was not a holistic focus on students but rather the idea that "we're here to provide education"<br>▪ Program is moving toward a more holistic view of students |

| | | |
|---|---|---|
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ D—focus has been on academics<br>▪ Moving toward collaborating with other departments win ACC with workforce focus<br>▪ For the past four years AE has hosted a huge career fair where employers are brought in<br>▪ Students lack career development |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ D—resources are available for referrals (ex: workforce centers), but within the department this is lacking<br>▪ Referrals are by word of mouth—networking<br>▪ These services are needed—maybe part-time or selected days for collaboration, pipeline, etc. |
| Extensive support services including child care and transportation. | 14 | ▪ D—certain grants may provide this (Even Start) but not program-wide<br>▪ Program does not provide these—it goes back to collaborations<br>▪ Make them aware and bring in agencies<br>▪ Do have $$ from Pearls Foundation to provide for testing<br>▪ Would like to see support groups—could also refer them<br>▪ Want to see agencies come on site to provide supportive services |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ A—goals and outcomes are available in the grant—they are available but not accessible<br>▪ Not widely disseminated to everyone<br>▪ Most employees probably are not aware of the goals and outcomes but it is important that they are for more "buy in"<br>▪ The employees (teachers, admin, etc.) know the numbers (ex: Student A spent 12 hours a week in class) |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) D—the departmental budget area is in transition<br>▪ program is predominantly grant funded--$$ received is not always timely and causes strain on budget and budget management<br>▪ problem to sustain a program without a budget available in a timely fashion<br>▪ (10) D—working toward it—additional instructor training and suggest a computerized record-keeping organization<br>▪ |

| | | |
|---|---|---|
| Commitment to continuous staff development. | 15 | ▪ A—conferences and workshops<br>▪ Substitutes are paid when instructors go to workshops<br>▪ Mandatory for full time staff to have 15-18 staff development hours per year<br>▪ ACC provides a lot of professional development<br>▪ Can attend classes during business hours |
| | | |
| Interviewer's analysis | | ▪ Honest answers<br>▪ Would like to see more services provided such as case management, career counselors, more private sector involvement<br>▪ Been at ACC AE for 2 ½ years |
| Interviewee's attitude, demeanor, etc. | | ▪ The services ACC AE provides are vital for a large segment of the population and these services are crucial to sustainability of the community |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Administrator Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

| **What skills are being taught to prepare individuals for self-sufficient employment?** | | **RESPONSES** |
|---|---|---|
| Attribute | Survey & Interview Question | |
| Focus on employment related goals. | 1 | ▪ A-Feels the program is geared toward transiting students to gain employment and training<br>▪ Thru orientations, it stresses employment that will be available to students<br>▪ Post job opportunities, provide career fairs, and the curriculum stresses employment related skills<br>▪ (had to think about this one-guessed) goals: (1) to prepare students to enter the workforce by resume writing, interviewing techniques, and dress; (2) to provide info to students concerning employment opportunities |
| Hands-on work experience. | 2 | ▪ A--students are taught computer skills that will help them for employment or college<br>▪ Yes it is successful |
| Integration of basic skills components with other welfare- to-work activities. | 5 | ▪ U—knows it does but has not seen the new curriculum<br>▪ Knows there is a basic skills component, but not certain about wokplace simulated activities<br>▪ Instructors given a letter informing them about career fair and asking them to prepare students |
| Involvement of private sector employers. | 8 | ▪ U—just don't know |
| **In what ways is the program made accessible to welfare-to-work participants?** | | |

| Attribute | Survey & Interview Question | |
|---|---|---|
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—orientation registration—offer enrollment for persons 17 & up<br>▪ Can enroll in ABE if need improved reading, writing and math or GED<br>▪ Assess students w/TABVE or BEST to determine beg, int, or adv.<br>▪ Place them in learning centers according to levels<br>▪ No students are turned away<br>▪ Every six months progress assessments and teacher recommendations determine students' ability to move from levels |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA—free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ SA—(answer is vague)-collaboration with TANF organization—provides GED classes to help them and the welfare agencies will provide jobs<br>▪ Can't think of another on right now<br>▪ Collaboration with TWC—refer students to TWC for training and TWC refers students to ACC for GED prep |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ A—the assessment team, aka the case mgmt team<br>▪ Try to intervene as early as possible—some done at orientations,<br>▪ Students come thru classroom visits, office appts., and calls over the phone<br>▪ This service is utilized |
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ A—ACC has career counselors who AE can refer students to for assessments to determine the careers they're suited for |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ A—TWC, Urban League, Dewitty-these locations have job placement<br>▪ Post job opportunities |

| | | |
|---|---|---|
| Extensive support services including child care and transportation. | 14 | ▪ A—Avonce, Capital Idea programs, Even Start, Housing Authority offer these<br>▪ As for AE, it doesn't have specified child care, but other locations do<br>▪ ACC services—students with disabilities, ACC will provide someone to translate, interpret, and scribe—this service is used<br>▪ No transportation but being worked on |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ A—yes because part of the grant—defined in grant<br>▪ Available to anyone |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) SA—yes (see Penny Logan or Sheila, they'd be responsible for this)<br>▪ there is a good system, but just not familiar with it<br>▪ (10) A—as of November, just started progress testing for the first time<br>▪ progress testing—to place students in different levels to make sure they've progressed—happens twice a year<br>▪ TABE students twice a year to measure literacy increases |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 15 | ▪ A—Jane provides staff development<br>▪ Professional development training—ACC requires all staff to take a certain # of hours<br>▪ In AE staff required to complete 12 hours—mandated by education grant |
| | | |
| Interviewer's analysis | | ▪ honest answers—able to provide information from the registration and case management side<br>▪ been an AE Counselor for 19 years |
| Interviewee's attitude, demeanor, etc. | | ▪ Currently, the majority of her time is spent doing orientations<br>▪ It is a goal for herself to visit classrooms to do some transitioning and retention activities to encourage students to complete their goals |

## MATRIX FOR SURVEY AND INTERVIEW QUESTIONS

**Individual Administrator Responses and Reactions**

**RESEARCH QUESTION**

In what ways is an ABE/GED program integrated with employability skills preparing welfare recipients for self-sufficient employment?

