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A Study of Basic Training of Functionally Illiterate Adults

Raymond Edward Dunn
Central Washington University

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A STUDY OF BASIC TRAINING OF
FUNCTIONALLY ILLITERATE
ADULTS

A Research Report
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Raymond Edward Dunn
August 1966

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Sincere appreciation is extended to Dr. Clifford Erickson, committee chairman, for his assistance with the composition of this paper. The writer is indebted for his interest and invaluable help and understanding.

THIS PAPER IS APPROVED AS THE MEETING
THE PLAN 2 REQUIREMENTS FOR THE
COMPLETION OF A RESEARCH PAPER.

Clifford Erickson
FOR THE GRADUATE FACULTY

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PREFACE

This is a report of the work done with illiterate adults and young people, who through the facilities of Columbia Basin College, received training and services designed to raise their basic literacy level. The report and the author's efforts in behalf of the project were undertaken to meet the requirements of a major in administration and supervision at Central Washington State College, Ellensburg, Washington.

As a supervisor of Basic Education, financed by the Manpower Development Training Act, at Columbia Basin College, Pasco, Washington, the author had had firsthand experience with the disabling and limiting effects of illiteracy upon human lives. He has also seen adults who could neither read nor write, experience the miracle of learning at Columbia Basin College, and has helped these adults, through the training process, reach new social, educational, and vocational levels.

I would like to express my deepest appreciation to the entire Columbia Basin College, Manpower Development Training Act Staff for the fine job they performed. I feel certain that the program would not have been a success without their hard work and professional attitude toward their work.

Mrs. Natalie Fredrickson served as literacy training specialist for the student clients admitted to the study. Mrs. Fredrickson's outstanding success with illiterate individuals has earned her much recognition at Columbia Basin College and the Pasco School District. The assistance she has provided in her classroom to clients since the first referrals were sent to her in 1963 has been invaluable. Certainly without her the present study would not have been undertaken. The friendly understanding, direction, and inspiration she has so generously given is especially appreciated.

Mr. Eugene Martinez served throughout the year as research consultant. His valuable assistance is appreciatively acknowledged. Without his help and understanding this report could not have been possible.

Raymond E. Dunn
Supervisor, Basic Education
Manpower Development
Training Act

Pasco, Washington
August 1966

CHAPTER I

THE PROBLEM

Statement of the Problem

It was the purpose of this study to set up a basic education curriculum to prepare the culturally deprived in the Tri-Cities Area of Washington for employment training through the facilities of Columbia Basin College.

The Tri-Cities comprise a cluster of three towns located in the Southeastern corner of the State of Washington. They are: Pasco, Kennewick, and Richland.

From 1944 until the end of the Korean War there was a continuous migration of Southerners to the Tri-Cities. Most of them found employment with the DuPont Company, contractors of the Hanford Project, the plutonium production plant of the Atomic Energy Commission, located north of Richland. The population increased from eight thousand (8,000) to about eighty thousand (80,000) in this period of time. This population has held fairly steady since, with minor fluctuations due to construction work increases and declines.

About four thousand (4,000) of these migrants were Negroes. Housing built in Richland, North Richland, Pasco, and Kennewick provided living accommodations for the new

workers. Housing included dormitories, trailers, and later, single and duplex dwelling units. Generally, Negroes lived in a separate trailer section in North Richland. A similar neighborhood, segregated in composition, began in East Pasco. Some Negro families established residence in Richland as more permanent living arrangements were made possible following the war years.

The majority of Negro families, however, moved into the East Pasco Neighborhood. Families lived there in small, egg-shaped trailers with no running water or indoor plumbing. Delinquency and crime rates in this neighborhood increased; families were often loosely knit and the climate for wholesome community living deteriorated rapidly.

Negroes competed with Caucasians for employment, always with the disadvantage of limited education and skills. Poverty and dependence on Public Assistance grew and this is still high for the East Pasco Area. Children frequently dropped out of high school in their adolescent years due to delinquency, pregnancy, or illness. Many of the adults were illiterate and could not present parental guidance to their children in education and vocations. Much of this problem exists in this East Pasco Area even today.

