

A SURVEY OF GUIDANCE AND COUNSELING  
ACTIVITIES IN ADULT BASIC EDUCATION IN TEXAS

THESIS

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By

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The pages which follow reflect only a small amount of work which was devoted to this study. It is my sincere hope that the work done will cause educational change so that adults returning to school in Texas, in need of guidance or counseling, will soon have this service.

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
A. Statement of the Problem.....	1
B. Importance of the Study.....	2
C. Purpose of the Study.....	4
D. Scope of the Study.....	4
E. Procedures and Techniques.....	5
F. Definitions.....	6
G. Sources of Data.....	9
H. Summary.....	11
II. REVIEW OF THE LITERATURE.....	12
A. History of Adult Basic Education in Texas.....	13
B. The Need for Guidance in Adult Basic Education.....	17
C. Development of Guidance and Counseling in Adult Basic Education in Texas.....	20
D. Recent Studies in Guidance and Counseling in Adult Basic Education...	28
E. Summary.....	32
III. RESULTS OF THE SURVEY.....	33
A. Item by Item Analysis of Responses to Survey.....	35
B. Discussion of Results.....	73
C. Summary.....	79
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	81
A. Summary.....	81
B. Conclusion.....	82
C. Recommendations.....	86
APPENDIXES	
A. A Survey of Guidance and Counseling in Adult Basic Education Programs.....	88
B. Adult Basic Education Programs Included in the Survey.....	92

Chapter	Page
C. The Number and Percentage of Programs Responding to Each Item of the Survey.....	96
D. Programs with Counselors.....	98
BIBLIOGRAPHY.....	100

LIST OF TABLES

Table	Page
I. ADULT BASIC EDUCATION ENROLLMENT BY LEVEL OF INSTRUCTION FOR THE SPRING OF 1970.....	36
II. NUMBER OF FULL-TIME AND PART-TIME TEACHING PERSONNEL.....	38
III. TOTAL AMOUNT AND PERCENTAGE OF FUNDS BUDGETED FOR COUNSELING.....	39
IV. NIGHTS ADULT BASIC EDUCATION CLASSES MEET.....	41
V. HOURS OF THE EVENING ADULT BASIC EDUCATION CLASSES MEET.....	43
VI. NUMBER OF STUDENTS, NUMBER OF TEACHERS, STUDENT-TEACHER RATIO, NUMBER OF COUNSELORS, AND STUDENT-COUNSELOR RATIO IN PROGRAMS SURVEYED.....	45
VII. NUMBER OF ADULT BASIC EDUCATION PROGRAMS AND CATEGORY OF EXPENDITURES OF FUNDS BUDGETED FOR COUNSELING.....	49
VIII. FULL-TIME ASSIGNMENTS OF PART-TIME COUNSELORS IN ADULT BASIC EDUCATION PROGRAMS.....	51
IX. NUMBER OF ADULT BASIC EDUCATION COUNSELORS WORKING TOWARD CERTIFICATION OR GRADUATE DEGREE.....	53
X. NUMBER OF PERSONS PROVIDING COUNSELING IN ADULT BASIC EDUCATION PROGRAMS.....	54
XI. COUNSELING SERVIC PROVIDED IN ADULT BASIC EDUCATION PROGRAMS.....	55
XII. NUMBER OF HOURS PER MONTH DEVOTED TO COUNSELING IN ADULT BASIC EDUCATION PROGRAMS.....	56

Table	Page
XIII. NUMBER OF HOURS PER MONTH DEVOTED TO COUNSELING BY AREA OF COUNSELING.....	59
XIV. TOPICS OF GROUP GUIDANCE MEETINGS AND THEIR FREQUENCY OF OCCURENCE.....	62
XV. PERSONS WHO INFORM THE STUDENTS OF COUNSELING SERVICE.....	63
XVI. NUMBER OF REFERRALS AND AGENCY TO WHICH REFERRED.....	65
XVII. PERSONS WHO MAINTAIN ADULT BASIC EDUCATION CUMULATIVE FOLDER.....	68
XVIII. KINDS OF INFORMATION CONTAINED IN THE ADULT BASIC EDUCATION CUMULATIVE FOLDER.....	69
XIX. PERSONS WHO MAINTAIN THE FOLLOW-UP RECORD SYSTEM IN ADULT BASIC EDUCATION.....	71
XX. KINDS OF INFORMATION CONTAINED IN THE ADULT BASIC EDUCATION FOLLOW-UP RECORD SYSTEM.....	72

## CHAPTER I

### INTRODUCTION

#### A. Statement of the Problem

Almost two million Texas adults, sixteen years of age and older, out of school, have not achieved an eighth-grade level of education.<sup>1</sup> Approximately 35,000 of these adults are participating in Adult Basic Education classes conducted by 180 public school districts or other public educational agencies.<sup>2</sup> These programs are designed to raise the educational level of adults through part-time, evening classes in the basic subjects of reading, writing, arithmetic and English. The present study is based upon the hypothesis that formal guidance services are not offered systematically and uniformly on a state-wide basis for persons attending Adult Basic Education classes in Texas. This hypothesis was developed as a result of personal observation of programs in the State by the writer while serving as a consultant in

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<sup>1</sup>Texas Education Agency, Guide for Public Educational Agencies in Planning and Conducting Adult Basic Education Programs, p. 1.

<sup>2</sup>Interview with Ralph Mock, Director of Program Planning and Approval, Division of Adult and Continuing Education, Texas Education Agency, March, 1970.

Adult Basic Education for the Texas Education Agency. The problem of this study is to determine the extent of guidance services offered in Adult Basic Education Programs in the State.

#### B. Importance of the Study

This study is important because it is the only one known which has surveyed statewide guidance and counseling in Adult Basic Education. This study will also provide information upon which an improved statewide program of guidance services may be developed for Adult Basic Education students.

The major objectives of the program have implications for guidance services which can be seen in the following statement. The objectives of Adult Basic Education are as follows:

To use subject matter content in teaching the basic educational skills that provide valuable knowledge to adults regarding good health practices, citizenship responsibilities, good home-making principles, family and community relationships, and information relating to employment, such as good work habits, occupational opportunities, training requirements for entry upon and success in employment, and information relating to the availability of training programs designed to prepare persons for job opportunities.<sup>3</sup>

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<sup>3</sup>Texas Education Agency, Guide for Public Educational Agencies in Planning and Conducting Adult Basic Education Programs, p. 1.

This study proposes to provide some of the information which would assist the State in meeting these objectives through guidance services.

A study of illiteracy in Texas has revealed that the problems resulting from a large segment of the population having less than an eighth-grade level of education have far-reaching consequences:

Social and economic changes, the increase in automation, and higher skill requirements for jobs have displaced large segments of the population in Texas. Many of these are either illiterates or functional illiterates with low educational attainments, unable to readjust to the economic and social needs of modern society, and lack the educational skills necessary for retraining.

Language and cultural patterns have further isolated or separated some members of ethnic groups. Inability to communicate satisfactorily has set up psychological barriers contributing to fear, misunderstanding, and lack of community participation.

Population pockets from some ethnic groups appear to hold to a life style dictated by custom and low economic level of living, which minimizes educational achievement for their children.<sup>4</sup>

An adult guidance program in each school district conducting Adult Basic Education classes could help to relieve some of the conditions mentioned above. It would be difficult to begin building an efficient state-wide program of guidance services for undereducated adults without first knowing what has been done in Texas schools.

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<sup>4</sup>Texas Education Agency, Study of Illiteracy in Texas as Related to Vocational Education, p. viii.

### C. Purpose of the Study

The purpose of this study is to ascertain the extent of guidance and counseling services in Adult Basic Education programs in Texas. Specific questions designed to elicit information concerning the presence or absence of basic components of a guidance program were formulated. These questions were developed into a survey instrument. Responses to the survey instrument will form a base of information upon which better guidance services may be offered. Efficient guidance services may assist in reducing the problems of functional illiteracy<sup>5</sup> by more effectively achieving the objectives of the program.

### D. Scope

This study is limited to the guidance and counseling activities of 156 of the 180 Adult Basic Education programs in Texas. Only those programs receiving financial support from the Texas Education Agency under the "Adult Education Act of 1966" will be considered. Data from guidance and counseling in Basic Education programs from other

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<sup>5</sup>"Functional illiteracy" refers to persons with less than five years of formal schooling who do not have the educational skills necessary to function effectively in modern society. Study of Illiteracy in Texas as Related to Vocational Education, p. x.

states will be used for comparative purposes.

#### E. Procedures and Techniques

The first step in the study was the development of a list of questions, the answers of which would indicate the extent of guidance and counseling activities in Adult Basic Education in Texas. The questions to be answered were rephrased into twenty-one separate items included in a survey instrument. Appendix A contains a copy of the survey instrument used in this study.

Six major components of a guidance program were used to determine the extent of guidance and counseling services offered in Adult Basic Education in Texas. The six components were (1) the number of full-time and part-time counselors, (2) the amount of money budgeted for counseling and guidance purposes, (3) counseling services provided by persons other than counselors, (4) the amount of time devoted to various areas of counseling and group guidance, (5) the number of referrals made and the agency to which referred, and (6) the persons who maintained cumulative and follow-up records and the kinds of information kept in each. In most cases it was assumed that the greater the quantitative value, the greater the amount of guidance and counseling services offered in Adult Basic Education programs. The survey of programs was concluded

with the 156 completed and returned surveys representing 86.7 percent of all Adult Basic Education programs in Texas. A listing of all Adult Basic Education programs in Texas during the 1969-1970 school year is included in Appendix B of this study. Appendix C contains the number and percentage responding to each item of the survey.

Surveys and cover letters were mailed to each of the 180 Adult Basic Education program directors in the State as a joint effort of this writer and the Texas Education Agency, Division of Continuing Education. The letter stated that the surveys should be returned to the Texas Education Agency no later than February 25, 1970. Follow-up letters were sent to those who had not responded to the survey by the due date. Three weeks after the due date the survey was concluded with twenty-four programs not responding to the follow-up.

A review of the literature in counseling and guidance in Adult Basic Education was conducted, which included a search in the Educational Research Information Center files, Texas Education Agency reports, and professional educational journals.

#### F. Definitions

Terms which may have various meanings will be used; therefore, for the purposes of this study the following terms are defined.

Adult Basic Education.-- Adult Basic Education instruction is instruction for those adults, sixteen years and older, whose educational attainment is below the eighth-grade level. According to the Texas Education Agency,

Adult Basic Education is designed to help raise the level of education of such individuals to make them less likely to become dependent on others, to improve their ability to benefit from occupational training and otherwise increase their opportunities for more productive and profitable employment and be better able to meet adult responsibilities.<sup>6</sup>

In this study, Adult Basic Education programs will include only those receiving funds from the Texas Education Agency, Division of Adult Continuing Education under the "Adult Education Act of 1966."