**What skills are being taught to prepare individuals for self-sufficient employment?**

| Attribute | Survey & Interview Question | RESPONSES |
|---|---|---|
| Focus on employment related goals. | 1 | ▪ A—the new curriculum (Kentucky) is the first one the program has had with structured curriculum framework<br>▪ In the process of adding work skills to the curriculum for advanced GED<br>▪ The program is just now getting there—(interviewer: meaning a structured curriculum with work skills) |
| Hands-on work experience. | 2 | ▪ A—we're getting there<br>▪ The students are limited with computer use and software—learning word processing software<br>▪ Ex: resumes, transitioning, career development, training with ACC counselors<br>▪ Advanced GED beginning to work with ACC career counselors<br>▪ Will use work keys |
| Integration of basic skills components with other welfare- to-work activities. | 5 | ▪ SA--work activities are based on skills levels (ex: filing, organization)<br>▪ Yes it has been helpful—showing students that they can use these skills in the real world |
| Involvement of private sector employers. | 8 | ▪ SA—this is a strong component within the curriculum—within the curriculum framework there are suggestions of companies teachers can use (ex: student cal this company, etc.)<br>▪ Examples of instructors involving private industry—(1)instructor who also trains @ HEB showed the students how to use computers while at the library, and later planned a trip to HEB to show them how what they are learning is related to the real world, (2)instructor and students eat lunch at restaurants and they break down the recipes for meals to determine how much it probably costs to make the meals and %'s of ingredients |

| **In what ways is the program made accessible to welfare-to-work participants?** | | |
|---|---|---|
| Attribute | Survey & Interview Question | |
| A client enrollment and selection process that accepts clients with a wide range of abilities (i.e. no creaming). | 4 | ▪ SA—all classes are leveled—beginning (libraries), intermediate (Dewitty, one library, Urban League, Austin Project, Austin Learning Academy)<br>▪ Libraries re a good partnership |
| Achievement of a reasonable cost, broken down by outcome, (not by cost per student or cost per contact hour). | 7 | ▪ SA--free |
| **Are support services available through the establishment of strong relationships with other organizations in the community?** | | |
| Attribute | Survey & Interview Question | |
| Collaboration with welfare agencies and other community organizations. | 3 | ▪ U—it is there but we are not where we should be—have the community collaborations but lack the welfare collaborations<br>▪ Not taking advantage of all that they can offer others and vice versa<br>▪ Just now getting a good relationship with Literacy Austin—teachers are receiving training<br>▪ Now Literacy Austin has tutors coming into the classroom<br>▪ Teachers are receiving Literacy Austin training |
| Early intervention and personal attention in addressing potential problems. | 11 | ▪ U—it is available, but the team, Otha, Diana, and Emilio are swamped with orientation and it is hard but they do a great job<br>▪ Refer students for career counseling to the ACC office<br>▪ About to hire a person to talk with teachers about transitioning—need a strong person to connect teachers with case mgmt. Team<br>▪ Teachers need to be able to employ retention and transitioning strategies |

| | | |
|---|---|---|
| Use of 'job coaches' to assist clients in making the transition to work. | 12 | ▪ SA—yes, through the ACC career center<br>▪ Strengthening their partnership with TWC, workforce board, and the college<br>▪ Teachers will be trained using workkeys—this will be required |
| Use of 'job developers' who know of existing employment opportunities. | 13 | ▪ A—available through career fairs<br>▪ Available through ACC, capital area training foundation, housed at district office, started 2-3 years ago (example of programs: hospitality and AT&T training programs whereby students got jobs paying at least $11.00)—intense 2-3 week program<br>▪ Sometimes this training is free for students<br>▪ Offer scholarships to students who receive their GED<br>▪ Capital idea—job placement and intense GED training—this is private sector that recruits from classes for the program |
| Extensive support services including child care and transportation. | 14 | ▪ DA—no-these are offered thru AISD only<br>▪ Would like to get it thru partnerships<br>▪ There has been some talk about partnerships but nothing has happened<br>▪ Would be nice to encourage more student participation |
| **Is there a measurement for accountability within the program's structure?** | | |
| Attribute | Survey & Interview Question | |
| Program goals and outcomes are clearly defined and available. | 6 | ▪ SA—yes, competencies are done for all levels<br>▪ Students know what they have mastered<br>▪ The program is getting there<br>▪ There are check sheets with levels and competencies for students to know their progress<br>▪ TEA establishes the program goals—teachers are being told what % they need to change students levels by |

| | | |
|---|---|---|
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 9, 10 | ▪ (9) U—not currently, but they are devising one<br>▪ this year is the 1st that they are breaking down costs for classes (found that for 12 hrs./week cost 5000 and seeking a more economic system)<br>▪ working on getting a system where they can approximated costs of the program<br>▪ moving to a more large center with several teachers environment—wants the program to offer the most for the least amount of money<br>▪ this is only the 2nd year the program has had an accounts budgeting person<br>▪ (10) U—no, not for progress toward outcomes but there is a record keeping system<br>▪ in the past there was not way to know their progress—no follow-up or baseline date<br>▪ now progress testing is happening every 40 hours, teachers track attendance and progress to determine (1) true gain (level advancement), (2) any gain or improvement at all<br>▪ examples of progress reports recently taken (1) 83% true progress, 100% gain, (2) 60% true progress, 80% gain |
| A strong record-keeping system that includes information on both cost and participant progress toward outcomes. | 15 | ▪ SA—yes, teachers are even paid for attending staff development<br>▪ Curriculum and delivery—teachers are in cluster teams (small groups)<br>▪ Recent staff development on transitioning and students on probation<br>▪ During the cluster groups—teachers can do their own things, teachers make presentations<br>▪ 7-8 teachers attended TALAE (largest #ever)—teachers got a lot out of this<br>▪ wants to include women's issues in the curriculum<br>▪ there are 3 more big staff development meeting planned for this year (1) big curriculum training toward the end of April, (2) big meeting on transitioning, (3) training for new teachers |
| | | |
| Interviewer's analysis | | ▪ Honest answers<br>▪ Been with the program for 10-11 years<br>▪ Many of her answers were concluded with "but we are getting there" |
| Interviewee's attitude, demeanor, etc. | | ▪ Very informed about the program<br>▪ Feels that overall the program is improving, for example, the centralized orientation takes pressure off the teachers<br>▪ Program is becoming more organized<br>▪ The program is more cohesive than ever—moving in the right direction<br>▪ Focusing more on students needs<br>▪ Developing new work skills to supplement skills students already have—looking at building on what students already have (want to eventually develop IEP's) |