Under the cooperative working agreements between Columbia Basin College, Washington State Employment Service,

Higher Horizons, and the Department of Public Assistance, cases on Public Assistance, and unemployed persons, if functioning below the ninth grade level in one of the three areas tested, Reading, Arithmetic, or English, may be referred to the Manpower Development Training Act Staff. Since the ultimate goal of the training staff is to make the unemployed employable, so that they can be placed in paying jobs, the individuals referred to the training staff are those who have employment potential and meet the eligibility requirements of the Manpower Development Training Act.

In the Tri-Cities Area, referrals to the training staff from the Washington State Employment Service showed a consistently high number of cases, sixteen (16) years of age and older, who were either totally or functionally illiterate. This condition precluded their being trained in the facilities normally available to clients of Columbia Basin College.

A preliminary tabulation made by the Pasco Office of the Washington State Employment Service listed approximately one thousand, eight hundred (1,800) persons residing in the East Pasco Area who needed or would benefit from Adult Basic Education Classes. Three hundred seventy-five (87 adults and 288 children) of this group are on

are on Public Assistance. In addition, about two hundred (200) persons in Navy Homes, a low cost housing project near the neighborhood, could be served, making a total of two thousand (2,000) persons to be served.

An additional screening study was made on the basis of which it was determined that one thousand (1,000) persons could be contacted as potential students. Of the one thousand (1,000) contacted it was determined that three hundred seventy (370) persons could be finally chosen as enrollees. This is the number of students that the contract authorized for training.

Many of these individuals were either applying for, or receiving Public Assistance Aid in Benton and Franklin Counties each winter and doing seasonal work for about five months a year. Summers found them off the assistance rolls, doing odd jobs, such as: farm labor, yard work, highway labor, or most any unskilled, seasonal work. Their families actually possessed more of the necessities of life during the winter months while they were accepting Public Assistance.

In addition to these families, the community contained other cases of functionally illiterate adults who were eligible for Public Assistance, but were not receiving it. This fact was substantiated by the Department of Public Assistance and Washington State Employment Service through

contacts with prospective students throughout the community. There were also, in the community, illiterate people who were drawing unemployment compensation during the winter months or were supported by relatives and thus not in contact with the Public Assistance Office.

Seasonal employment for this group was found to vary each year and with individual cases, the normal period of unemployment running from about December to May. This is a long time for dependent people who live in extreme economic need. Lack of education and lack of training in personal, social, and vocational competence made their successful employment highly difficult. Their dependence on Public Assistance has also greatly added to the tax burden of the State of Washington.

Importance of the Study

The study was prompted by the belief that the economically and educationally deprived person intensified the impoverished condition of these families and increased their dependence on Public Assistance. An investigation into the feasibility of training these functionally illiterate persons within a twenty week limit, in a limited educational program, to achieve a functional ninth grade literacy level seemed justifiable. Such a program, if it

did not achieve its ultimate goal, would, it was hoped, at least raise the literacy level so the persons could become partially or fully self-supporting.

Goals for those students who would not be able to reach the ninth grade level were set as success in the ability to read instructions, traffic signs, basic applications, health statements, pass the drivers' license examination, and other papers connected with employment.

It was hoped to motivate other students, who were more advanced, to follow more specialized courses of an academic nature to prepare for skilled work in a vocational occupation.

Limitations. This paper is limited to an explanation of the actual program of Basic Training under the Manpower Development Training Act conducted at Columbia Basin College.

Case studies were made on fourteen (14) students showing academic improvement through use of achievement tests and on personal observations of personality adjustments. These test scores and personal observations are shown on Tables I, II, III, IV. No further evaluation was attempted.

Methodology. This report is an explanation of how the Manpower Development Training Act was implemented

in a specific geographic area in the State of Washington. An explanation of the pre-planning, functions of the staff, and finally an attempt to evaluate the program's success in a general way. This was done by evaluating fourteen (14) selected clients, and applying certain achievement criteria to determine their development.

CHAPTER II

INTRODUCTION

The Manpower Development Training Act

The act provides training for the unemployed, the imminently unemployed, the under-employed and professional employees who need refresher or reorientation courses to qualify for other related employment. This is a federally financed program.

The present study began with a series of planning conference in June 1965. The author explored, with the training specialist and research consultant, the guidelines, scheduling, materials, policies, regulations, etc., that we were employed to conduct with the functionally illiterate clients.