Counseling.-- Leona E. Tyler, author of The Work of the Counselor, states that counseling "is a process designed to help a person answer the question, 'what shall I do?'"<sup>7</sup> While Tyler, a specialist in counseling, was able to define the counseling process operationally, the respondents, who were primarily nonspecialists, maintained a more general definition of counseling. Therefore, for

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<sup>6</sup>Texas Education Agency, Study of Illiteracy in Texas as Related to Vocational Education, p. viii.

<sup>7</sup>Leona E. Tyler, The Work of the Counselor, second edition, p. 1.

purposes of communication with the respondents, in this study counseling will have two definitions, one of which is interchangeable with the term "guidance" and another which is more specific. The more specific definition of counseling is as follows:

Counseling is a personal, one-to-one, confidential relationship in which a counselor, by virtue of his experiential background, assists a counselee, the product of an infinitely different experiential background, to achieve personally and societally acceptable reconciliations of self and universe of experience, and finally to achieve a state of untroubled adequacy.<sup>8</sup>

The less strict definition of counseling used by some of the respondents more closely resembles the definition of guidance.

Guidance.-- While there is some agreement among guidance specialists as to the definition of "guidance", nonspecialists and specialists tend to disagree.<sup>9</sup> In this study the term "guidance" may be defined as

An organized set of specialized services established as an integral part of the school environment designed to promote the development of students and assist them toward a realization of sound, wholesome adjustment and maximum accomplishments commensurate with their potentialities.<sup>10</sup>

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<sup>8</sup>Golden I. Langdon, "Counseling and Guidance Services," in Administration of Continuing Education, edited by Nathan C. Shaw, p. 241.

<sup>9</sup>Lester N. Downing, Guidance Services in Modern Education an Introduction, p. 5.

<sup>10</sup>Downing, Guidance and Counseling Services an Introduction, p. 7.

These specialized services consist of student assessment, information dissemination, counseling, giving personal directions to individuals, and follow-up.<sup>11</sup> The term "guidance" will be used to refer to many services; however, the term "counseling" will be used primarily to refer to a specific part of guidance.

Counselor.-- There are no specific certification requirements set down by the Texas Education Agency regarding counselors in Adult Basic Education.<sup>12</sup> The counselor in this survey is any person whom the local school employs specifically for the purpose of providing guidance services, such as vocational information, testing, group guidance, referral and counseling. The Adult Basic Education counselors considered in this study are almost all part-time evening employees of the sponsoring school districts.

#### G. Sources of Data

The primary sources of background information for this study were public documents available through the

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<sup>11</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, Phase II Report, p. 49.

<sup>12</sup>Interview with Ralph Mock, Director of Program Planning and Approval, Division of Adult Continuing Education, Texas Education Agency, March, 1970.

Texas Education Agency, Adult and Continuing Education Resource Center. Data were gathered also from the official records of the Texas Education Agency. Data to test the hypothesis of this study were gathered by means of the survey instrument previously described, and official records of the Texas Education Agency. Additional information for this study was obtained from the periodical reports of the Extension Teaching and Field Service Bureau of The University of Texas Special Project, funded by the United States Office of Education, titled "Region VII Guidance and Counseling Project for Adult Basic Education."

#### H. Summary

There are almost two million Texans, sixteen years of age and older, out of school, who have achieved less than an eighth-grade level of education. The Adult Basic Education Program, federally funded through the Texas Education Agency, is designed to meet the needs of these adults. The hypothesis of this study is that formal guidance and counseling services are not offered state-wide in a systematic way for adults enrolled in this program. The following chapters will determine the extent to which guidance and counseling services are offered and test the hypothesis of the study against the six major

points stated in Chapter I. Chapter II presents a review of the literature in guidance and counseling in Adult Basic Education, Chapter III contains the results of the survey, and Chapter IV discusses recommendations and conclusions of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

Texas has had a compulsory school attendance law since 1915. Since 1918 free textbooks have been available for persons under twenty-one years of age.<sup>1</sup> The Gilmer-Akin Law of 1949 and its subsequent revisions now provide well over 500 million dollars annually for public school education administered through the Texas Education Agency.<sup>2</sup> However, none of these funds are used to provide an elementary or secondary education to persons over twenty-one years of age.<sup>3</sup> In a sense, Texas adults are not guaranteed the right of free public education up to the high-school level. Until the Texas Education Agency administered the federal funds for Adult Basic Education, no state financial support was available for basic education for adults.

Historically, only scattered efforts were made to provide basic education for adults, despite the lack of legislative authority or adequate provisions by the Texas

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<sup>1</sup> Clifton McCleskey, The Government and Politics of Texas, p. 356.

<sup>2</sup> Ibid., p. 361.

<sup>3</sup> Texas Education Agency, Public School Law Bulletin, p. 9.

Education Agency. Chapter II includes a brief history of Adult Basic Education, the need for guidance and counseling, recent developments, and studies in guidance and counseling.

A. History of Adult Basic Education in Texas

One of the first efforts to teach adult illiterates in Texas came with the establishment of the Educational Program under the Works Progress Administration in 1936. The program included instruction in four areas: (1) literacy and citizenship education, (2) general education, (3) parent education, and (4) vocational education. Many adults were taught to read and write to enable them to pass the test for United States citizenship.<sup>4</sup> From 1942 to 1957 little organized effort was put forth to reduce adult illiteracy in Texas. Some public schools continued programs for aliens, utilizing local funds, since there was no state or federal source of money. Individuals, civic groups, and church groups also struggled with the problem of adult illiteracy. These scattered efforts lacked continuity and subsequently did not have a significant impact upon illiteracy.<sup>5</sup>

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<sup>4</sup>Texas Education Agency, Study of Illiteracy in Texas as Related to Vocational Education, p. 1.

<sup>5</sup>Ibid., p. 2.

In 1957 the Baylor Literacy Center was created in Waco as a result of a speech which President Eisenhower delivered on the campus of Baylor University. The purpose of the center was to train teachers and leaders in state and international adult literacy work.<sup>6</sup> In 1959 the Texas Literacy Council was formed primarily for the purpose of helping local literacy councils to teach reading and writing to adults.<sup>7</sup>

In 1963, for a study of illiteracy as related to vocational education in Texas, questionnaires were sent to all junior and senior colleges; sixty-one colleges responded. The responses indicated that four offered literacy or basic education courses with a combined enrollment of about one hundred students. The only credit courses for professional educators in adult education in Texas were offered at Baylor University. Also, four hundred large school districts in Texas were surveyed regarding literacy or basic education programs for adults. Out of the one-hundred-eight schools responding, fourteen schools offered basic education or literacy training to about four hundred adults.<sup>8</sup>

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<sup>6</sup>Ibid.

<sup>7</sup>Ibid., p. 3.

<sup>8</sup>Ibid., pp. 5-6.

In 1964 the Economic Opportunity Act was passed, providing for Adult Basic Education in Texas. In 1965 the Texas Education Agency began administering the federally funded programs.<sup>9</sup> The following statement briefly describes the program in Texas during 1965 and 1966:

During the fall of 1965, most of the large metropolitan areas were conducting Adult Basic Education programs. The peak enrollment for the State of Texas was about 55,000 students. By the summer of 1966, about 160 different programs had completed their first year of the program. Because of a reduction of funds, about 65 programs were able to operate during the fall of 1966 as compared to 180 in 1965. Also, in 1966 Adult Basic Education was transferred from the Office of Economic Opportunity to the Department of Health, Education and Welfare, Office of Education. It then became Amendments to the Elementary and Secondary Education Act of 1966, known as the "Adult Education Act of 1966."<sup>10</sup>

As a first step in formulating a state-wide effort to meet the needs of adult education as well as other emerging educational needs, the Texas Education Agency selected nine priorities in 1967. Of the nine priorities, six were related directly to the Adult Basic Education population. The priorities are as follows:

- (1) Programs for educationally disadvantaged people.

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<sup>9</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, Phase I Report, p. 141.

<sup>10</sup>Ibid., pp. 141-142.

- (2) Early childhood programs and parent involvement.
- (3) Language skills development, particularly among children who speak with an inadequate command of standard English.
- (4) Adult basic education programs, particularly as they relate to occupational skills development.
- (5) Vocational education programs as they relate to business and industrial requirements regionally and statewide.
- (6) Educational programs for handicapped children, youth, and adults.<sup>11</sup>

It was felt that these priorities could be met by an expanded educational program. In addition to these priorities set by the Texas Education Agency the need can be seen in the following statistics:

In 1960 in Texas, there were approximately 750,000 people, 14 years and older, with less than a fifth grade education. This number represented 8.2-percent of the total population. Approximately 1,500,000 people, or 15.8-percent of the population, had less than an eighth grade education. If present population and education trends continue, by 1975 there will be 1,120,500 people with less than a fifth grade education

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<sup>11</sup>Office of Surveys and Studies, The University of Texas at Austin, Consolidation of Federal Programs to Achieve Comprehensive Educational Planning, p. 14.

and 3,133,000 people with less than an eighth grade education. In addition, many more adults lack adequate occupational skills. At present fewer than 3 percent of adults eligible for adult basic education programs have been enrolled in such programs.<sup>12</sup>

The mere provision of an instructional program does not necessarily meet the needs of undereducated adults. An efficient guidance program could assist in overcoming some of the problems presented by the large numbers of Texans without a basic education.

#### B. The Need for Guidance in Adult Basic Education

The importance of, and the need for, Adult Basic Education has been shown. The need for guidance and counseling will be discussed here. Without proper guidance the objectives of the program cannot be adequately met according to the following statement:

Adult Basic Education Programs in general do not include adequate provisions for the broad counseling needs of the under-educated adults. These adults need personal counseling as well as counseling for apparent educational needs.

In order to identify, recruit, and retain the educationally deficient adult in a formal learning program, guidance, encouragement and understanding are necessary.<sup>13</sup>

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<sup>12</sup>Ibid., p. 50.

<sup>13</sup>Rose Mary Pattison, editor, Counseling Educationally Disadvantaged Adults, p. 3.

The need for guidance and counseling in adult education prompted the Adult Education Association to set forth four ideas:

- (1) The lack of adequate counseling services encourages hit or miss enrollment.
- (2) The average adult has difficulty obtaining accurate information about the scope and availability of educational opportunities.
- (3) The only counseling generally available is the promotional advisement provided by a specific program.
- (4) The problem is especially acute for those who have little or no continuing contact with the formal educational system.<sup>14</sup>

A study of ten state Adult Basic Education programs indicates that the mean dropout rate was forty percent. In Texas the mean dropout rate is approximately thirty percent.<sup>15</sup> While the administrators of the programs suggested that dropouts were due to student deficiencies, ninety percent of the teachers indicated that most of the

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<sup>14</sup>Ibid., p. 58.