## APPENDIX M

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - EMPLOYABILITY/TECHNOLOGY - BEGINNING
NAME
DATE

COMPETENCIES:
4.01 Demonstrate knowledge of computer applications
4.02 Demonstrate use of measuring tools
4.03 Demonstrate ability to use electronic technology
10.01 Demonstrate job-search skills
10.02 Identify information about job training opportunities
10.03 Explore career options and educational requirements

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Use the telephone to place and receive messages | 4.03 | Use the telephone to place and answer calls |
| 2. Convert simple unit measures | 4.02 | Make simple unit conversions of measurement within English units. Examples: teaspoon-tablespoon; cup, pint, quart, gallon; inch, foot, yard, mile; penny, dime, quarter, half-dollar, dollar |
| 3. Use computer software which teaches a skill- computer assisted instruction (CAI) | 4.01 | Demonstrate knowledge of basic computer operation to use computer assisted instruction software |
| 4. Use a calculator for basic math calculations | 4.03 | Use a calculator to perform basic math functions. (Example: take a grocery tape and check the addition using a calculator) |
| 5. Select and play a videotape on a VCR | 4.03 | Select a videotape on a topic of interest and play it in a VCR or television. |
| 6. Use an answering machine | 4.03 | Use an answering machine to leave messages, remove messages and reset |
| 7. Explore own interest, aptitudes, and skills | 10.01 | Complete a self-analysis of personal strengths, interests, and abilities and develop a personal profile |
| 8. Gather information about 3 jobs in the community | 10.01, 10.02, 10.03 | Make a list of questions about job responsibilities, working conditions, and requirements for employment for 3 jobs that interest you. Interview one person for each of 3 jobs using the questions. Make notes of their responses to your questions. |
| 9. Locate sources of job training | 10.02, 10.03 | Identify sources of occupational preparation in your community or within a reasonable commuting distance. Make a list of the sources and the job training programs. |
| 10. Gather information about job training | 10.02 | Make a tour of the campus. Collect information about the programs that are offered. Obtain a copy of admission requirements and school application forms and procedures. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - EMPLOYABILITY/TECHNOLOGY - INTERMEDIATE
NAME
DATE

COMPETENCIES:
4.01 Demonstrate knowledge of computer applications
4.02 Demonstrate use of measuring tools
4.03 Demonstrate ability to use electronic technology
10.01 Demonstrate job-search skills
10.02 Identify information about job training opportunities
10.03 Explore career options and educational requirements

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Measure linear dimensions, temperatures, weight, and miles with appropriate tools | 4.02 | Read scaes on standard measuring devices: ruler, therniometer, weight scales, and mileage scales (maps). |
| 2. Use an automatic teller | 4.01,4.03 | Locate infiumation about automatic teller cards and write a description of the types of cards available, how to use them, and advantages and disadvantages of their use. |
| 3. Compose letters with a computer | 4.01 | Use a computer to write a letter of convatulations and one of inquiry |
| 4. Calculate time and distance to geographic locations | 4.02 | Use a map scale, calculate time and distance from one fixed location (homc) to work, hospital, fire station, police station, another city and state. |
| 5. Use telephones for business and personal use | 4.03 | Transfer telephone calls, place callers on hold, take messages, and return calls. |
| 6. Locate resources on a computerized library card catalog | 4.03 | Go to a local or university library with a computerized card catalog and locate resources on a particular topic, Submit a printout. |
| 7. Practice job interview skills | 10-01 | Participate in a simulated job interview with a classmate. Work with the classmate to prepare a list of interview questions and then practice interviewing each other and critiquing each other's responses and behavior. |
| 8. Prepare a resume | 10.01 | Prepare a resume outlining a career goal, experiences and activities which are job relevant |
| 9. Compare your skills and abilities with those required for a current job opening | 10.01 | Identify a job opening fiom a newspaper advertismeaL Write a letter of application explaining why your skills, abilities, and experiences meet the qualifications for the job. Request a job interriew. |
| 10. Describe the process for securing a job, including completing job application and job interview techniques | 10.01, 10.03 | Given a notice of an employment opportunity in your career fieLd, write a paper ideritifying the process that you would go through in seeking this job. Obtain 2 copies of a job application form from a local business. Complete the application form and have it reviewed first by a classmate and then by the instructor. Complete the second form making corrections and following suggestions given by the reviewers. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - EMPLOYABILITY/TECHNOLOGY - ADVANCED
NAME
DATE

COMPETENCIES:
10.01 Demonstrate job-search skills
10.02 Identify information about job training opportunities
10.03 Explore career options and educational requirements
10.04 Describe employee/employer rights and responsibilities
10.05 Demonstrate knowledge of work maturity skills
4.01 Demonstrate knowledge of computer applications
4.02 Demonstrate use of measuring tools
4.03 Demonstrate ability to use electronic technology

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Use a VCR to record a program at a delayed time | 4.03 | Program a VCR to record a delayed program |
| 2. Deposit and withdraw money using an automatic teller | 4.03 | Use a bank automatic teller machine or describe the operational steps in using such a machine |
| 3. Write a report on the computer | 4.01, 4.03 | Use a word processing computer software package to write a report on health maintenance behaviors and a healthy life style |
| 4. Use voice mail or other special phone features | 4.03 | Call an organization or person with voice mail or a telephone call routing system. Leave a message or make the required choices to obtain information. |
| 5. Identify types of scanners | 4.01 | Identify 3 kinds of scanners; such as OCRs ( Optical Character Readers), cash register scanners, credit card readers, library book checkouts, or computer input of graphics or print. Describe the purpose and operation of the scanners which you identify. |
| 6. Make a documentary film with a VCR | 4.03 | Use a video camera to make a documentary on factors influencing our environment (or other topic of interest related to one of the other curriculum competencies). |
| 7. Assess personal skill related to career interest | 10.01,10.5 | Identify a personal or vocational skill that would help you succeed in your chosen field of work. Formulate a plan to develop that skill. |
| 8. Develop a plan for career advancement | 10.02, 10.03, 10.05 | If you are currently working, prepare a career development plan showing areas for improvement and advancement. Also, set a timetable and strategies to achieve the plan. Consider work maturity skills such as how leave time is managed, absenteeism, and cooperation with fellow workers; as well as specific occupational skills. |
| 9. Locate job sources and requirements | 10.01, 10.02,10.03.10.04 | Research an occupational career that requirements interes1s you. Write your impressions of the job duties and responsibilities, include both the positive and the negative. Include a description of how you see the right and responsibilities of the employee and the employer. Research what employers want most when hiring new employees. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION READING - BEGINNING
NAME
DATE