During the summer of 1965 there were two workshops in Adult Basic Education held in our state in cooperation with U.S. office education. One was held in Yakima, which four of the teachers attended, and one at the University of Washington, which I attended, sponsored by Ford Foundation. The exchange of ideas of the participants, instructors, and other professional persons attending, is where we received the majority of our information to begin working

with the economically and educationally underprivileged adult.

To the author's knowledge, at the initiation of the current program, there were no written guidelines or set objectives to follow.

Three separate agencies were concerned with carrying out the provisions of the Manpower Development Training Act. Each agency had its own function to perform. Higher Horizons' function was to recruit, social counsel, and refer the clients to Washington State Employment Service, whose function was to screen, test, vocational counsel, and refer to the Columbia Basin College Staff for educational training and counseling. Higher Horizons and the Washington State Employment Service were responsible for job development and placement for the students at the completion of their educational and vocational training.

Meetings with the supervisory staffs of Columbia Basin College, Washington State Employment Service and Higher Horizons were held to discuss the use of materials, building, and cooperation of the three agencies involved in the project. Agency functions were determined and agreed upon to eliminate the possibility of duplication and overlapping of services.

All three agencies were housed at the Continuation Education Center, Pasco, Washington, where six classrooms were being used for training and counseling of the student body.

CHAPTER III

BASIC EDUCATION PROGRAM

Columbia Basin College Staff

The staff assigned to this program consisted of six teachers, one teachers' aide, an office clerk, a secretary, a counsel, and a supervisor.

Training Program

The training program began August 16, 1965 with thirty-eight (38) students. On August 23, 1965 another fifteen (15) students were enrolled making a total of fifty-three (53) students. From that point on students were referred to us about once a month. These ranged in numbers from fifty (50) to one hundred fifty (150). They were referred, at this interval, through the month of February 1966, making a grand total of three hundred eighty-nine (389) students.

The school day began at 8:30 a.m. and ended at 3:30 p.m. The day was broken up with a break in the morning, an hour for lunch, and another break in the afternoon.

During the months of December, January, and February

a swing shift was operated because of the heavy student load, using twelve (12) full time teachers. Six (6) of them during the day session and six (6) during the evening session. The swing shift classes' day began at 4:00 p.m. and ended at 10:30 p.m. Their day was also broken up evenly with half an hour for lunch.

Curriculum

Although the major curriculum emphasis was on reading, almost every subject was included. Besides the Three "R's", spelling, English, history, geography, science, both physical and general, social studies, and current events were taught. Also offered were cultural films, field trips, and professional speakers to broaden the cultural knowledge of the student. The objective was to have the students leave the training facility with a much broader knowledge of the world about them than they had when they became a member of the student body.

Classification of Students

The individuals enrolled were found to function from zero grade level through the fourteenth (14th) grade level. It is a tremendous feeling to see individuals who were not able to read or write their names, now doing

so, and to watch their steady progress in other ways. This is something almost none of us had witnessed prior to this year. The over-all average of academic growth in the entire student body was about one grade level per month.

The students were grouped according to their own functioning level. The California Achievement Tests were used to measure these levels. The tests were administered at the time of referral and again at four week intervals to measure the academic achievement of the individual student. The students were competing only with themselves and not with the rest of the group. No grades were given. The test also gave the teacher a measuring device for reteaching in areas of low achievement. Also, when the student reached a higher grade level he was transferred to another room, with a new teacher and new students. This also gave the students an opportunity to adjust to an always changing situation similar to that which he would experience when he became a member of the work force.

The levels of training were classified as follows:

Skills I- zero grade level through grade three.

Skills II- grade four through grade six.

Skills III- grades seven and eight.

Skills IV- grades nine on up.

These classification were explained to the students at the time of referral. This worked as an incentive for the students to work and study harder to achieve the next level of training. The students were limited only by their own initiative and ability.

In building the curriculum our concern was also with cultural and social growth. An attempt was made to relate subject matter materials to personal growth and development needs. The students came a long way in all these areas of study. Their dress was much improved, their health and hygiene habits constantly improved, and their individual attitudes and pride in accomplishment improved greatly. The fact that they were attending school and were a part of a society that they had never did much to improve the person as an individual. The affiliation with Columbia Basin College did a great deal for the students' states of mind. We constantly heard how pleased they were that they were part of the "student body" of Columbia Basin College. We could easily believe the "before and after" in our student body. A conscious effort was made to integrate such personal and social learnings in the curriculum.