<sup>15</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, Phase I Report, p. 159.

adults had a strong desire to learn and that motivation was not a major problem.<sup>16</sup>

Another study of personality factors of Adult Basic Education students concluded that they needed to break out of an attitude of defeat and despair in order "to overcome a plethora of negative personality factors such as alienation, hostility toward authority, withdrawal, violent aggression, fear of school, and a rejection of the desire to learn."<sup>17</sup> This statement seems to indicate that an efficient guidance program would assist in overcoming some of these conditions.

The potential of a guidance and counseling program can be seen in the following statement made by Golden I. Langdon, Director of Student Services at Augusta College and author of several works dealing with counseling the undereducated adults:

Counseling offers the under-educated adult unique opportunities to effect a reconciliation of self and universe of experience. He is warmly accepted in a permissive atmosphere where he is free to be what he is without fear of judgement of betrayal. He is valued as a person of worth and dignity who is capable of making his own decisions and accepting the consequences of behavior based on the decisions. With the assistance of a competent counselor his disorientation

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<sup>16</sup>Richard W. Cortright, American Literacy - A Mini-Analysis, p. 64.

<sup>17</sup>Ibid., p. 65.

and confusion diminishes as he is able to pull together the frayed elements of his world and construct an orderly and coherent world within which he can exist in a state of untroubled adequacy.<sup>18</sup>

Likewise, Langdon points out the potential worth for broadly based guidance services:

It serves no legitimate end to exhort the learner to make use of his academic acquisitions if he is ignorant of his opportunities. Nor is it feasible to urge the learner to new accomplishments if we are devoid of knowledges concerning his aptitudes, interests, intellectual development, and personality. The emotionally disturbed cannot be expected to profit from his experiences, and the socially inept will soon retire. These and a host of related problems face the under-educated adult and those who seek to lend assistance. The counselor is uniquely privileged to help.<sup>19</sup>

It is the purpose of this study to provide information about guidance and counseling in Adult Basic Education in Texas so that the counselor might have the opportunity to help.

#### C. Development of Guidance and Counseling in Adult Basic Education in Texas

The development of guidance and counseling in Adult Basic Education and the development of Adult Basic

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<sup>18</sup>Golden I. Langdon, "Counseling the Under-educated Adult," in Counseling Educationally Disadvantaged Adults, edited by Rose Mary Pattison, p. 78.

<sup>19</sup>Ibid., p. 92.

Education are virtually inseparable. An instructional program without efficient guidance services may make the total educational effort less efficient. Lack of a proper guidance program in the public schools could have been the cause for some adults not completing school during their youth.<sup>20</sup>

In the beginning, Adult Basic Education programs in Texas were oriented toward guidance. The characteristics of the adults, their lack of success in academic, economic and social areas, indicated that the teacher should do more than merely teach the academic subjects. Many administrators realized that traditional approaches in enrolling undereducated adults would not be adequate for Adult Basic Education students. In addition to academic subjects the adults need guidance so that they can effectively use the academic skills in achieving their personal goals. Apparently it was assumed that proper guidance would be provided by the teacher or the administrator of the program, since there were no financial provisions for guidance services. Funds were to be used for (1) salaries for full and part-time teachers, (2) supervision travel, (3) instructional equipment and

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<sup>20</sup> Extension Teaching and Field Service Bureau, The University of Texas at Austin, Description of Biographical Characteristics of Students and Staff, p. 19.

supplies, and (4) rental utilities and janitorial services.<sup>21</sup> In 1969, however, these provisions were modified to include the employment of part-time counselors at hourly rates.<sup>22</sup>

In the period between 1965 and 1968 there were pre-service workshops held each fall or late summer, but only casual attention was given to counseling and guidance.<sup>23</sup> In early 1967 it was determined that guidance and counseling activities in Adult Basic Education were either totally lacking or disorganized to such a degree that they were inefficient.<sup>24</sup> As a result of this determination the Extension Teaching and Field Service Bureau of The University of Texas at Austin submitted to the United States Office of Education, Region VII, a proposal to study the guidance and counseling problem. Region VII includes New Mexico, Texas, Oklahoma, Arkansas, and Louisiana. After exploring the various financial constraints and deciding that sufficient personnel could not be employed, project directors focused upon the teacher

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<sup>21</sup>Texas Education Agency, Guide for Planning and Conducting Adult Basic Education Programs, pp. 7-8.

<sup>22</sup>Ibid., p. 6.

<sup>23</sup> Extension Teaching and Field Service Bureau, The University of Texas at Austin, Phase I Report, p. 142.

<sup>24</sup>Ibid., p. 7.

as the best hope of leadership in the guidance program. Since the availability of trained counselors was limited, a major objective of the project was to develop guidance and counseling awareness among teachers.<sup>25</sup> The teachers were in contact with the students more than any other school personnel. Also, it was assumed that the objectives of the program as well as the guidance needs of the adults could be met without adding new personnel or without adding greatly to the cost of the operation, by utilizing the teacher in a more active guidance role. The proposed project was approved and funded in November of 1968.

The approach selected to achieve the goal of making the teacher more aware of guidance needs of adults was the pre-service and in-service meetings through the use of a self-contained instructional package of guidance information. This self-contained package was to be used during the regularly scheduled in-service meetings.

The project was divided into several phases in order to accomplish its goal of increased awareness on the part of the teacher. Phase I developed a current picture of the Adult Basic Education program in the form of a position report. The report included the number of adult

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<sup>25</sup>Ibid.

students; their age, their sex, the number of prospective students, the attrition rate; the number of classes, programs, class size; the urban and rural characteristics of centers; the number of teachers, their years of experience, and their attrition rate.<sup>26</sup> Phase II of the project developed the components to be included in the guidance and counseling information package, produced and field tested the multi-media software, implemented a training program consisting of guidance and counseling pre-service and in-service meetings, and evaluated these efforts.

The locations of the two pilot centers selected for the project were Bexar County schools and Eagle Pass Independent School District. The purpose of the pilot center study was

to provide the Adult Basic Education teacher with information and experiences which will enable him to be a more effective teacher by becoming more aware of the individual needs of adults.<sup>27</sup>

The instructional package was presented during several in-service meetings. An evaluation of the pilot center study and the guidance information package was completed in May of 1970. The training staff for the two pilot

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<sup>26</sup>Ibid., pp. 16-17.

<sup>27</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, Summary for FY'69 Forecast for FY'70, p. 53.

centers consisted of two persons; one consultant from the Texas Education Agency and one psychologist from Southwest Texas State University.

In the Bexar County program there were 150 Adult Basic Education teachers. Since it was not practical for a training staff of two persons to meet in small groups with all of the teachers, ten teachers, who were also qualified counselors, were selected to receive intensive guidance awareness training. These ten teacher-counselors, after being trained in the use of the guidance and counseling package, were divided into teams of two each and in turn presented the package to small groups of teachers.<sup>28</sup> At the end of the school year in 1970, all 150 teachers were involved in approximately twelve hours of guidance and counseling awareness training, utilizing the instructional package.

Eagle Pass Independent School District, the other pilot center, had a total of eighteen teachers. Therefore, the pilot project training staff were able to meet in small groups with the teachers. The contents of the guidance and counseling awareness package were presented

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<sup>28</sup>Ibid., p. 54.

in a series of group meetings between October, 1969 and January of 1970.<sup>29</sup>

As a part of Phase I of the special project, an informal survey of guidance and counseling of Adult Basic Education Agency in the fall of 1968, a questionnaire was mailed to each local Adult Basic Education program director in the State. Approximately eighty-five questionnaires were returned.<sup>30</sup> Six main conclusions from this survey are summarized as follows:

- (1) The initial guidance and counseling consisted of interviewing the student for enrollment and testing for placement.
- (2) Most of the time a teacher performed this service.
- (3) Most of the persons serving in a guidance or counseling role were not paid for this service, were employed part-time, and were not certified counselors.
- (4) The most effective aspect of the guidance and counseling seemed to be that of encouraging the adults to continue their education,

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<sup>29</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, A Progress Report from the Project Director, p. 60.

<sup>30</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, Phase I Report, p. 152.

assisting adults to manage family, community and financial matters.

- (5) Respondents to the survey recommended that qualified counselors be made available and that they be paid for their services.<sup>31</sup>

Results of the survey did not indicate the extent of guidance services offered. In addition, the number of persons reached by these informal guidance and counseling services was not known.<sup>32</sup>

During the 1968-1969 school year the Dallas Independent School District developed a special project in Adult Basic Education, utilizing eight counselors. The objectives of the project were

- (1) To meet the needs of Adult Basic Education students by providing a step-by-step procedure which will enable them to overcome cultural and educational handicaps.
- (2) To guide the student in decision making.
- (3) To refer students to appropriate agencies.
- (4) To provide occupational information.

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<sup>31</sup>Ibid., pp. 152-155.

<sup>32</sup>Ibid., p. 155.

- (5) To assist the adult student in building his self image.<sup>33</sup>

The counselor's duties included visiting the homes of some adults, visiting prospective employers, testing, assisting the teacher in formulating special learning exercises, group guidance, and counseling. All of the 1,474 students in the Dallas program came in contact with a counselor during registration, testing, or in the group guidance meetings.<sup>34</sup>

D. Recent Studies in Guidance and Counseling in Adult Basic Education

In 1969 the Adult Continuing Education Division of the Texas Education Agency conducted an evaluation of all Adult Basic Education programs in the State.<sup>35</sup> Although the evaluation was designed to survey all aspects of the program, much of the data had a bearing on this study. According to the report

- (1) About four percent of the Adult Basic Education teachers had counseling certificates.

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<sup>33</sup>Texas Education Agency, Texas Adult Basic Education Annual Program Report, 1968-1969, p. 25.

<sup>34</sup>Ibid., p. 7.

<sup>35</sup>Texas Education Agency, Program Report for Adult Basic Education in the State of Texas for 1968-1969, p. 1.

- (2) Over sixty-six percent of the teachers were employed as daytime classroom teachers.
- (3) Cumulative records of some kind were kept by seventy-nine percent.
- (4) Some referrals were made by the Adult Basic Education program to other agencies, a total of about 5,600 referrals to all agencies.
- (5) About sixty-seven percent of those programs evaluated did not have a written school board policy regarding the use of local school funds for Adult Basic Education.<sup>36</sup>
- (6) Over sixty-two percent reported that guidance is available to inform adults about training and employment opportunities.<sup>37</sup>
- (7) Most of the guidance and counseling is provided by teachers.<sup>38</sup>
- (8) There was no indication that funds were designated specifically for guidance and counseling.

As a part of Region VII Guidance and Counseling Project sponsored by the Extension Division of the Univer-

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<sup>36</sup>Ibid., pp. 24-26.

<sup>37</sup>Ibid.; p. 37.