COMPETENCIES:
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.10 Distinguish between fact and opinion
11.11 use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Recognize survival words and symbols | 11.07,11.08 | Read basic words from student's oral survival words. Make the connection between oral and written communication. |
| 2. Use phonics, awareness, and context clues | 11.01,11.07, 11.08 | Increase sight word vocabulary and begin phonics awareness. |
| 3. Recognize root words, prefixes, suffixes, compound words, and abbreviations | 11.03.11.07,11.08 | Read calendar words, dates. Recognize and write abbreviations, compound words, and root words. Know common affixes and prefixes and their meanings |
| 4. Read labels, dates, and prices | 11.08, 11.10,11.11, 11.12 | Use coupons and advertisements to order from a menu |
| 5. Use directories, advertisements, and schedules for information | 11.11, 11.12 | Use real-life materials to locate and use information; e.g., phone books, primary dictionary, TV schedule, newspaper, advertisements, job applications |
| 6. Read for content meaning | 11.07, 11.08, 11.13 | Select and read a personal interest story or poem and tell the story to someone else (a classmate or teacher) |
| 7. Identify fact and opinion | 11.07, 11.08, 11.10 | Read a newspaper story or editorial and make a list of facts from the story and a list of opinions |
| 8. Recognize figurative language and emotions | 11.07,11.08, 11.13 | Read a poem, play, or song lyrics and discuss with the teacher or write a summary of the meaning and a description of the emotion or feeling represented. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION READING - INTERMEDIATE
NAME
DATE

COMPETENCIES:
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Use newspapers or magazine articles to identify details and sequence. | 11.07,11.08 | Use newspapers or magazine articles to identify details and sequence. |
| 2. Make an oral presentation using a newspaper or magazine article. | 11.02,11.07,11.08, 11.09 | Make an oral presentation using a newspaper or magazine article. The presentation describes the article story sequence and meaning. |
| 3. Read and comprehend materials for pleasure, school, work, and work enhancement | 11.07, 11.08,11.13 | Read and comprehend materials for pleasure, school, work, and work enhancement |
| 4. Read, interpret, and write job-related related vocabulary terms. | 11.07,11.08, 11.12 | Read, interpret, and write job-related related vocabulary terms. |
| 5. Read an essay and interpret literal or stated information and inferential or implied information | 11.07, 11.08, 11.10, 11.13 | Read an essay or story and interpret literal or stated information and inferential or implied information |
| 6. Select an issue to research and draw oral or written conclusions with a judgment on the issue | 11.07,11.08,11.09, 11.10,11.11,11.13 | Select an issue such as recycling, mining, or logging. Locate resources giving information on the topic and report (orally or written) conclusions drawn from the reading, details to support the conclusion , and a judgment of the adequacy of information available on the topic. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION READING - ADVANCED
NAME
DATE

COMPETENCIES:
11.01 Demonstrate listening skills
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English; grammar, spelling, punctuation, and capitalization
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Read and interpret forms | 11.07,11.08,11.11, 11.12 | Read and interpret contracts; e.g., insurance policies, rental agreements, credit applications, loan applications |
| 2. Complete forms such as tax forms, social security, voter registration, and financial assistance | 11.07, 11.08, 11.12 | Interpret and complete state and federal forms; e.g., tax forms, withholding tax statements, financial aid applications, SSI forms, voter registration, unemployment compensation application(s), housing assistance forms, food stamp application. |
| 3. Read reference materials, make notes, and write a report | 11.07,11.08,11.09, 11.11, 11.13 | Read articles, stories, poems, or plays about another culture and prepare an exhibit (i.e., poster display) based on what has been learned about the culture. |
| 4. Analyze career interests and increase knowledge of a selected career field | 11.07,11.08,11.09, 11.11, 11.12 | Identify a career field and locate and read information about the requirements and duties of that field. Analyze your own strengths and interests in relation to the career field. |
| 5. Demonstrate reading skills for different purposes | 11.07, 11.08 | Demonstrate different reading approaches for recreational reading and texts or technical manuals. |
| 6. Analyze prose style and structure | 11.08, 11.13 | Become aware of variety of forms of literature. Recognize the elements of a story, identify the writer's purpose, and apply literature to problem solving. |
| 7. Interpret form, tone, and figurative language of poetry | 11.01, 11.08, 11.13, 11-14 | Become aware of variety of forms of literature. Recognize the elements of a story, identify the writer's purpose, and apply literature to problem solving. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION WRITING - BEGINNING
NAME
DATE

COMPETENCIES:
11.03 Demonstrate written communication skills
11.06 Write legibly
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English; grammar, spelling, punctuation, and capitalization
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Write legibly when copying material from printed material | 11.06, 11.08 | Copy a paragraph from a book and make sure that all letters are legible. |
| 2. Write personal data about family and friends | 11.03, 11.06 | Write names, addresses, phone numbers, and birthdays of four people; e.g., family members and/or friends. |
| 3. Construct written paragraphs explaining directions for a daily living task | 11.06, 11.07, 11.09, 11.11 | Write directions for various life situations: e.g., how to call emergency service to report an accident, call the police, call for a bus schedule. |
| 4. Locate and write information from reference sources | 11.08, 11.11, 11.12 | Use the phone book, dictionary, or other reference materials to locate and use information |
| 5. Construct paragraphs and organize them logically to convey a message | 11.03, 11.06, 11.07, 11.08, 11.09, 11.12 | Fill out simple forms in keeping with student goals; e.g., driver's license application, social security number application, medical forms, money order, simple job application. |
| 6. Complete in written form information requested on simple forms | 11.03, 11.07, 11.09 | Write a simple note or letter |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION WRITING - INTERMEDIATE
NAME
DATE