A Reading Laboratory at Columbia Basin College was part of the equipment that was used daily. The lab consisted of sixteen (16) individual reading machines, eight (8)

Controlled Readers, and eight (8) Craig Readers. These machines were developed, along with individualized, programmed reading lessons to start a student at his own level and pace. He progressed at his own pace and measured his own progress. The machines also forced the student to use good reading habits instead of poor ones and helped to overcome the poor reading habits already established. The machines are designed to increase the student's speed and comprehension. Some of the students increased their reading speed to over six hundred (600) words per minute with ninety (90) per cent comprehension.

Very strict attendance records were kept on each student, as he was paid a training allowance for his attendance. Also, prospective employers had access to the attendance folder as a means of helping to decide if the student is a potentially dependable, steady, employee.

CHAPTER IV

SUMMARY

In summary it may be said that it is encouraging that all students made some progress in all subject areas in spite of absences and, in some cases, lack of mental ability. An evaluation of a program of this type is extremely difficult because of the lack of objective criteria available. As previously stated, to the author's knowledge, at the initiation of the current program, there were no written guidelines or set objectives to follow.

The illiterate individual, who has for years been on the defensive to protect his self-esteem, and who voluntarily enters a situation where he fears ridicule or failure, demonstrates admirable courage. To see these individuals progress in the basic skills of education and to see their faces light up when they realize they can learn, is a rewarding experience, and one which every educator should experience. These are responses which challenge the Higher Horizons, the Washington State Employment Service, and Columbia Basin College to continue the program of basic education.

Another type of progress that cannot be easily measured involves the uncouth, untidy, poorly dressed individual who walks into the office ahead of a female companion, pushes

her aside to get a seat for himself, and makes small talk, interrupting others frequently. He will also wear his hat, chew gum at a tremendous rate of speed, and engage in other mannerisms that make for unacceptable social behavior. This same individual will come into the same situation a few weeks later with an entirely different attitude. For example, he may offer his seat to a companion, remain standing, hat in hand, and in general, act in a gentlemanly manner. This has happened in numerous cases and the staff feels this is a discernable act of progress.

Most of the students have shown a marked improvement in the understandings of dress, cleanliness, organization, and orderliness. Obviously they still make many mistakes, but they demonstrate a much broader knowledge of how to approach another individual or group, carry on an intelligent conversation, interview for employment, and most of the basic social graces we take for granted.

Academic Progress

All of the students made progress in the basic education skills. Each student made progress in all the skills measured as shown in Tables I, II, III, IV, V, and VI. The educational gains in grade equivalency varied widely from individual to individual and from area to area. The

points of improvement on the General Aptitude Test Battery show a significant gain.

Table I shows the achievement level of fourteen (14) selected students at the time of referral to the Columbia Basin College Staff. Table II shows the achievement level of the same fourteen (14) individuals at the end of the twenty (20) weeks of Basic Education Training. The California Achievement Test was the measuring device used in Charts I, and II.

Table III shows the achievement level of fourteen (14) selected students at the time of referral to the Columbia Basin College Staff. Table IV shows the achievement level of the same fourteen (14) individuals at the end of the twenty (20) weeks of Basic Education Training. The Metropolitan Achievement Test was the measuring device used in Charts III, and IV.

Table V shows the PRE-Test Battery and the POST-Test Total Battery of the California Achievement Test. It also shows the PRE-Test Total Battery and the POST-Test Total Battery of the Metropolitan Achievement Test. It also shows the individual grade level achievement of the fourteen (14) selected students.

The average grade level achievement for the California Achievement Test is about 1.2 grade levels.

The average grade level achievement for the Metropolitan Achievement Test is about .9 grade levels.

The inconsistency in these two levels of achievement is, it is believed, because of the levels of the tests used. The California Achievement Test was administered, using three levels of tests; Intermediate, Junior High School, and High School. The Metropolitan Achievement Test used only two levels of tests; Primary and Advanced. The advanced test used was much beyond the reading ability of some of the students.