<sup>38</sup>Ibid., p. 45.

sity of Texas, a study was completed in May of 1970. The study included an analysis of biographical data from twenty-five percent of the Adult Basic Education participants in San Antonio and Eagle Pass. Some information related to this study follows:

- (1) Eighty-five percent of those sampled had parents who had no formal education or less than a grade school education.
- (2) Fifty-four percent of 193 respondents completed the eighth grade and fourteen percent had less than a fourth grade education.
- (3) Sixty-six percent of those sampled left school in their youth to go to work, seventeen percent left because of general discouragement with school, and seventeen percent stated that their family thought school was unnecessary.
- (4) Fourteen percent indicated that they consulted with their teachers while in school.
- (5) Eighty-six percent of those sampled reported that the school did not contact them after they had dropped out.
- (6) Fifty-four percent expected self-improvement, forty-three percent expected better jobs, and three percent expected social contacts from the

adult classes,<sup>39</sup>

The Louisiana Department of Education conducted a pilot study during the 1966-1967 school year. The study was initiated on the assumption "that counseling and guidance should be an integral part of adult education."<sup>40</sup> The study is mentioned here because it supports the need for guidance and counseling in Adult Basic Education.

Objectives of the study were to assist a number of adult education students through guidance and counseling and to determine the effects of guidance and counseling groups as compared to a noncounseled control group. Conclusions of the study at the end of 153 clock hours of instruction are presented below:

- (1) It is generally concluded that guidance and counseling assists the student in many areas of education, occupational and social relationships.
- (2) The study shows that there is more progression among the counseled groups than the noncounseled group in the areas of educational, occupational

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<sup>39</sup>Extension Teaching and Field Service Bureau, The University of Texas at Austin, Description of Biographical Characteristics of Students and Staff, pp. 18-19.

<sup>40</sup>The Louisiana Department of Education, Adult Education Guidance and Counseling, Acadia Parish Pilot Study, 1966-1967., p. 1.

and social categories.<sup>41</sup>

Two of the recommendations of this study were:  
(1) the expansion of similar studies to study areas on a broader base, (2) the establishment of college courses to prepare adult guidance and counseling personnel.<sup>42</sup>

#### E. Summary

Chapter II has presented a brief history of Adult Basic Education, a history of guidance and counseling in the program, and recent studies related to guidance and counseling in Adult Basic Education. Chapter III will present the results of a survey of guidance and counseling in Adult Basic Education in Texas.

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<sup>41</sup>Ibid., p. 20.

<sup>42</sup>Ibid., p. 23.

## CHAPTER III

### RESULTS OF THE SURVEY

A survey was conducted to obtain information about guidance and counseling activities in 180 Adult Basic Education programs in Texas. A total of 156 programs responded to the survey, representing an 86.7-percent return. The programs surveyed were part-time evening classes usually meeting between seven and nine P.M. two nights each week. The purpose of the survey was to obtain information which would assist in determining the extent of guidance and counseling services in Adult Basic Education in Texas. The six major components of a guidance program used to determine the presence of services offered are listed below:

- (1) The number of full-time and part-time counselors.
- (2) The amount of money budgeted for counseling and guidance purposes.
- (3) Counseling services provided by persons other than counselors.
- (4) The amount of time devoted to various areas of counseling and group guidance.
- (5) The number of referrals made and the agency to which referred.

- (6) The person who maintains cumulative and follow-up records and the kinds of information kept in each.

The rationale for including these six components as an indication of guidance services is listed in the following assumptions:

- (1) There is a direct relationship between the number of counselors and guidance activities.
- (2) There is a positive relationship between the amount of money budgeted for guidance and counseling and the formal guidance activities.
- (3) There is a positive relationship between the number and kinds of guidance and counseling services provided by persons other than trained counselors, and guidance activities.
- (4) There is a positive relationship between the amount of time spent in various areas of counseling or group guidance and the guidance activities.
- (5) The number of referrals made and the agency to which referred are an integral part of guidance activities.
- (6) The person who maintains cumulative and follow-up records and the nature of these records are directly related to guidance activities.

With these statements of rationale in mind, a twenty-one item survey instrument was developed. Appendix A contains a copy of the survey instrument. The survey was conducted as a joint effort of this writer and the Texas Education Agency. The survey instrument was validated by the critical analysis of (1) the Director of Guidance Services, Texas Education Agency, (2) a review panel which reviews all data-collecting instruments sent out by the Texas Education Agency, (3) the staff of the Adult and Continuing Education Division, and three public school administrators of Adult Basic Education programs. This chapter presents an item by item summary of the information obtained from the survey instruments which were completed and returned by 156 Adult Basic Education Programs in Texas.

#### A. Item by Item Analysis of Responses to Survey

Item One.-- Number of Adult Basic Education students by level of instruction: Basic, Intermediate, Advanced, G. E. D. (General Educational Development Level).

Table I displays the four levels of instruction of the programs, the enrollment, and the percentage of enrollment in each level. It should be noted that the enrollment figures represent only 156 programs during the months of February and March.

TABLE I

ADULT BASIC EDUCATION ENROLLMENT BY LEVEL  
OF INSTRUCTION FOR THE SPRING OF 1970

Level of Instruction	Number of Students	Percentage of Students
Basic Level	11,336	34.0
Intermediate Level	10,344	31.0
Advanced Level	7,597	22.8
General Educational Development Level <sup>a</sup>	4,105	12.2
Totals	33,382	100.0

<sup>a</sup>Those persons preparing to take the General Educational Development Test for High School equivalency certificate.

Item Two.-- Number of teaching personnel.

The number of teachers, full-time and part-time reported on the survey are presented in Table II. Of all the teachers included in the survey, 99.7 percent were employed on a part-time basis. The majority are teaching the part-time classes as a second job, which would tend to influence the nature of the evening program.

Item Three.-- Amount of funds budgeted for counseling.

Responses to item three revealed that thirty-five programs surveyed budgeted a total of \$35,814.00 for counseling. Table III contains a listing of these programs and the percentage of the total Adult Basic Education budget allocated for counseling. When the amount budgeted for counseling for each program was compared to the total Adult Basic Education budget for each program, it was discovered that the average percentage allocated for counseling was 4.3 percent. The largest percentage budgeted for counseling for a single program was 6.8 percent and the smallest was 1.5 percent.

Item Four.-- Nights classes usually meet.

Every program responding to the survey responded to this item. The night and the percentage indicating it as a meeting time for classes are found in Table IV.

TABLE II

NUMBER OF FULL-TIME AND PART-TIME  
TEACHING PERSONNEL

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Category	Number of Teachers	Percentage of Teachers
Full-time	5	.3
Part-time	1,554	99.7
Total	1,559	100.0

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TABLE III

TOTAL AMOUNT AND PERCENTAGE OF  
FUNDS BUDGETED FOR COUNSELING

Program <sup>a</sup>	Amount Budgeted for Counseling in Dollars	Percentage of Total Budget Allocated for Counseling
1	5,400	6.0
2	4,500	6.8
3	3,600	5.0
4	3,320	5.0
5	3,000	3.7
6	1,800	2.5
7	1,800	4.5
8	1,400	4.2
9	1,110	1.9
10	1,009	5.0
11	960	3.5
12	650	2.6
13	600	1.5
14	600	2.7
15	600	1.5
16	600	5.0
17	563	4.8

TABLE III--Continued

18	550	4.6
19	500	5.5
20	480	5.0
21	400	5.0
22	378	1.5
23	244	5.0
24	200	2.8
25	200	5.6
26	180	6.6
27	174	5.4
28	165	5.0
29	150	1.8
30	147	5.0
31	132	5.0
32	127	4.8
33	125	4.9
34	100	5.3
35	50	2.3

Total 35,814

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<sup>a</sup>Texas Education Agency policy does not permit the publication of funds allocated to specific schools; numerals are substituted for school names.

TABLE IV

## NIGHTS ADULT BASIC EDUCATION CLASSES MEET

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Night	Number of Programs	Percentage of Programs
Monday	83	53.2
Tuesday	107	68.6
Wednesday	46	29.5
Thursday	116	74.4
Friday	5	3.2

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Most programs met two nights each week. The two most frequently occurring evenings for classes were Tuesday and Thursday.

Item Five.-- Number of hours and time of evening classes meet.

Every program which returned the survey responded to this item. The results showed that 106 programs met for two hours each night, twenty-four met for two and one-half hours, and twenty-three met for three hours each evening. Three programs reported that classes met four hours one time each week. Also, Table V shows that 48.7 percent of those surveyed conducted classes from seven to nine P.M., and thirteen percent held classes from seven to nine-thirty P.M. Over ninety percent of those surveyed met between six-thirty and ten P.M. The most frequently occurring combination was classes meeting two hours each Tuesday and Thursday evening.

Item Six.-- Number of full-time and part-time counselors.

Forty-three programs responded to this item. A total of sixty-six counselors were reported as part-time, while there were none reported as being employed full-time. This study determined that state wide there are sixty-six part-time Adult Basic Education counselors for

TABLE V

HOURS OF THE EVENING ADULT BASIC  
EDUCATION CLASSES MEET<sup>a</sup>

Hours Classes Meet	Number of Adult Basic Education Programs	Percentage of Total
7:00 - 9:00 P.M.	75	48.7
7:00 - 9:30 P.M.	20	13.0
7:30 - 9:30 P.M.	12	7.8
7:00 - 10:00 P.M.	12	7.8
6:30 - 8:30 P.M.	10	6.5
6:30 - 9:30 P.M.	10	6.5
6:30 - 9:00 P.M.	5	3.3
6:00 - 8:00 P.M.	4	2.6
6:00 - 10:00 P.M.	3	2.0
6:00 - 8:30 P.M.	1	.6
3:00 - 5:00 P.M.	1	.6
5:30 - 7:30 P.M.	1	.6
Total	154	100.0

<sup>a</sup>One-hundred-six programs met for two hours each session, twenty-four met for two and one-half hours each session, and three met for four hours each session.

33,382 students; representing a student-to-counselor ratio of 505.8 to 1. Table VI has been constructed to illustrate these results and to compare the student-teacher ratio to the student-counselor ratio. Table VI indicates that in the thirty-five programs which indicated they employed a part-time counselor the average student-to-counselor ratio was 216.3 to 1. This fact may have more meaning in relation to the study when one considers that students can normally see a counselor during the evening hours between seven and nine-thirty P.M.<sup>1</sup> Over ninety-nine percent of the teachers included in this survey, (99.7 percent), were employed part-time in the Adult Basic Education Program. Results from item nine revealed that all sixty-five of the part-time Adult Basic Education counselors had regular full-time school assignments; therefore, they would normally be unable to see students except during the evening. The 216 students per counselor must be seen within a two and one-half hour period two evenings each week.

Item Seven.-- Categories for which counseling funds are used.