COMPETENCIES:
11.03 Demonstrate written communication skills
11.06 Write legibly
11.07 Demonstrate a functional vocabulary 1
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English; grammar, spelling, punctuation, and capitalization
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

| | PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|---|
| 1. | Make a list of job-related vocabulary terms and write their meanings | 11.03,11.07,11.08 | Make a list of job- related vocabulary terms and write their meanings. Recognize simple, complex, and compound sentences; develop topic sentences and paragraphs; form complete sentences from sentence fragments; correct punctuation and grammar errors. |
| 2. | Record life experiences and goals in a journal | 11.03,11.06,11.07, 11.09 | Record life experiences and goals in a journal: life goals, school, family. |
| 3. | Write various business letters | 11.03, 11.04,11.06, 11.07,11.09 | Write a business letter: letter in response to a written memo, a letter seeking information, a letter requesting permission, or a customer complaint. |
| 4. | Fill out forms in keeping with student goals | 11.03,11.06, 11.07,11.08,11.09, 11.11, 11.12 | Fill out forms in keeping with student goals. (Examples: 1040EZ, AFDC, catalog order, job application) |
| 5. | Write a summary of information obtained from a newspaper or magazine article | 11.03,11.04,11.06, 11.07,11.08,11.09, 11.10 | Write a summary of information obtained from a newspaper or magazine article about responsible drug and medication use. Distinguish fact from opinion; summarize articles; and develop sequential paragraphs. |
| 6. | | 11.03, 11.06,11.07, 11.08,11.09,11.11, 11.13 | Compile a writing Compile a writing portfolio (Examples: Essays, poetry, life experiences, and summaries of materials read for pleasure, school, or work enhancement) |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION WRITING - ADVANCED
NAME
DATE

COMPETENCIES:
11.03 Demonstrate written communication skills
11.06 Write legibly 11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English; grammar, spelling, punctuation, and capitalization
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 7. Write messages for specific purposes: to inquire, inform, influence, build goodwill, or entertain | 11.03,11.06,11.07, 11.08,11.09,11.11, 11.12 | Identify message goals, write to gather information, write to share information, write to influence, write to build goodwill, write to entertain. |
| 8. Construct written messages which address the needs and interests of the reader | 11.03, 11.06,11.07, 11.08, 11.09,11.10, 11.11, 11.12 | Construct written messages that address the needs and interests of the reader |
| 9. Edit writing for basic grammar, sentence construction, and paragraph construction | 11.03,11.06,11.07, 11.08, 11.09 | Edit writing for basic grammar, sentence construction, and paragraph construction |
| 10. Use the writing process to develop ideas in writing | 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11 | Use the writing process to develop ideas in writing |
| 11. Use electronic technology tools in writing messages | 11.03, 11.04, 11.06, 11.07, 11.09 | Use electronic technology tools in writing messages. Use tape recorders, writing with a computer using desktop publishing software, use modems and facsimile equipment, Using electronic mail. |
| 12. Research information and develop reports | 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12, 11.13 | Research information and develop reports: research information, organize information, format reports, and use graphic aids. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION MATHEMATICS - BEGINNING - A
NAME
DATE

COMPETENCIES:
3.01 Compute using whole numbers
3.02 Compute using fractions
3.03 Compute using decimals
3.06 Solve word problems
3.09 Measure geometric shapes, lines or angles
3.10 Calculate linear dimensions, volume, and area
3.13 Interpret and use statistics
3.16 Demonstrate consumer math skills: i.e., banking cost comparisons, invoices, interest, and wages

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Recognize and write whole numbers | 3.01 | Write numbers as words and money-, i.e., check writing |
| 2. Sequence numbers | 3.01 | Sequence numbers to indicate the values: e.g., < >. |
| 3. Add, subtract, multiply, and divide whole numbers | 3.01 | Using a foods calorie chart, calculate the total calories consumed each day for one week |
| 4. Calculate averages and graph numbers | | Conduct a poll of classmates and friends and tally the number of votes (Le- a product choice, a community issue) |
| 5. Use sums, differences, averages, and ratios | 3.01 | Keep a log of the number of hours worked in the adult center each week for a month. Determine how many hours (to the nearest hour) are spent outside of the lab each week and for the month. |
| 6. Calculate ratio and proportion | 3.01 | Determine the number of packaged items needed to serve X number of people at a picnic |
| 7. Measure and calculate perimeter, area, and volume | 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.16 | Calculate perimeter, area, and volume for real-life situations; e.g., classroom and a home remodeling project. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION MATHEMATICS - BEGINNING - B
NAME
DATE

COMPETENCIES:
3.02 Compute using fractions
3.03 Compute using decimals
3.06 Solve word problems
3.08 Count money
3.09 Measure geometric shapes, lines or angles
3.10 Calculate linear dimensions, volume, and area
3.11 Calculate units of time
3.14 Demonstrate estimation and mental arithmetic skills

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Count money and make change | 3.03, 3.06, 3.08 | Given amounts of total purchases and amounts of cash tendered, determine how much change to give customers for purchases. |
| 2. Balance checkbook stubs | 3.03, 3.06, 3.14, 3.16 | Given beginning cash balances and stubs lists of purchases, estimate the remaining balance and then calculate check stub balances and reconcile a bank statement. |
| 3. Prepare household budget | 3.03, 3.06, 3.14, 3.16 | Calculate weekly household expenditures and prepare a monthly household budget based on anticipated income. Calculate average expenditure per family member. |
| 4. Measure geometric shapes | 3.02, 3.09 | Measure items in the home and/or classroom (i.e., room size, table, cabinet) |
| 5. Compute fractional parts | 3.02,3.06,3.11 | Compute time sheets with fractional parts of hours. |
| 6. Multiply and divide fractions | 3.02, 3.03, 3.06, 3.11 | Increase and decrease 2 recipes |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION MATHEMATICS - INTERMEDIATE
NAME
DATE

COMPETENCIES:
3.04 Compute using percentages, ratio, and proportion
3.05 Convert decimals to fractions or percent
3.06 Solve word problems
3.14 Demonstrate estimation and mental arithmetic skills
3.15 Demonstrate basic knowledge of the metric system
3.16 Demonstrate consumer math skills; i.e., banking, cost comparisons, invoices, interest, and wages

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Estimate total costs of multiple items | 3.14 | Estimate the cost of a I 0-item shopping list. |
| 2. Compute differences and percentage of parts to whole | 3.04, 3.06, 3.07, 3.16 | Compute percentage of savings when items are bought at sale prices. |
| 3. Categorize expenditures and calculate percentages and ratio proportions | 3.04, 3.16 | Using a monthly household budget, calculate the percentage of each expenditure category and the ratio and proportion of various categories. |
| 4. Determine proportions of a whole | 3.03, 3.15 | Determine metric measurements of liquids and of linear measurements. |
| 5. Calculate price extensions and discounts | 3.03, 3.04, 3.05, 3.06, 3.16 | Calculate invoice extensions and totals and amount of discount for early payment. Convert the percentage discount to a fractional part of the invoice total. |
| 6. Do price comparisons of two or more products and estimates | 3.03, 3.05, 3.06, 3.16 | Compare prices for a product from two or more advertisements and determine the total difference, the fractional part, and the percentage that the difference represents of the highest selling price. Estimate and then calculate the amount of savings on different quantities of the item if purchased at the lower cost. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION MATHEMATICS - ADVANCED-A
NAME
DATE