The ultimate goal, set by the Manpower Development Training Act, for the students was employability. It was hoped that each student could be raised to the ninth grade literacy level. This was not accomplished in all cases, partly because of the twenty (20) week limit of Basic Education Training. This regulation was also a part of the Manpower Development Training Act. It is felt that some students cannot be trained that rapidly.

Recommendations

It is urgently recommended that the twenty (20) week limit of attendance in Basic Education Training be

removed from the Manpower Development Training Act. It is also recommended that the Continuation Education Center be made a permanent training facility for the economically and educationally deprived adults in the State of Washington.

Summary

It is felt that programs of this nature have done much to help alleviate the conditions which cause poverty and despair which exist in the Tri-Cities and the United States. There is still a considerable amount to accomplish before we have completed our job in carrying out the purposes and implications of the Manpower Development Training Act. There is still a large amount of material and mental poverty around us. We have a tendency to ignore these conditions in the hope that they will disappear. It is felt that they will persist until we, as teachers and citizens, take more positive action to encourage educational programs of this kind. We need to do something about the conditions of the educationally and economically deprived persons in our neighborhood, community and country.

We, as teachers, are especially obligated to see to it that the principles of democracy are implemented. The basic tenet of democracy is that each individual has value and worth. The constitution guarantees an education for the individual to the maximum of his abilities and capacities.

A democracy cannot survive if too large a percentage of its citizens are culturally and economically deprived.

Congress, with its appropriations to all the Anti-Poverty Programs has done much to alleviate impoverished conditions throughout the United States. It is hoped that money will continue to be made available for those programs which give positive promise of success as this pilot program has demonstrated is possible.

A country as rich and strong as ours is today, both in human and natural resources, cannot afford to sit back and do nothing to improve the lot of the impoverished citizens of our country.

TABLE I

A RECORD OF THE ACHIEVEMENT LEVEL, AT THE TIME OF ENTRY, OF FOURTEEN (14) SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT ADULT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966 THROUGH USE OF CALIFORNIA ACHIEVEMENT TESTS. YEARS OF ATTENDANCE IN PUBLIC SCHOOLS AND BASIC EDUCATION ATTENDANCE HOURS ARE GIVEN

CASE	YEARS IN PUBLIC SCHOOLS	READING	LANGUAGE	ARITHMETIC	TOTAL BATTERY	HOURS ATTENDANCE
A	11	3.1	3.5	3.9	3.5	459
B	9	4.5	4.3	6.7	5.2	516
C	6	3.3	3.8	4.5	3.9	552
D	7	6.4	4.4	7.8	6.2	501
E	7	4.4	4.1	4.8	4.4	390
F	8	3.3	3.5	4.4	3.7	528
G	9	3.0	3.8	4.1	3.6	558
H	8	4.5	6.2	8.1	6.3	489
I	10	4.6	3.7	6.5	4.9	522
J	10	6.4	6.7	8.0	7.0	519
K	8	3.8	4.5	5.0	4.4	534
L	9	4.6	5.4	7.2	5.7	549
M	10	6.1	5.1	6.5	5.9	483
N	7	5.0	4.5	4.7	4.7	546

TABLE II

A RECORD OF THE ACHIEVEMENT LEVEL, AFTER TWENTY (20) WEEKS OF TRAINING, OF FOURTEEN (14) SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT ADULT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966 THROUGH USE OF CALIFORNIA ACHIEVEMENT TESTS. YEARS OF ATTENDANCE IN PUBLIC SCHOOLS AND BASIC EDUCATION ATTENDANCE HOURS ARE GIVEN

CASE	YEARS IN PUBLIC SCHOOLS	READING	LANGUAGE	ARITHMETIC	TOTAL BATTERY	HOURS ATTENDANCE
A	11	5.7	5.1	6.2	5.7	459
B	9	5.0	5.0	7.8	5.9	516
C	6	3.8	4.1	4.4	4.1	552
D	7	6.5	5.8	8.6	7.0	501
E	7	5.2	5.1	6.1	5.5	390
F	8	5.1	4.3	5.1	4.8	528
G	9	5.0	6.2	6.0	5.7	558
H	8	7.3	8.8	9.4	8.5	489
I	10	7.1	6.5	6.1	6.6	522
J	10	7.0	7.3	9.4	7.9	519
K	8	5.0	5.2	5.4	5.2	534
L	9	6.0	6.5	7.4	6.6	549
M	10	7.4	6.5	6.9	6.9	483
N	7	5.0	5.0	6.3	5.4	546