A total of forty-three programs indicated that they

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<sup>1</sup>The mode meeting time was seven to nine P.M.  
69.5 percent of the programs surveyed met classes between seven and nine-thirty P.M.

TABLE VI

NUMBER OF STUDENTS, NUMBER OF TEACHERS, STUDENT-TEACHER RATIO, NUMBER OF COUNSELORS, AND STUDENT-COUNSELOR RATIO, IN PROGRAM SURVEYED

Program <sup>a</sup>	Number of Students	Number of Teachers	Student-Teacher Ratio	Number of Counselors	Counselor-Student Ratio
1	4,312	136	30.4:1	8	539:1
2	1,900	50	38:1	1	1900:1
3	1,664	102	16.3:1	6	277:1
4	1,432	39	36.7:1	1	1432:1
5	1,300	62	29.9:1	1	1300:1
6	1,234	45	27.4:1	1	1234:1
7	1,228	45	27.3:1	2	614:1
8	960	35	27.4:1	7	137:1
9	835	32	26.1:1	1	835:1
10	667	38	17.5:1	1	667:1
11	600	18	33.3:1	1	600:1
12	499	25	20:1	1	499:1
13	491	26	18.9:1	1	491:1
14	481	28	17.2:1	1	481:1
15	457	20	22.9:1	1	457:1

TABLE VI--Continued

16	425	23	18.5:1	1	425:1
17	408	15	27.2:1	1	408:1
18	402	31	130:1	6	67:1
19	325	3	108:1	1	325:1
20	277	12	23.1:1	1	277:1
21	250	12	20.8:1	1	250:1
22	191	8	23.9:1	1	191:1
23	142	10	14.2:1	1	142:1
24	129	7	18.4:1	0	0
25	116	6	19.3:1	0	0
26	94	5	18.8:1	2	47:1
27	90	4	22.5:1	0	0
28	87	6	14.5:1	1	87:1
29	81	4	20.2:1	1	81:1
30	80	7	11.4:1	1	80:1
31	79	6	13.2:1	1	79:1
32	73	8	9.1:1	1	73:1
33	67	3	22.3:1	1	67:1
34	45	2	22.5:1	3	15:1
35	39	3	13.1:1	1	39:1
36	37	3	12.3:1	1	37:1
37	37	3	12.3:1	1	37:1
38	40	2	20:1	1	40:1
39	36	1	36:1	1	36:1
40	29	2	14.5:1	1	29:1

41	23	4	5.8:1	0	0
42	20	3	6.6:1	1	20:1
43	15	1	15:1	1	15:1
Total	21,697	895		66	

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<sup>a</sup>Texas Education Agency policy does not permit the publication of funds allocated to specific schools; numerals are substituted for school names.

had funds budgeted for counseling. This study concerned itself with only three budget categories; salary for a counselor, guidance materials, and other. A total of \$35,814.00 was budgeted by the forty-three programs, representing 4.3 percent of the total allocation for all these Adult Basic Education programs. State wide, the per capita expenditure for counseling and guidance was slightly over one dollar. The largest percentage of the total budget allocated for counseling by a single program was 6.8 percent, and the smallest percentage budgeted was 1.5 percent for one program as seen in Table III.

Table VII contains the three categories and combinations of categories included in the survey and the number and percentage of programs responding. Over sixty percent of those responding budgeted funds for salary of counselors. The next largest percentage of funds was budgeted for salary for a counselor and guidance materials. The majority of the funds appear to be expended for salary and guidance materials. Under the category of "other", programs reported using funds for counseling aides, psychometrist, test materials, and travel expenses. One hundred-thirteen programs did not respond to this item, indicating that 72.4 percent of the Adult Basic Education programs surveyed probably do not use funds for counseling.

TABLE VII

NUMBER OF ADULT BASIC EDUCATION PROGRAMS AND CATEGORY  
OF EXPENDITURES OF FUNDS BUDGETED FOR COUNSELING

Category	Number of Responses	Percentage of Total Responding to this item
Salary for Counselor	26	60.5
Guidance Materials	1	2.4
Other	2	4.6
Salary for Counselor and Guidance Materials	7	16.3
Salary for Counselor and Other	3	7.0
Guidance Materials and Other	3	7.0
Salary for Counselor, Guidance Materials and Other	1	2.4
Total	43	100.2

Item Eight.-- Number of certified counselors.

Twenty-five percent of the programs responded to this item. Results showed that a total of sixty-three persons counseling in Adult Basic Education programs are certified as counselors. If the sixty-three persons reported in item eight are from the same sixty-six counselors reported in item six, it would indicate that three part-time counselors are not certified.

Item Nine.-- Number of regular full-time assignments of part-time counselors.

A total of thirty-six programs responded to item nine. Of the sixty part-time counselors reported in this item about eighty percent had full-time assignments as either elementary or secondary counselors or as both elementary and secondary counselors. Table VIII illustrates the number and percentage of counselors serving in elementary, secondary or other full-time assignments. The regular full-time assignments of those reported in the category titled "other" were school administrators, teachers, and visiting teachers. A discrepancy in the number of counselors reported in the tables was due to varying responses by respondents.

Item Ten.-- Number of counselors working toward a Master's Degree, counselor certification, both Master's and certification, or Doctorate.

TABLE VIII

FULL-TIME ASSIGNMENTS OF PART-TIME COUNSELORS IN  
ADULT BASIC EDUCATION PROGRAMS

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Full-time Assignment	Number of Counselors	Percentage of Total
Elementary Counselor	17	28.3
Secondary Counselor	29	48.3
Both Elementary and Secondary Counselor	2	3.3
Other	12	20.0
Total	60	99.9

---

The purpose of this item was to determine the extent to which Adult Basic Education counselors were involved in professional preparation. Twenty-five programs responded to this item. Table IX displays the number of persons reported as working toward certification or graduate degree.

Item Eleven.-- Person who provides counseling.

Table X shows the number and titles of persons providing counseling. The majority (52.9 percent) of the counseling was provided by a combination of the teacher and the administrator. The teacher provided counseling 24.1 percent of the time, and the administrator 16.1 percent of the time. Table XI reveals that in 57.7 percent of the programs surveyed, counseling service was provided even if no part-time counselor was employed. Table XI also shows that in 12.2 percent of the cases no counseling service is provided. From Table XI it may be noted that some form of counseling was provided either by counselors or other persons in eighty-two percent of the programs surveyed.

Item Twelve.-- Amount of time the counselor devotes to counseling and guidance.

A total of eighty-four, or 53.8 percent of those surveyed, responded to this item. Table XII shows the total amount of time devoted to counseling and guidance

TABLE IX

NUMBER OF ADULT BASIC EDUCATION COUNSELORS WORKING  
TOWARD CERTIFICATION OR GRADUATE DEGREE

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Certification or Graduate Degree Working Toward	Number of Responses	Percentage of Total
Master's Degree	14	36.8
Counselor Certification	5	13.2
Master's and Certification	9	23.7
Doctorate	10	26.3
Totals	38	100.0

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TABLE X

NUMBER OF PERSONS PROVIDING COUNSELING IN  
ADULT BASIC EDUCATION PROGRAMS

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Title of Person Providing Counseling	Number of Responses	Percentage of Total
Teacher	21	24.1
Administrator	14	16.1
Other	0	0
Teacher and Administrator	46	52.9
Teacher, Administrator and Other	3	3.4
Teacher and Other	2	2.3
Administrator and Other	1	1.1
Total	87	99.9

---

TABLE XI

COUNSELING SERVICE PROVIDED IN ADULT  
BASIC EDUCATION PROGRAMS

	Number of Programs	Percentage of Total Programs Surveyed
Part-time Counselors	38 <sup>a</sup>	24.3
No Counselor but Services Provided	90 <sup>b</sup>	57.7
No Counseling Service	9 <sup>c</sup>	5.8
No Response	19 <sup>d</sup>	12.2
Totals	156	100.0

<sup>a</sup>The total number of programs responding to item six.

<sup>bcd</sup>The number of programs responding to item eleven.

TABLE XII

NUMBER OF HOURS PER MONTH DEVOTED TO COUNSELING  
IN ADULT BASIC EDUCATION PROGRAMS

Number of Hours Devoted to Counseling	Number of Programs	Percentage of Programs
1	2	2.4
2	15	17.5
3	6	7.1
4	8	9.4
5	5	5.9
6	5	5.9
7	1	1.2
8	4	4.7
10	7	8.3
12	2	2.4
13	1	1.2
14	1	1.2
15	3	3.5
16	4	4.7
18	1	1.2
20	4	4.7
24	3	3.5
25	3	3.5

TABLE XII--Continued

	30	2	2.4
	32	1	1.2
	40	2	2.4
	49	1	1.2
	50	1	1.2
	70	1	1.2
	80	1	1.2
	160	1	1.2
Totals	957	84	100.3 <sup>a</sup>

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<sup>a</sup>The total is more than 100 percent due to rounding.

was 957 hours per month. The average amount of time per month was 14.3 hours. The largest amount of time reported by a single program was 160 hours and the least reported was one hour per month. The most frequently occurring response was that two hours per month were devoted to counseling and guidance; the median response was five hours per month. Table XII contains a listing of the number of hours and the number of programs.

Item Thirteen.-- Number of adults seen by the counselor each month on an individual basis or a group basis, and the occasion for the group meeting.

Ninety-five programs responded to item thirteen. The results revealed that 2,339 individuals were seen on an individual basis, while 3,521 were seen on a group basis. Eighty programs reported that the occasion for the group meeting was the regular class time rather than a special meeting. Twenty programs indicated that the occasion was a special meeting.

Item Fourteen.-- The two most significant areas of counseling in which the counselor spends the most time in individual counseling. Approximate number of hours spent in counseling each month.

In Table XIII it will be noted that 18.6 percent of the time each month is spent in counseling in the area of vocational choice. A total of ninety-six pro-

TABLE XIII

NUMBER OF HOURS PER MONTH DEVOTED TO COUNSELING  
BY AREA OF COUNSELING

Area of Counseling	Number of Hours Per Month	Percentage of Total Time	Number of Responses to Item <sup>a</sup>
Vocational Choice	179	18.6	45
Academic	176	18.3	52
Vocational Training	117	12.2	37
Financial	114	11.9	35
Personal	100	9.6	24
Other	92	9.6	13
Family	68	7.1	31
Health	54	5.6	21
Marital	38	4.0	9
Racial or Ethnic	22	2.3	11
Total	960	99.1 <sup>b</sup>	

<sup>a</sup>This column indicates the frequency of responses to the item not given in time values. Respondents entered check marks.

<sup>b</sup>Total does not equal 100 percent due to rounding.

grams responded to this item; however, not all of those responding entered the time in hours in the appropriate category. Thirty-two programs responded with check marks rather than a time value; so a frequency count was made of the total number of responses under each category including time values and check marks. Table XIII includes a column with this frequency count. The frequency count revealed that program administrators believed that the most significant area of counseling was academic, while vocational choice ranked the highest in percentage of time given to the counseling interview.