COMPETENCIES:
3.09 Measure geometric shapes, lines, or angles
3.14 Demonstrate estimation and mental arithmetic skills
3.15 Demonstrate basic knowledge of the metric system
3.16 Demonstrate consumer math skills; i.e., banking, cost comparisons, invoices, interest, and wages

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 8. Make estimations and check their accuracy | 3.14 | Estimate how many hours are spent each day sleeping, studying, and watching TV. Predict the hours spent in these activities next week. Maintain a log next week of actual hours and determine the accuracy of the estimate. |
| 9. Use unit costs to calculate totals and make cost comparisons | 3. 14, 3.16 | Calculate the cost of one cigarette and then estimate the cost of smoking a pack of cigarettes a day for one week, one month, and one year. |
| 10. Calculate costs and outputs for comparison shopping | 3.16 | Determine the appropriate air conditioning unit and/or heating unit to cool or heat a home. |
| 11. Determine savings with purchase or lease and compare investment earnings | 3.14, 3.16 | Call an automobile dealer to get the cost of leasing a car. State the basic yearly cost and determine the total cost for a three-year lease if 50,000 miles per year is driven. |
| 12. Use metric measurements | 3.09, 3.15 | Use a metric ruler and measure objects, giving answers in centimeters and then millimeters. |
| 13. Calculate interest, bank balances, and budgets | 3.16 | Given the principal, interest rate, and length of the loan, calculate interest paid on a loan. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION MATHEMATICS - ADVANCED-B
NAME
DATE

COMPETENCIES:
3.12 Interpret scale drawings
3.13 Interpret and use statistics
3.14 Demonstrate estimation and mental arithmetic skills
3.17 Interpret maps, graphs, tables, and charts

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Draw a map to scale | 3.12, 3.14 | Draw a map showing your home location in relation to another known location. Draw the map to scale. Show the scale and use a legend to identify features or terrain. |
| 2. Analyze, graph, and interpret data | 3.17 | Conduct a survey to sample a population with respect to a particular issue. Analyze graphs and interpret the data. |
| 3. Apply ratio and proportion to change dimensions to scale | 3.12 | Enlarge a picture retaining its proportions and explain the methods followed. |
| 4. Change size maintaining proportions to scale | 3.12, 3.13, 3.14 | Given the size of a flower bed in square yards, estimate the number of flowers in a flower bed by counting the flowers in a square foot. |
| 5. Calculate probability | 3.13 | After opening 10 boxes of Cracker Jacks, use the law of probability to determine how many boxes of Cracker Jacks would need to be purchased to collect four different toys. |
| 6. Analyze sample data to infer characteristics of larger groups | 3.13 | Classify a group of people according to general characteristics (i.e., weight, height, gender, educational level). Graph the results. Use this data to estimate probability. Example: What is the probability that a similar group of 10 people will have a person over 6 ft. tall? |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - SCIENCE - BEGINNING
NAME
DATE

COMPETENCIES:
1.01 Demonstrate knowledge of natural resources
1.03 Discuss properties of classifications of matter
1.04 discuss factors influencing our environment

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Prepare a display illustrating the use and misuse of natural resources | 1.01, 1.04 | Prepare a display illustrating the use and misuse of natural resources. Collect articles, photos, and cartoons related to this problem to use in the display. |
| 2. Demonstrate the effect of temperature change on metal, air, and liquid and describe what changes take place | 1.03 | Demonstrate the effect of temperature change on metal, air and liquid and describe what changes take place |
| 3. Demonstrate the Law of Conservation of Matter | 1.03 | Demonstrate the Law of Conservation of Matter. Matter is neither created nor destroyed but may change forms. Conduct a demonstration or prepare a display demonstrating how matter may change forms. (Examples: ice into water, water into steam and grape juice into wine.) |
| 4. Illustrate and explain the statement "all energy in the world comes from the sun" | 1.01 | Illustrate and explain the statement "all energy in the world comes from the sun" |
| 5. Classify items on a list of resources as renewable or expendable and project the year that each expendable resource would be depleted based on the current use or destruction rate | 1.01,1.04 | Classify items on a list of resources as renewable or expendable and project the year that each expendable resource would be depleted based on the current use or destruction rate: water, sun, natural gas, wind, coal, forest, and oil. |
| 6. Conduct an experiment on air pollution and write your conclusions about what you learned. | 1.01,1.04 | Conduct an experiment on air pollution and write your conclusions about what you learned. Spread a thin layer of petroleum jelly over one side of each of 4 index cards (3x5 inches). Make a hole in the comer of each card and tie a string through the hole. Select 4 places to measure pollution for a week. Hang one card in each place. After a week, collect the cards and examine the amount of visible air pol1ution from each site. Describe in writing each location and the amount of visible pollution collected |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - SCIENCE - INTERMEDIATE
NAME
DATE

COMPETENCIES:
11.01 Demonstrate knowledge of natural resources
1.02 Demonstrate knowledge of simple machines
1.03 Discuss pro0erties of classifications of matter
1.04 Discuss factors influencing our environment

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 7. Define energy and make a chart showing 10 items used in your everyday life | 1.01,1.04 | Define energy and make a chart showing 10 items used in your everyday life. Beside each item, classify the form of energy as mechanical, chemical, heat, electric, electromagnetic, or nuclear. |
| 8. Present a demonstration which illustrates acceleration, friction, and force | 1.02 | Present a demonstration which illustrates acceleration, friction, and force. |
| 9. Make a bulletin board illustrating simple and compound machines and their use in daily life | 1.02 | Make a bulletin board illustrating simple and compound machines and their use in daily life. Describe in a short essay how simple machines help us. |
| 10. Identify 10 common elements from the Periodic Table and give the element name, symbol, and atomic number of each one | 1.03 | Identify 10 common elements from the Periodic Table and give the element name, symbol, and atomic number of each one. What is the periodic table? Pick out two elements; draw and label each part of their atom. |
| 11. Discuss causes and suggested solutions for energy shortages | 1.04 | Discuss causes and suggested solutions for energy shortages. Design a project (written or display) on a conservation of energy topic. You may include news articles dealing with conservation and articles describing misuse of natural resources. |
| 12. Write an example of Newton's 3 laws of motion or demonstrate one of the laws. | 1.02, 1.03 | Write an examples of each of Newton's 3 laws of motion and demonstrate one of the laws. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - SCIENCE - ADVANCED
NAME
DATE