TABLE III

A RECORD OF THE ACHIEVEMENT LEVEL, AT THE TIME OF ENTRY, OF FOURTEEN (14) SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT ADULT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966 THROUGH USE OF METROPOLITAN ACHIEVEMENT TESTS. YEARS OF ATTENDANCE IN PUBLIC SCHOOLS AND BASIC EDUCATION ATTENDANCE HOURS ARE GIVEN

CASE	YEARS IN PUBLIC SCHOOLS	READING	LANGUAGE	ARITHMETIC	TOTAL BATTERY	HOURS ATTENDANCE
A	11	5.1	5.3	4.2	4.9	459
B	9	3.8	3.0	5.4	4.1	516
C	6	3.3	6.2	4.7	4.7	552
D	7	5.7	6.2	5.2	5.7	501
E	7	8.4	10.0	7.5	8.6	390
F	8	3.1	3.4	4.1	3.5	528
G	9	0	4.2	4.2	2.8	558
H	8	4.4	10.0	6.5	6.9	489
I	10	5.1	6.6	5.2	5.6	522
J	10	5.7	5.3	7.4	6.1	519
K	8	3.0	4.5	4.7	4.1	534
L	9	3.7	3.6	6.0	4.4	549
M	10	5.7	6.4	5.3	5.8	483
N	7	3.0	3.3	4.5	3.6	546

TABLE IV

A RECORD OF THE ACHIEVEMENT LEVEL, AFTER TWENTY (20) WEEKS OF TRAINING, OF FOURTEEN (14) SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT ADULT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966 THROUGH USE OF METROPOLITAN ACHIEVEMENT TESTS. YEARS OF ATTENDANCE IN PUBLIC SCHOOLS AND BASIC EDUCATION HOURS OF ATTENDANCE ARE GIVEN

CASE	YEARS IN PUBLIC SCHOOLS	READING	LANGUAGE	ARITHMETIC	TOTAL BATTERY	HOURS ATTENDANCE
A	11	4.4	6.7	4.4	5.2	459
B	9	4.2	7.0	5.8	5.7	516
C	6	3.0	6.1	5.6	4.9	552
D	7	6.0	9.1	7.3	7.4	501
E	7	No final test administered				390
F	8	4.7	4.1	5.6	4.8	528
G	9	4.7	5.1	3.6	4.5	558
H	8	4.7	10.0	7.6	7.4	489
I	10	4.9	10.0	6.6	7.2	522
J	10	3.5	6.7	8.8	6.3	519
K	8	3.5	5.2	5.6	4.8	534
L	9	3.3	4.5	7.5	5.1	549
M	10	4.4	7.8	6.6	6.3	483
N	7	3.3	6.4	4.8	4.8	546

TABLE V

PERSONALITY CHARACTERISTICS OF FOURTEEN (14) STUDENTS
ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT BASIC
EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966

CASE	SEX	AGE	MARITAL STATUS	NO. OF DEPENDENTS	PUBLIC ASSISTANCE RECIPIENT	PHYSICAL CONDITION & PHYSICAL HANDICAP	EMOTIONAL STATUS		PRESENT STATUS
							PRE	POST	
A	F	29	Widow	10	Yes	Good None	Shy Nervous	Well Motivated	Vocational Training Employed
B	M	18	S	0	No	Good None	Immature	Established	Vocational Training
C	M	51	M	2	Yes	Poor Heart Cond.	Well Motivated	Well Motivated	Employed
D	M	32	M	7	Yes	Good None	Well Motivated	Well Motivated	Vocational Training
E	F	31	M	6	Yes	Good None	Elevated Tension	Well Motivated	Unemployed
F	F	49	M	10	No	Good None	Motivated	Well Motivated	Employed
G	M	52	M	4	Yes	Poor Arthritis	Motivated	Well Motivated	Unemployed
H	F	52	M	9	Yes	Good None	Anxiety Prone	Motivated	Unemployed

TABLE V

PERSONALITY CHARACTERISTICS OF FOURTEEN (14) STUDENTS
ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT BASIC
EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966