Responses entered in the category of "other" (areas of counseling) in item fourteen were grouped according to similarities and the results summarized. Fifteen programs which responded to this category reported that the counseling was concerned with the student and the General Educational Development Test. Eleven programs reported that the academic counseling was concerned with educational advancement, four dealt with some form of exhortation concerning the adult's need to continue in his education, and three reported that college preparation was discussed.

Item Fifteen.-- The most frequently occurring topic of discussion at the group guidance meetings.

A total of seventy-two programs responded to item

fifteen. The responses were grouped according to their similarities into the same categories used in item fourteen, but including an additional category, "vocational opportunities." The areas of counseling are listed in Table XIV and ranked in order of how frequently they were mentioned as topics of group guidance meetings.

Item Sixteen.-- Person who informs the Adult Basic Education student of the counseling services available. Teacher. Counselor. Administrator. Other.

A total of ninety-nine programs of the 156 programs surveyed indicated the person who informs the adult student of the counseling service. The responses are presented in Table XV. About ninety-two percent of those responding to this item reported the teacher as the primary person who informs the Adult Basic Education student of the counseling service. The results of this item indicated that the teacher and administrator were the primary sources of information for the student concerning the availability of guidance services.

Item Seventeen.-- Number of adults referred to another agency.

Forty percent of the programs surveyed responded to this item. The list of agencies were grouped into employment, training and education, social agencies, other

TABLE XIV

TOPICS OF GROUP GUIDANCE MEETINGS AND  
THEIR FREQUENCY OF OCCURENCE

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Area of Counseling	Frequency of Occurence
Academic	31
Vocational Opportunities	25
Vocational Choice	15
Financial	11
Family	9
Health	6
Vocational Training	5
Personal	5
Other	5
Racial or Ethnic	2

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TABLE XV

PERSON WHO INFORMS THE STUDENTS  
OF COUNSELING SERVICE

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Title of Person Who Informs the Student of Counseling Service	Number of Responses
Teacher	91
Administrator	58
Counselor	35
Other	12

---

agencies and miscellaneous. Table XVI contains the name of the specific agency to which referrals were made, the number of referrals and the percentage of total referrals. The total number of referrals for all seventy-six of those programs responding was 3,139. The largest percentage of referrals was to employment agencies. Results showed that 22.46 percent of the referrals were to the Texas Employment Commission. Just over twenty-three percent were referred to social agencies while 5.19 percent were referred to training agencies. About 10.5 percent were referred to other agencies such as Immigration and Naturalization Service, Health Department and General Educational Development Testing Centers. When the results from Table XVI are compared to the results from Tables XIII and XIV, it will be noted that the most significant areas of counseling and the kinds of referrals made are somewhat in agreement. According to item fourteen the most significant areas of counseling were vocational in nature. The largest number of referrals to a single agency was the Texas Employment Commission. Also, of all categories, the category of "employment" for item seventeen received the largest number and percentage of referrals. The most often mentioned area of counseling was vocational training; however, only 6.4 percent of the referrals were in the training and education category.

TABLE XVI

## NUMBER OF REFERRALS AND AGENCY TO WHICH REFERRED

Agency to which Referred	Number of Referrals	Percentage of Total Referrals
<u>EMPLOYMENT</u>		
Texas Employment Commission	705	22.46
Industry and Business	276	8.79
Civil Service	13	.04
Neighborhood Youth Corps	25	.08
Total for Employment	1,019	31.37
<u>TRAINING AND EDUCATION</u>		
Goodwill Industries	1	.003 <sup>a</sup>
Department of Labor	108	3.44
Training Programs		
Junior Colleges	2	.006 <sup>a</sup>
Senior Colleges	30	.09
Adult Migrant Education	8	.03
Public School Programs	52	1.66
Total for Training	201	5.19

SOCIAL AGENCIES

Welfare	244	7.77
Community Action Agencies	65	2.07
Social Security Administration	365	11.63
Veterans Administration	21	.07
Legal Aid Office	4	.01
Vocational Rehabilitation	58	1.85
Total for Social Agencies	757	23.41

OTHER AGENCIES

General Education	52	1.66
Development Testing Center		
Immigration and Naturalization	215	6.85
City, County Health Department	62	1.97
Mental Health Clinic	13	.04
Planned Parenthood	1	.003 <sup>a</sup>
Total for Other Agencies	343	10.52

MISCELLANEOUS<sup>b</sup>

Miscellaneous	819	26.09
Total for All Referrals	3,139	

---

<sup>a</sup>Percentage less than .01 percent is not included in totals.

<sup>b</sup>This category includes the number of referrals where no agency was specified and other referrals which could not be classified in other categories.

Item Eighteen.-- Persons who maintain the cumulative folder on each adult. Teacher. Counselor, Administrator. Other.

Of those programs surveyed 76.9 responded to item eighteen. The results of responses are presented in Table XVII. Responses showed that the teacher was the primary person who maintained the cumulative folder in this survey; the administrator ranked second, and the counselor third. Other persons who maintained the folder were teacher aides and secretaries.

Item Nineteen.-- Kinds of information the cumulative folder contains.

One hundred-fourteen programs, representing 73 percent of the total, responded to this item. The various responses were grouped, according to their similarity, into twenty categories. A frequency count was made as to the number of times the responses could be classified into one of the twenty categories contained in Table XVIII. Most of the information kept in a cumulative folder appeared to be similar to that which is contained on a typical school enrollment card. Such things as name, address, telephone number, sex, marital status, and number of children were indicated as being kept in the folder. Table XVIII contains the kind of material kept in the folder ranked in order of the frequency it

TABLE XVII

PERSONS WHO MAINTAIN ADULT BASIC  
EDUCATION CUMULATIVE FOLDER

---

Title of Person Maintaining Cumulative Folder	Number of Responses	Percentage Responding
Teacher	83	69.2
Administrator	46	38.3
Counselor	13	8.3
Other	7	5.8

---

TABLE XVIII

KINDS OF INFORMATION CONTAINED IN THE ADULT  
BASIC EDUCATION CUMULATIVE FOLDER

---

Kinds of Information	Number of Times Item Reported
Name, address, telephone number, sex, marital status, number and ages of children	75
Test scores	57
Academic progress in program	36
Previous education and training	24
Employment status	21
Attendance in evening classes	15
Sample of students work	13
Personal history of student	11
Advancement in employment	9
Previous work experience	5
Reasons for separation from program	5
Health information	5
Instructional materials completed	5
Income	4
Anecdotal records	4
Reasons for attending the program	4
Transcript	3
Vocational interest	1
Teacher evaluation	1

---

appeared on responses to item nineteen of the survey.

Item Twenty.-- Persons who maintain the follow-up record system. Teacher. Administrator. Counselor. Other.

In order to determine the extent to which a follow-up record system was maintained and the kinds of information it contained, two items were developed. Item twenty asked for the person who maintained the follow-up system, while item twenty-one asked for a description of the kinds of information contained in the record folder.

Eighty-eight persons responded to item twenty. Table XIX illustrates the summary of the results from item twenty. The results show that the teacher is the person who maintains the follow-up record system most frequently. The administrator and the counselor ranked third and fourth, respectively.

Item Twenty-One.-- If a follow-up folder is maintained, describe the kinds of information it contains.

Forty-two programs responded to this item. Responses were grouped according to their similarities into nine categories. A count was made as to the number of responses which could be classified under the nine main groups. Table XX shows the results. The nine groups are ranked in order of the frequency to which they were reported on the survey.

TABLE XIX

PERSONS WHO MAINTAIN THE FOLLOW-UP RECORD  
SYSTEM IN ADULT BASIC EDUCATION

---

Person Maintaining Follow-up System	Number	Percentage Responding
Teacher	52	59.1
Administrator	37	42.0
Counselor	23	26.1
Other	6	6.8

---

TABLE XX

KINDS OF INFORMATION CONTAINED IN THE ADULT  
BASIC EDUCATION FOLLOW-UP RECORD SYSTEM

---

Kind of Information Contained in Follow-up records	Number Responding
Reasons for separation from program	13
Advancement on job	11
Transferring to other education programs	8
Success on job	8
Job placement	5
U. S. Citizenship obtained	3
Civic activity	2
Agency to which referred	2
Driver license completed	1

---

## B. Discussion of Results

The hypothesis of this study was that formal guidance and counseling services are not offered state-wide in a systematic way for Adult Basic Education students. The statements by which the hypothesis was to be tested included six components of the guidance program. Here the data from the survey will be analyzed using the six statements as criteria for deciding upon the presence of formal guidance and counseling services.

The number of counselors.-- Item six of the survey indicated that 27.5 percent of the programs included in the survey had part-time counselors. No full-time counselor was reported. A total of sixty-six counselors were reported as being employed part-time. When the total number of Adult Basic Education students in Texas is divided by the total number of counselors, the student-to-counselor ratio is 505.8 to 1. Due to the part-time nature of the program, adults would normally be able to see the counselor during a two-hour period two evenings a week. The forty-three programs reported in item six of the survey which do have part-time counselors, have a student-to-counselor ratio of 216.3 to 1. However, item twelve of the survey showed that the average amount of time devoted to counseling and guidance by a counselor was 14.3 hours per month. An average of about

three and one-half hours per week was devoted to counseling and guidance. Therefore, even in those programs which have part-time counselors, the counselor is available only part of the time the student is attending classes.

Amount of money budgeted for counseling and guidance.-- There was a total of \$35,814.00 budgeted for counseling by thirty-five programs. The largest amount of money budgeted for counseling by a single program was \$5,400.00 and the least amount was \$50.00. Results from item three of the survey indicated that the percentage of the total budget allowed for counseling ranged from 1.8 percent to 6.8 percent. However, only three of the thirty-five programs budgeted six percent or more of their budget for counseling. Statewide, the expenditure for guidance and counseling was slightly over one dollar. Since there are no criteria established to determine what percentage of the total budget should be budgeted for counseling, it is difficult to say whether there are sufficient funds available for adequate counseling and guidance in Adult Basic Education in the State. The total amount of funds budgeted for counseling is found in only thirty-five of the 157 programs surveyed; therefore, funds are not available uniformly throughout the State.

Counseling services provided by persons other than counselors.-- The results from item eleven of the survey

indicated that 51.4 percent of those responding stated that counseling was not provided by counselors but by a teacher. It is not known for certain whether or not the teacher actually counseled formally on a one-to-one confidential basis. But taking into consideration the respondents' description of the counseling session in item fourteen, the activities of the teacher appear to be guidance activities rather than counseling. Some informal counseling may have existed, but the survey was not designed to obtain this information. In 91.9 percent of the cases, the teacher was reported as the person who informs the student of the counseling services available, according to data collected from item sixteen. The teacher was reported as the primary person who maintained the cumulative folder and the follow-up record system. In addition to the instructional duties of the teacher, it seems unlikely that the part-time teacher would have time each evening to adequately perform counseling services, other guidance activities, and maintain a record system.