COMPETENCIES:
1.03 Discuss properties if classification of matter
1.04 Discuss factors influencing our environment
1.05 Demonstrate knowledge of human biology
1.06 Identify characteristics of plants and animals
1.07Apply scientific methods to life situations

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Identify human body systems and functions | 1.05,1.06 | Identify the human body systems and functions. Select one of the systems and prepare a poster illustrating what you have learned about the system. |
| 2. Research the effects of temperature, sound, and light on the human body | 1.04,1.05, 1.07 | Research the effects of temperature, sound, and light on the human body. Write an essay explaining how the systems of the body are affected. |
| 3. Determine chemical formulas of five items used item used in everyday life: i.e., salt, carbon dioxide, and water | 1.01,1.03,1.07 | Determine chemical formulas of five items used item used in everyday life: i.e., salt, carbon dioxide, and water. Diagram their atomic structure. Explain how compounds, mixtures, and solutions are different and give 2 examples of each. |
| 4. On a map of North America draw the location of source areas of four different air masses which affect our weather. | 1.01,1.02,1.04,1.07 | On a map of North America draw the location of source areas of four different air masses which affect our weather. Give a short description of how they affect our weather. |
| 5. Discuss the relationship of climate, of climate, weather, and weather, and environment. | 1.01, 1.04, 1.07 | Discuss the relationship of climate, of climate, weather, and weather, and environment. Select a country and write an essay describing how climate and weather affect the environment and topography of the land. |
| 6. Prepare a research paper on space as the new frontier and our country's space program. | 1.03, 1.04, 1.07 | Work with another student to research our country's space program: past achievements, failures, purposes, and future goals. Jointly prepare a paper describing what you have learned and discussing your opinion of the importance of space as the new frontier. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION SOCIAL STUDIES-BEGINNING
NAME
DATE

COMPETENCIES:
13.01 Identify historical events, issues, and key personalities in Texas history
13.03 Identify geographic areas and characteristics of Texas

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Demonstrate knowledge about the county where you live | 13.03 | Locate the county boundaries, county seat, other towns or cities, and major roads for the county where you live and describe the topography and major industries of your county. |
| 2. Locate information on the historical and governmental facts about your county | 13.01 | Identify and explain key personalities, important time periods, and significant issues within the local county. |
| 3. Recognize boundaries, topography, road systems, and towns in Texas | 13.03 | Recognize the state capital, counties, county seats, boundaries, topography, cities and towns, and major roads in Texas |
| 4. Identify Texas historical events, time periods. issues, and personalities | 13.01 | Identify major Texas personalities, important time periods, and historical events and issues. |
| 5. Describe the regions and districts in Texas | 13.06 | Describe and locate on the map Texas regions or districts (natural regions, Congressional districts, and area development districts). |
| 6. Locate address of state legislative officials and write a letter on an issue of concern | 13.01 | Locate names and addresses of state senators and representatives and write a letter to your state senator or representative about an issue of concern in the state. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION SOCIAL STUDIES-INTERMEDIATE
NAME
DATE

COMPETENCIES:
13.02 Describe historical events, issues, and trends in U.S. history

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Identify significant personalities, time periods, states and territories, and issues and events from the American Revolution era. | 13.02 | Identify significant personalities, time periods, states and territories, and issues and events from the American Revolution era. |
| Identify significant personalities, time periods, events, and issues of the Civil War era. | 13.02 | Identify significant personalities, time periods, events, and issues of the Civil War era. |
| Identify significant people, important time periods, events and issues of the World War I and World War II eras | 13.02 | Identify significant people, important time periods, events and issues of the World War I and World War II eras |
| Identify significant people, important time periods, events, and issues during the eras of the Korean and Vietnam conflicts. | 13.02 | Identify significant people, important time periods, events, and issues during the eras of the Korean and Vietnam conflicts. |
| Identify significant people, important time periods, events, and issues from the 1970s to the current decade; describe the United States' role in world affairs | 13.02 | Identify significant people, important time periods, events, and issues from the 1970s to the current decade; describe the United States' role in world affairs |
| Describe significant past events and issues which have affected current issues and policies and explain what the effect has been explain what the effect has been. | 13.02 | Describe significant past events and issues which have affected current issues and policies and explain what the effect has been explain what the effect has been. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION SOCIAL STUDIES-ADVANCED (LEVEL A)
NAME
DATE

COMPETENCIES:
13.03 Demonstrate knowledge of US geography
13.05 Demonstrate knowledge of world geography
13.06 Identify geographic areas and characteristics of Texas

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 7. Locate states and capitals and compute distances using the map scale. | 13.03 | Locate states and capitals and compute distances using the map scale. |
| 8. Describe major topographical characteristics, resources, and major industries of different sections of the United States | 13.03 | Describe major topographical characteristics, resources, and major industries of different sections of the United States: Northwest, North central, Northwest, Southeast, South Central, and Southwest. |
| 9. Identify the location of the United States as part of the North American Continent and the Northern Hemisphere. | 13.03,13.05 | Identify the location of the United States as part of the North American Continent and the Northern Hemisphere. |
| 10. Calculate travel time from a point in the United States to another country | 13.03,13.05 | Based upon the distance, rate of travel, time zones, and International dateline, calculate the time of arrival when traveling from a specific point in the United States to another country in the world. |
| 11. Locate major continents and countries and discuss climate zones | 13.05 | Locate major continents and countries in the earth's climate zones and describe how climate and seasons are affected by their location. |
| 12. Explain the effects of oceans, mountains, and the prevailing winds on weather. | 13.05 | Explain the effects of oceans, mountains, and the prevailing winds on weather. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION SOCIAL STUDIES-ADVANCED (LEVEL B)
NAME
DATE

COMPETENCIES:
13.04 Identify significant historical events, issues, and trends in world history