CASE	SEX	AGE	MARITAL STATUS	NO. OF DEPENDENTS	PUBLIC ASSISTANCE RECIPIENT	PHYSICAL CONDITION & PHYSICAL HANDICAP		EMOTIONAL STATUS		PRESENT STATUS
								PRE	POST	
I	F	30	M	0	No	Good None		Well Motivated	Well Motivated	Vocational Training
J	M	25	Divorced	4	No	Good None		Immature	Motivated	Employed
K	F	49	S	0	No	Poor Leg Inj.		Anxious	Well Motivated	Unemployed
L	M	27	S	0	No	Poor Spastic		Immature Anxious	Dependent	Vocational Training Unemployed
M	F	35	M	5	Yes	Good None		Motivated	Well Motivated	Vocational Training
N	M	51	M	14	No	Good None		Dependent	Dependent	Vocational Training Unemployed

TABLE VI

A RECORD OF THE PRE-TEST AND POST-TEST TOTAL BATTERY SCORES SHOWING ACHIEVEMENT OF FOURTEEN (14) SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING ACT ADULT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 - 1966 THROUGH USE OF THE CALIFORNIA ACHIEVEMENT TEST AND THE METROPOLITAN ACHIEVEMENT TEST

CASE	<u>CALIFORNIA ACHIEVEMENT TESTS</u>			<u>METROPOLITAN ACHIEVEMENT TESTS</u>		
	PRE-TEST	POST-TEST	ACHIEVEMENT	PRE-TEST	POST-TEST	ACHIEVEMENT
A	3.9	5.7	2.2	4.9	5.2	.3
B	5.2	5.9	.7	4.1	5.7	1.6
C	3.9	4.1	.2	4.7	4.9	.2
D	6.2	7.0	.8	5.7	7.4	2.6
E	4.4	5.5	1.1	No final test administered		
F	3.7	4.8	1.1	3.5	4.8	1.3
G	3.6	5.7	2.1	2.8	4.5	1.7
H	6.3	8.5	2.2	6.9	7.4	.5
I	4.9	6.6	1.5	5.6	7.2	1.6
J	7.0	7.9	.9	6.1	6.3	.2
K	4.4	5.2	.8	4.1	4.8	.7
L	5.7	6.6	.9	4.4	5.1	.7
M	5.9	6.9	1.0	5.8	6.3	.5
N	4.7	5.4	.7	3.6	4.8	1.2

TABLE VII

GENERAL APTITUDE TEST BATTERY SCORES FOR FOURTEEN (14)
 SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING
 ACT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 -1966

CASE	YEARS IN SCHOOL												HOURS ATTEND.	
		G	G	V	N	S	P	Q	A	T	F	M		K
A	11	52	66	70	54	90	61	59	59	52	78	95		459
			<u>83</u>	<u>82</u>	<u>74</u>	<u>81</u>	<u>73</u>	<u>71</u>			<u>78</u>	<u>94</u>	55	
			+17	+12	+20	- 9	+12	+12			0	- 1		
B	9	85	67	55	59	99	96	59	77	65	49	45		516
			<u>78</u>	<u>74</u>	<u>67</u>	<u>124</u>	<u>87</u>	<u>82</u>			<u>69</u>	<u>108</u>	78	
			+ 9	+21	+ 8	+25	- 9	+23			+20	+63		
C	6	41	68	68	69	76	26	43	35	36	65	57		552
			<u>67</u>	<u>72</u>	<u>69</u>	<u>65</u>	<u>43</u>	<u>88</u>			<u>67</u>	<u>81</u>	64	
			- 1	+ 4	0	-11	+17	+45			+ 2	+24		
D	7	86	78	76	78	70	72	59	60	56	96	74		501
			<u>77</u>	<u>76</u>	<u>80</u>	<u>84</u>	<u>76</u>	<u>82</u>			<u>96</u>	<u>74</u>	31	
			- 1	0	+ 2	+14	+ 4	+23			0	0		
E	7	58	63	68	45	83	83	69	58	46	84	86		390
			<u>64</u>	<u>70</u>	<u>67</u>	<u>71</u>	<u>32</u>	<u>93</u>			<u>100</u>	<u>95</u>	96	
			+ 1	+ 2	+22	-12	-51	+24			+16	+ 9		
F	8	59	58	61	52	63	52	49	60	51	69	90		528
			<u>66</u>	<u>68</u>	<u>57</u>	<u>91</u>	<u>54</u>	<u>68</u>			<u>69</u>	<u>90</u>	48	
			+ 8	+ 7	+ 5	+28	+ 2	+19			0	0		
G	9	55	64	66	61	66	53	56	51	35	20	3		558
			<u>61</u>	<u>78</u>	<u>45</u>	<u>61</u>	<u>55</u>	<u>77</u>			<u>20</u>	<u>3</u>	27	
			- 3	+12	-24	- 5	+ 2	+21			0	0		
H	8	78	86	81	78	101	73	71	95	86	79	98		489
			<u>83</u>	<u>80</u>	<u>84</u>	<u>91</u>	<u>66</u>	<u>78</u>			<u>79</u>	<u>98</u>	74	
			- 3	- 1	+ 6	-10	- 7	+ 7			0	0		