Administrators were second to the teacher as the person who, in the place of the counselor, performed counseling services. In about forty-five percent of the cases the administrator provided counseling services;

58.6 percent of the time the administrator informed the student of the counseling services available, 38.3 percent of the time the administrator maintained the cumulative folder, and in 42.1 percent of the cases the administrator maintained the follow-up record system. It also appears unlikely that the administrator of the part-time evening classes would have time to perform guidance and counseling services adequately as well as administer the program.

Amount of time devoted to counseling.-- A total of eighty-four programs reported that 957 hours per month were devoted to counseling and guidance by the counselor. Table XII shows that the mode number of hours spent in counseling was two hours per month. Table XII also shows that 54.1 percent of the counselors devoted eight hours or less per month to counseling and guidance. Therefore, it may be said that in the majority of the programs surveyed the total time the counselor devotes to counseling and guidance each week would be about two hours. It has been established that classes meet on the average of two hours each night, two times each week, or about four hours each week. The counselor was also reported as the person who maintains the follow-up record system about twenty-six percent of the time. If, in the majority of the cases, the counselor was available about

one-half of the time classes were held, it seems that the counseling and guidance service provided by the counselor was extremely limited.

The number of referrals and agency to which referred.-- A total of 3,139 referrals were made by seventy-six Adult Basic Education programs, or about forty percent of those surveyed. The total number of referrals represents 9.8 percent of the 33,382 students enrolled in the 156 programs. An analysis of the responses to item fourteen shows that the three most significant areas of counseling were, (1) vocational choice, (2) academic education, and (3) vocational training. According to Table XVI there were a total of 31.37 percent of the referrals to employment agencies but only 5.19 percent to academic and vocational training programs. The small percentage referred to academic education and vocational training seems to point out a definite need.

There were a total of 757 referrals to social agencies. This figure represents 23.5 percent of all referrals made. Considering the general description of the Adult Basic Education student given in Chapter One, it would appear that out of a total of 33,382 adults more than 757 could be properly referred social agencies.

Cumulative record and follow-up system.-- A total

of 120 programs indicated that someone in the program maintained a cumulative folder. According to Table XVII the teacher maintained the folder in 69.2 percent of the cases. However, the contents of the cumulative folder shown in Table XVII indicated that only general information was kept. Out of the 120 programs responding to this item, in only 57 cases were test scores kept in the folder. In only 36 cases information concerning academic progress was reported as being kept in the cumulative folder. Information concerning health appeared five times, reasons for attending the program four times, reasons for leaving the program five times, and vocational interests one time.

Eighty-eight programs indicated that follow-up records were maintained; however, only forty-two programs described their contents. Of the forty-two which did describe the kinds of information contained in the record system, information concerning reasons for separating from the program appeared thirteen times, advancement on the job eleven times, transfers to other educational programs eight times and success on the job eight times. There were no indications as to the activities involved in maintaining a follow-up system.

### C. Summary

Chapter III has presented the results of a survey of guidance and counseling activities in 156 Adult Basic Education programs in Texas. An item-by-item analysis of responses to the survey was discussed. Information was presented which indicated the following:

- (1) The number of adult students enrolled in the Adult Basic Education programs surveyed.
- (2) The number of teachers, counselors and other personnel.
- (3) The amount of money budgeted for counseling purposes and its specific uses.
- (4) The amount of time spent and the areas of counseling and group guidance.
- (5) The number and nature of referrals made.
- (6) The kinds of cumulative and follow-up records kept and persons who maintain these records.

The last part of Chapter III discussed the results of the survey in terms of six major elements of a guidance program; (1) the number of counselors, (2) the amount of money budgeted to counseling and guidance, (3) the counseling services provided by persons other than a counselor, (4) the amount of time devoted to counseling, (5) the number of referrals and the agency to which

referred, and (6) the cumulative record and follow-up record system. Conclusions and recommendations based on the results of this study will follow in Chapter IV.

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### A. Summary

For the first time a state-wide picture of guidance and counseling activities in Adult Basic Education is available. This study was begun with the hypothesis that formal guidance and counseling activities were not offered systematically and uniformly in Texas. Results of the survey of 156 Adult Basic Education programs indicate that formal guidance and counseling services do exist in a limited way. However, results also indicate that some guidance services are lacking or are present in only small quantities and these activities are not found uniformly throughout the State.

The study did have some limitations which are summarized here:

- (1) The terms guidance and counseling were not sufficiently defined for those responding to the survey; therefore, it appeared that the respondents considered the terms to be synonymous. As a result it is believed that much of what was referred to as counseling

activities, was, in fact, guidance.

- (2) The survey did not include all Adult Basic Education programs in Texas. Results included 86.7 percent of the total program.
- (3) Some data were lost in cases where worded responses were required rather than numerals or check marks. Responses which could not be interpreted were discarded.
- (4) Limited research information in the area of guidance and counseling in Adult Basic Education prevented a more definitive survey of the subject.

Despite these limitations it is believed that a representative statewide sample of guidance and counseling activities was obtained in order to test the hypothesis of this study.

#### B. Conclusions

During the course of this study, no criteria concerning the appropriate guidance and counseling service for Adult Basic Education were found. In the absence of established criteria, the conclusions presented below are re-statements of facts rather than evaluative statements. Since the purpose of this study was to determine the extent of guidance and counseling activities, the following

conclusions are presented:

- (1) In 156 Adult Basic Education programs in Texas there are sixty-six part-time counselors serving 33,382 adults. These sixty-six counselors are found in only forty-three programs. Statewide, the ratio of students to counselor is 505.8 to 1.
- (2) The per capita expenditure for guidance and counseling is about one dollar. Only thirty-five of the 156 programs surveyed budgeted funds for guidance and counseling. The percentage of the total budget in the thirty-five programs ranged from a low of 1.8 percent of the budget to a high of 6.8 percent allowed for guidance and counseling.
- (3) Some kind of counseling service was provided in most programs by either a teacher, administrator, or other person. Only a few programs reported that no counseling service was provided.
- (4) A total of 957 hours per month were devoted to guidance and counseling by eighty-four programs. Seventy-two programs did not report; therefore, it is assumed that they did not devote time to

guidance and counseling activities. The average amount of time the adults attended classes was four hours per week. The average amount of time the sixty-six counselors were available was about two hours per week. In the forty-three programs which had counselors the student-to-counselor ratio was 216.3 to 1. Under these conditions it would be extremely difficult for the counselors to adequately serve each student.

- (5) There were 3,139 referrals to various agencies, or 9.8 percent of the total number of students included in this survey. All of the referrals were made by only forty percent of the programs. Considering the general needs of the Adult Basic Education students, it seems that a larger number of programs should be making a greater number of referrals to other agencies, since the public schools could serve only part of the adults' needs.
- (6) A large percentage of the programs maintained cumulative folders, approximately seventy-seven percent. The majority of the information contained in the folder was similar to that of a school enrollment card. In only a

small percentage of the cases were test scores and academic progress information kept in the folders. Health information, reasons for attending the program, reasons for leaving the program, and vocational interest information were virtually non-existent in the cumulative folders. Follow-up records were maintained by only a small percentage. Considering the kinds of information described as being kept in the follow-up records, they appeared to be similar to the cumulative record. The majority of those surveyed had no follow-up record system.

The results of this study indicate that in Texas some guidance and counseling services are offered in Adult Basic Education. Efforts toward providing these services have been made by many programs. Counseling efforts are mainly those of untrained persons used as counselors. Some funds are being budgeted for counseling. The percentage of the total budget set aside for guidance and counseling varies from zero to about six percent. While the general guidance needs of the adults are similar throughout the State, provisions for guidance and counseling vary a great deal.

### C. Recommendations

This study was an initial step in determining the extent of guidance and counseling services in Adult Basic Education so that improved services might be made possible. Therefore, the recommendations of this study are as follows:

- (1) The optimum part-time Adult Basic Education guidance program should be described. This would provide programs with a means to compare their program against a given criteria.
- (2) Another similar study is needed to determine the actual guidance practices of adult teachers in the classroom and to determine the counseling practices of elementary and secondary counselors when confronted with undereducated adults.
- (3) Colleges and universities should begin to offer selected courses to train teachers of adults to be more effective guidance workers. Colleges and universities should also offer courses to acquaint elementary and secondary counselors with the principles of counseling undereducated adults.
- (4) More effective means are needed to identify

guidance and counseling needs of adults, such as the need for services which cannot be provided by the educational system.

- (5) Uniform cumulative records should be kept on all students. The cumulative records should be similar to those utilized in elementary and secondary public schools.
- (6) A follow-up system which will follow an adult for at least one year after separation from the program should be maintained. This system should be uniform throughout the State.

Chapter I stated that the purpose of this study was to determine the extent to which Adult Basic Education programs in Texas offer guidance and counseling services. Results from a state-wide survey have provided evidence concerning these offerings. Another purpose of the study was to provide a base of information upon which guidance services to adults may be improved. This study has also provided much of the needed information upon which to build an improved guidance program in Adult Basic Education. This study brings closer the goal of guidance services for all undereducated adults attending adult education classes in Texas.

TEXAS EDUCATION AGENCY  
ADULT AND CONTINUING EDUCATION  
AUSTIN, TEXAS 78711

## APPENDIX A

## A SURVEY OF GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION PROGRAMS

---

 School District Reporting

---

 Date Report Completed

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 Official Reporting

This survey is not an evaluation of your Adult Basic Education (ABE) program. Rather, it is to determine the extent to which counseling and guidance services are available in ABE programs throughout the State of Texas. Please return the completed form to the address in the upper left-hand corner by February 25, 1970

## 1. Number of ABE students by level of instruction

- |                       |  |
|-----------------------|--|
| _____ a. Basic        | _____ d. GED (General Educational Development) |
| _____ b. Intermediate | _____ e. TOTAL                                 |
| _____ c. Advanced     |  |

## 2. Teaching Personnel

Regular ProgramAdult Learning Center

- |                                    |                                    |
|------------------------------------|------------------------------------|
| _____ Number of full-time teachers | _____ Number of full-time teachers |
| _____ Number of part-time teachers | _____ Number of part-time teachers |
| _____ Number of paraprofessionals  | _____ Number of paraprofessionals  |

## 3. \$ \_\_\_\_\_ Amount of funds budgeted for counseling in Consolidated Application for Federal Assistance (or contract).

## 4. On which night/s do classes usually meet? (Exclude Adult Learning Centers.)

- Monday    Tuesday    Wednesday    Thursday    Friday

## 5. Each night ABE classes meet, they meet for

\_\_\_\_\_ hours?      From \_\_\_\_\_ p.m. to \_\_\_\_\_ p.m.