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Analyze ancient times' influence on today's civilization | 13.04 | Identify significant personalities, events, and time periods from ancient civilizations and illustrate how these events have influenced our world today. |
| 2. Relate the history of the Renaissance, reformation and revolutions (French, American, Industrial) to today's society | 13.04 | Identify significant personalities, events, issues, and time periods from the Renaissance, reformation, and revolutions (French, American, Industrial) and relate events from these time periods which affect us today in art, social issues, and science. |
| 3. Determine the impact of and early 20th century history on our world today | 13.04 | Identify significant world personalities, events, issues and time periods during the 19th and early 20th century and relate these influences from this period to our world today. |
| 4. Establish how the period from the 1920's to 1950's will affect America into the 21st century | 13.04 | Identify significant world personalities, events, issues, and trends from the 1920's to 1950's and describe how this time period affects America as we approach the 21st century. |
| 5. Explain how the period of history from the 1950's to 1970's impacts our present world | 13.04 | Identify significant world history personalities, events, issues, and trends from the 1950's through the 1970's and explain how these trends and issues affect today's world. |
| 6. Predict emerging issues for the 21st century from the historical patterns and trends from the 1980's and 1990's | 13.04 | Identify significant world personalities, events, issues, and trends of the 1980's and1990's and predict what types of world issues will emerge during the first half of the 21st century. Support the predictions with historical patterns and trends. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - GOVERNMENT AND CITIZENSHIP - BEGINNING
NAME
DATE

COMPETENCIES:
14.01 Identify requirements and responsibilities for U.S. citizenship
14.02 Interpret individual tax requirements
14.03 Identify and describe the form of government in the United States
14.04 Describe the election process
14.05 Demonstrate environmental awareness

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Identify voter requirements and election processes | 14.01,14.04 | Identify and describe the requirements and processes for voter registration and voting (sample ballots; use of voting machines) and obtaining a social security card. Present evidence of completing these processes. |
| 2. Interpret our responsibilities for factors affecting community | 14.05 | Prepare a poster showing items which can be recycled and types of recycling available in your local area. Discuss the effect on the environment of recycling these items. |
| 3. Describe taxes, tax rates, and tax expenditures for governmental services | 14.02 | Describe city, county, state, and federal tax rates and what services these taxes provide. Prepare a pie chart to illustrate the percentage of taxes spent on different services. |
| 4. Identify local law enactment and enforcement processes | 14.01, 14.03 | Describe 6 important local laws. Explain the importance of each law, how the laws were passed, and how the laws are enforced. |
| 5. Describe how to run for a local governmental office and local governmental responsibilities | 14.01, 14.03, 14.04 | Describe responsibilities that belong to local government and how a person becomes an elected official. |
| 6. Compare political platforms of Democratic, Republican, and Independent parties | 14.03, 14.04 | Compare characteristics of Democratic, Republican, and Independent political parties. Give examples of types of governance policies each party exhibits. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - GOVERNMENT AND CITIZENSHIP - INTERMEDIATE
NAME
DATE

COMPETENCIES:
14.01 Identify requirements and responsibilities for U.S. citizenship
14.02 Interpret individual tax requirements
14.03 Identify and describe the form of government in the United States
14.04 Describe the election process
14.05 Demonstrate environmental awareness

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 7. Read and interpret the Bill of Rights | 14.01,14.02,14.03 | Read the first ten amendments to the Constitution called the Bill of Rights and give an example of situations which you know or have read about that illustrate either a violation of one of those rights or emphasize its importance. |
| 8. Complete a state tax form and describe the state budget expenditures and percentages for each | 14.02 | Complete a state income tax form and describe how tax dollars are spent. Use a chart showing percentages of the tax dollar for each type of source. |
| 9. Explain the system of checks and balances for the legislative, executive, and judicial branches of government | 14.03 | Read about the three branches of government: legislative, executive, and judicial. Explain the role that each branch plays in a system of checks and balances for government. |
| 10. Describe the process for enacting state laws and responsibilities of each of the 3 government branches | 14.03 | Outline the process for enacting a state law. Describe the responsibilities of the legislative, judicial, and executive branches of government for state laws. |
| 11. Identify types of state laws and how they affect you | 14.03 | Identify 5 state laws that affect your life and explain their effects. |
| 12. Discuss environmental issues related to land fills and garbage disposal | 14.05 | Research and identify different methods of garbage disposal for a city or rural area. Explain the advantages and, disadvantages of each method and suggest ways to improve local garbage disposal. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

STUDENT PROGRESS CHECKLIST
COURSE: ADULT EDUCATION - GOVERNMENT AND CITIZENSHIP – ADVANCED
NAME
DATE

COMPETENCIES:
14.01 Identify requirements for U.S. citizenship and citizen responsibilities
14,02 interpret individual tax requirements
14.03 Identify and describe the form of government in the United States
14.04 Describe the election process
14.05 Demonstrate environmental awareness
14.06 Describe different forms of government

| PROGRESS | COMPETENCIES | BENCHMARK TASK |
|---|---|---|
| 1. Identify characteristics of a democracy and other types of governments | 14.01 | Summarize the major responsibilities associated with United States citizenship and explain why they are important. Include the relationship of the Pledge of Allegiance and national holidays to citizenship rights and responsibilities. |
| 2. Relate federal tax requirements to federal programs and services | 14.02 | Complete a federal tax form and explain why federal taxes are necessary and the types of federal expenditures and services which tax dollars provide. |
| 3. Describe the federal process for enacting and carrying out laws | 14.03, 14.06 | Prepare a poster illustrating how bills are introduced and laws are passed by Congress. Also, describe the role of the Executive and Judicial branches in enacting and enforcing laws. |
| 4. Research national issues and reports on facts, opinions, and solutions | 14.05 | Work with one or more partners and identify an environmental pollution issue which has been in the national news within the past 5 years. Research and read articles about the issue and prepare a report which presents the facts and opinions related to the issue. Describe how the pollution problem might have been better handled. |
| 5. Chart the 3 branches of federal government and their roles | 14.03 | Chart the structure of the federal government. Explain the structure and the checks and balances. Include a discussion of national elections and the process for becoming an official in a national elective office. |
| 6. Research an issue related to constitutional rights of individuals and predict litigation outcomes | 14.01, 14.06 | Given a scenario involving a current civil rights issue, research the rights of the individuals involved in the issue. Present your predictions of litigation which could develop and the outcomes of such litigation. |

METHODS OF EVALUATION: OR - Oral Response
WT - Written Test

COMMENTS:

## VITA

Shawanda Joy Brown was born in Los Angeles, California on February 3, 1974, the daughter of Olivia and Martin Brown. After completing her work at Bastrop High School, Bastrop, Texas, in 1992, she entered Texas A&M University in College Station, Texas. She received the degree of Bachelor of Arts in English in May, 1997. The following fall semester, she entered the Graduate School of Southwest Texas State University, San Marcos, Texas.

She has extensive teaching experience in workforce literacy, adult basic education, developmental education, and professional development.

This thesis was typed by Shawanda Joy Brown.