TABLE VII

GENERAL APTITUDE TEST BATTERY SCORES FOR FOURTEEN (14)
 SELECTED STUDENTS ENROLLED IN MANPOWER DEVELOPMENT TRAINING
 ACT BASIC EDUCATION COURSE AT COLUMBIA BASIN COLLEGE 1965 -1966

CASE	YEARS IN SCHOOL	G	G	V	N	S	P	Q	A	T	F	M	K	HOURS ATTEND.
I	10	70	79 <u>85</u> + 6	74 <u>84</u> +10	67 <u>74</u> + 7	95 <u>84</u> -11	76 <u>96</u> +20	58 <u>93</u> +35	60	68	74 <u>74</u> 0	94 <u>94</u> 0	60	522
J	10	77	80 <u>82</u> + 2	74 <u>84</u> +10	85 <u>94</u> + 9	88 <u>84</u> - 4	100 <u>92</u> - 8	77 <u>94</u> +17	102	75	79 <u>79</u> 0	106 <u>106</u> 0	90	519
K	8	48	48 <u>73</u> +25	76 <u>74</u> - 2	49 <u>70</u> +21	84 <u>71</u> -13	62 <u>59</u> - 3	57 <u>70</u> +13	52	62	44 <u>61</u> +17	77 <u>59</u> -18	17	534
L	9	94	77 <u>89</u> +12	69 <u>72</u> + 3	80 <u>94</u> +14	101 <u>114</u> +13	102 <u>97</u> - 5	71 <u>88</u> +17	28	30	5 <u>5</u> 0	18 <u>18</u> 0	29	549
M	10	85	84 <u>81</u> - 3	92 <u>80</u> -12	80 <u>90</u> +10	75 <u>91</u> +16	78 <u>121</u> +43	89 <u>114</u> +25	120	112	114 <u>114</u> 0	108 <u>108</u> 0		483
N	7	65	76 <u>64</u> - 8	70 <u>70</u> 0	63 <u>53</u> -10	81 <u>71</u> -10	60 <u>48</u> -12	56 <u>70</u> +14	41	32	54	73	Not administered	546

* Code Source - General Aptitude Test Battery Manual

G - Non Reading General Intelligence
 G - Reading General Intelligence
 V - Verbal Aptitude
 N - Numerical Aptitude
 S - Spatial
 P - Perception

Q - Clerical Aptitude
 A - Aiming
 T - Motor Speed
 F - Finger Dexterity
 M - Manual Aptitude
 K - Kinesthetic

APPENDIX

APPENDIX I

STAFF-MANPOWER DEVELOPMENT TRAINING ACT, BASIC EDUCATION,
COLUMBIA BASIN COLLEGE, PASCO, WASHINGTON 1965-66

RAYMOND E. DUNN
Supervisor

EUGENE MARTINEZ
Counselor

WILFORD COX
Instructor

PAUL DAVIS
Instructor

F. PATRICIA DUPREE
Instructor

NATALIE FREDRICKSON
Instructor

MYRTLE HALL
Instructor

CARL RIESENWEBER
Instructor

EVELYN RITT
Instrucotr

MARY RUFENACH
Instructor

JANE SCHUELEIN
Instructor

BETTY SELLERS
Instructor

DARRELL SHARP
Instructor

MARCINE WHITEMARSH
Instructor

WILMA BAUER
Secretary

CHERYL ARBOGAST
Clerk

JEAN RODGERS
Teacher's Aide