## A SURVEY OF GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION PROGRAMS

6. If counselors are employed, how many are:
- \_\_\_\_\_ a. Part-time
- \_\_\_\_\_ b. Full-time?
7. Under which of the following categories are ABE counseling funds being used? (Check those applicable.)
- \_\_\_\_\_ a. Salary for counselor
- \_\_\_\_\_ b. Guidance materials.
- \_\_\_\_\_ c. Other (Explain.) \_\_\_\_\_
8. \_\_\_\_\_ How many persons counseling in your ABE program/s are certified as counselors?
9. How many of your part-time ABE counselors have the following regular full-time school assignments?
- \_\_\_\_\_ Elementary counselor?
- \_\_\_\_\_ Secondary counselor?
- \_\_\_\_\_ Other (Explain.) \_\_\_\_\_
10. How many of your counselors are working toward a
- \_\_\_\_\_ a. Master's degree? \_\_\_\_\_ c. Both master's and certification?
- \_\_\_\_\_ b. Counselor certification? \_\_\_\_\_ d. Doctorate?
11. If no counselor is employed, is counseling service provided?
- \_\_\_\_\_ a. No
- \_\_\_\_\_ b. Yes (By whom?)  Teacher  Administrator  Other \_\_\_\_\_
12. How much time does the counselor devote to ABE counseling and guidance?
- \_\_\_\_\_ hours per month?
13. How many adults are seen by the counselor each month in the following categories? (Enter the number beside the two categories.)
- \_\_\_\_\_ a. On an individual basis?
- \_\_\_\_\_ b. On a group basis?
- What is the occasion for the group meeting? (Check one.)
- \_\_\_\_\_ Regular class time? \_\_\_\_\_ Special meeting?

A SURVEY ON GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION PROGRAMS

14. Select from below the two most significant areas of counseling in which the counselor spends the most time in individual counseling. (Enter the approximate number of hours spent each month in these counseling areas.)

<u>HOURS PER MONTH</u>	<u>AREA OF COUNSELING</u>
_____	a. Financial
_____	b. Marital
_____	c. Family
_____	d. Health
_____	e. Racial or ethnic problems
_____	f. Vocational choice
_____	g. Vocational training
_____	h. Personal (Give examples.) _____
_____	i. Academic education (Specify.) _____
_____	j. Other _____

15. What is the most frequently occurring topic of discussion at the group guidance meetings?

\_\_\_\_\_

\_\_\_\_\_

16. Who informs the ABE student of the counseling services available? (Check those applicable.)

\_\_\_\_\_ a. Teacher?

\_\_\_\_\_ b. Counselor?

\_\_\_\_\_ c. Administrator?

\_\_\_\_\_ d. Other \_\_\_\_\_

17. Indicate below the number of adults referred to an agency by your ABE program since September, 1969.

<u>Number of Referrals Made</u>	<u>Agency to Which Referred</u>
_____	_____
_____	_____
_____	_____

A SURVEY OF GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION PROGRAMS

18. Who of the following maintains the cumulative folder on each adult?

- a. Teacher?
- b. Counselor?
- c. Administrator?
- d. Other? \_\_\_\_\_

19. If cumulative folder is maintained, describe the kinds of information it contains.

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20. Who of the following maintains the follow-up record system on each adult?

- a. Teacher?
- b. Counselor?
- c. Administrator?
- d. Other? \_\_\_\_\_

21. If follow-up folder is maintained, describe the kinds of information it contains?

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## APPENDIX B

ADULT BASIC EDUCATION PROGRAMS  
INCLUDED IN THE SURVEY

County	School District	County	School District
Anderson	Palestine	Burnet	Marble Falls
Aransas	Aransas Co.	Caldwell	Lockhart
Austin	Austin Co.	Calhoun	Calhoun Co.
Bailey	Muleshoe	Cameron	Brownsville
Bastrop	Elgin	Cameron	Harlingen
Bastrop	Smithville	Cameron	La Feria
Bee	Beeville	Cameron	Los Fresnos
Bell	Belton	Cameron	Point Isabel
Bell	Killeen	Cameron	Rio Hondo
Bell	Temple	Cameron	San Benito
Bexar	Bexar Co. Board of Education	Castro	Dimmitt
		Castro	Hart
Bowie	DeKalb	Cherokee	Rusk
Bowie	Texarkana	Coleman	Coleman
Brazoria	Angleton	Collin	Plano
Brazoria	Brazosport	Comanche	Comanche
Brazos	Bryan	Cooke	Cooke Co.
Brewster	Alpine	Dallas	Dallas
Brewster	Marathon	Dallas	Lancaster

Brooks	Brooks Co.	Dallas	Mesquite
Brown	Brownwood	Dallas	Wilmer- Hutchins
Dawson	Dawson Co.	Grimes	Navasota
Deaf Smith	Hereford	Guadalupe	Seguin
Delta	Fannindel	Hale	Abernathy
Denton	Denton	Hale	Hale Center
Duval	Benavides	Hale	Petersburg
Duval	San Diego	Hale	Plainview
Ellis	Ennis	Harris	Harris Co. Dept. of Ed.
El Paso	Anthony	Harris	Houston
El Paso	Canutillo	Harris	Lee College
El Paso	El Paso	Harrison	Marshall
El Paso	Fabens	Haskell	Rule
El Paso	Ysleta	Hays	San Marcos
Foard	Crowell	Henderson	Henderson Co. Jr. College
Fort Bend	Fort Bend		
Fort Bend	Lamar Cons.	Hidalgo	Donna
Freestone	Butler	Hidalgo	Edcouch-Elsa
Freestone	Fairfield	Hidalgo	Edinburg
Frio	Pearsall	Hidalgo	La Joya
Galveston	College of the Mainland	Hidalgo	La Villa
Galveston	Galveston	Hidalgo	McAllen
Galveston	Texas City	Hidalgo	Mercedes
Gillespie	Fredericksburg	Hidalgo	Mission
Goliad	Goliad	Hidalgo	Pharr-San Juan-Alamo

APPENDIX B--Continued

Grayson	Grayson Co.	Hidalgo	Weslaco
Gregg	Longview	Hockley	Anton
Hockley	Levelland	Midland	West Texas Ed. Service Center
Hockley	Ropes		
Hopkins	Sulphur Sprgs.	Milam	Milam Co.
Houston	Crockett	Mitchell	Colorado City
Howard	Big Spring	McLennan	Waco
Hunt	Greenville	Navarro	Corsicana
Jefferson	Beaumont	Newton	Newton Co.
Jefferson	Port Arthur	Nolan	Sweetwater
Jefferson	South Park	Nueces	Bishop
Jim Hogg	Jim Hogg	Nueces	Corpus Christi
Jim Wells	Alice	Nueces	Robstown
Jim Wells	Premont	Nueces	West Oso
Kleberg	Kingsville	Nueces	Tuloso-Midway
Lamar	Lamar Co.	Orange	Vidor
Lamar	Paris	Polk	Livingston
Lamar	Powderly	Potter	Amarillo
Liberty	Cleveland	Presidio	Marfa
Limestone	Mexia State School	Presidio Red River	Presidio Avery
Live Oak	Three Rivers	Reeves	Pecos
Lubbock	Lubbock	Robertson	Bremond
Mason	Mason	San Patricio	Sinton
Matagorda	Bay City	San Patricio	Taft

APPENDIX B--Continued


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Maverick	Eagle Pass	San Saba	San Saba
McCulloch	Brady	Scurry	Snyder
Shelby	Center	Walker	Huntsville
Smith	Troup	Washington	Brenham
Starr	Rio Grande City	Webb	Laredo Jr. College
Starr	San Isidro	Webb	Mirando City
Stephens	Breckenridge	Wharton	Wharton
Tarrant	Fort Worth	Wichita	Burkburnett
Tarrant	Grapevine	Wichita	Wichita Falls
Taylor	Abilene	Wilbarger	Vernon
Terry	Brownfield	Willacy	Raymondville
Titus	Mount Pleasant	Williamson	Georgetown
Tom Green	San Angelo	Williamson	Round Rock
Travis	Del Valle	Wilson	Floresville
Travis	Texas School for the Deaf	Winkler	Kermit
Travis	Travis State School	Zapata	Zapata
Travis	University of Texas, Divn. of Extension	Zavala	Crystal City
		Zavala	La Pryor
Upton	McCombs		
Upton	Rankin		
Uvalde	Uvalde		
Val Verde	Del Rio		
Val Verde	San Felipe		
Victoria	Bloomington		

## APPENDIX C

THE NUMBER AND PERCENTAGE OF PROGRAMS RESPONDING  
TO EACH ITEM OF THE SURVEY

Survey Item Number	Total Number of Programs Responding	Percentage of Total Programs Surveyed
1	155	99.936
2	156	100.000
3	36	23.076
4	156	100.000
5	156	100.000
6	43	27.564
7	43	27.564
8	39	25.000
9	36	23.077
10	25	16.025
11	99	63.461
12	84	53.846
13	95	60.897
14	96	61.538
15	72	46.154
16	99	63.461
17	76	40.000
18	120	76.923
19	114	73.077

APPENDIX C--Continued

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20	88	56.410
21	42	26.923

## APPENDIX D

## PROGRAMS WITH COUNSELORS

School	Number of Students	Total Number of Teachers	Number of Part-time Counselors
Bexar County	4,312	136	8
Brownsville	1,900	50	1
Dallas	1,664	102	6
Fort Worth	1,432	39	1
El Paso	1,300	62	1
Crockett	1,234	45	1
Rusk	1,228	45	2
Cooke County	960	35	7
Beaumont	835	32	1
Corpus Christi	667	38	1
San Angelo	600	18	1
McAllen	499	25	1
Troup	491	26	1
Laredo Jr. College	481	28	1
Pharr, San Juan	457	20	1
Harlingen	425	23	1
Edinburg	408	15	1
Harris County	402	31	6
University of Texas*	352	3	1
Abilene	277	12	1
Victoria	250	12	1

APPENDIX D--Continued


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Weslaco	191	8	1
Wichita Falls	142	10	1
Texarkana	129	7	0
Livingston	116	6	0
Milam County	94	5	2
Texas City	90	4	0
Marshall	87	6	1
Jim Hogg	81	4	1
Bryan	80	7	1
La Joya	79	6	1
Corsicana	73	8	1
Abernathy	67	3	1
Mexia	45	2	3
Fort Bend	40	2	1
Alpine	39	3	1
Tuloso-Midway	37	3	1
McCamey	37	3	1
Hale Center	36	1	1
Center	29	2	1
Goliad	23	4	0
San Saba	20	3	1
Pearsall	15	1	1
		Total	66

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\* Pilot Project

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