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TRADOC

LEVEL III

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EVALUATION - BASIC SKILLS EDUCATION

PROGRAM, PHASE I

BSEP

I.

Revised.

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UNITED STATES ARMY
TRAINING AND DOCTRINE COMMAND
FORT MONROE VIRGINIA 23651

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DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23651

ATPL-AE

11 June 1980

SUBJECT: TRADOC Evaluation - Basic Skills Education Program, Phase I, BSEP I

SEE DISTRIBUTION

1. Reference letter, HQ TRADOC, ATPL-AGE dated 28 March 1980, SAB.
2. Attached is a revised copy of the TRADOC Evaluation - Basic Skills Education Program, Phase I, BSEP I. The revised edition further aligns the Executive Summary directly to the statistical data provided in the text and corrects a number of typographical errors. The original text (blue cover) should be destroyed.

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FOR THE COMMANDER:

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as


R. N. WAGGENER
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FOREWORD

Since World War I, differing standards have been used at various times in determining eligibility for enlistment or induction. No matter what the standard, the Army has always had a significant number of service members with serious reading problems.

Literacy programs during World War II and the Vietnam War were only marginally effective in the more technical training courses. Short intensive reading courses cannot provide the competency needed to master highly technical material required in many MOS; e.g., electronics, data processing, etc. Experience has shown that while a short, intensive course may bring the individual to a prescribed grade level, without constant reinforcement, the skills will be lost.

The problem facing the Army today, in contrast to the problem faced in two world wars and Vietnam, is that of salvaging the failures of the public school system, and not that of providing an education for the uneducated.

The success of any program developed by the Army depends on many factors; individual motivation, command support, adequacy of instructional materials, availability of time, mission requirements, and many others.

The BSEP program has been designed not only to provide development of literacy and English language competency skills, but to offer a total program of personal and professional growth.

EXECUTIVE SUMMARY
PRELIMINARY EVALUATION
OCT 78 - NOV 79
BASIC SKILLS EDUCATION PROGRAM, PHASE I

BACKGROUND

The Basic Skills Education Program, Phase I (BSEP I), consisting of instruction in literacy and English-as-a-Second Language (ESL), was created (July 1978) as an on-duty remedial education program during initial entry training for Regular Army, Army National Guard, and Army Reserve personnel on active duty for initial entry training. The program consisted of three parts: counseling/diagnostic testing; instruction in reading and arithmetic (BSEP I-Literacy); and instruction in English-as-a-Second Language (BSEP I-ESL). The reading and arithmetic components were targeted at enlistees who scored less than 19 on the SelectABLE test -- roughly reflecting a grade level (GL) of approximately the 5th grade -- and those who scored less than 70 on the English Comprehension Level Test -- (ECLT) -- reflecting a probable difficulty in communicating in the English language. → The following are among the conclusions of this study.

¹SelectABLE - a preliminary screening device designed by the Psychological Corporation to be used in conjunction with the Adult Basic Learning Examination (ABLE). The SelectABLE score is a means of determining which level of ABLE - Level I (grades 1-4), Level II (grades 5-8), and Level III (grades 9-12) - is most suitable for use with a particular individual. The test consists of 45 multiple-choice questions involving both verbal and numerical concepts. SelectABLE is administered without time limits, although most examinees should need no more than 15 minutes to complete the test.

²ECLT - an English language proficiency test developed by the Defense Language Institute English Language Center (DLIELC). This test was given to all soldiers for whom English is a second language and measured their proficiency in listening and reading comprehension skills in English. The test consists of two parts - the aural portion and the reading portion. The time limit of the ECLT is 30 minutes for the aural portion and 35 minutes for the reading portion.

-Because of purchasing difficulties, administration of SelectABLE testing did not start simultaneously at all initial entry training installations. Testing on SelectABLE began in October 1978 at selected installations; however, by February 1979, all installations (22) conducting initial entry training were administering SelectABLE to all enlistees arriving for initial entry training. Through November 1979, SelectABLE was administered to 209,483 enlistees. Mandatory ECLT began 1 March 1979 after experience revealed that the SelectABLE did not adequately discriminate to identify those with ESL problems. Through November 1979, ECLT was given to 6,478 enlistees (all enlistees tested on the ECLT had previously been tested on the SelectABLE and are included in the SelectABLE total of 209,483). Total SelectABLE and ECLT results provided a data base for statistics contained in this evaluation.

-Individual eligibility for BSEP I - Literacy was based on SelectABLE score, further diagnostic testing using components of the Adult Basic Learning Examination I (ABLE I)³, educational counseling and the recommendation of the training unit commander. Eligibility in BSEP I -ESL was based on ECLT score, training unit commander recommendation and education counseling. In all cases, enrollment of eligibles in BSEP I instruction remained at the discretion of the training unit commander.

-HQ TRADOC established a data bank derived from installation input containing demographics, testing and attrition data on all BSEP eligibles. Enlistees who scored less than 19 on SelectABLE or less than 70 on ECLT were tracked through initial entry training. Those who were enrolled in BSEP I constituted an experimental cohort while those who were not enrolled constituted a control cohort. All who were discharged from the Army (regardless of identification in experimental or control cohort) during initial entry training were considered failures - those who were awarded a MOS were considered successful.

³ ABLE - Adult Basic Learning Examination I (ABLE I) is a battery of tests designed by the Psychological Corporation to measure the educational achievement of adults in grade levels 1-4. The battery of tests consists of vocabulary, reading, spelling, and arithmetic. Two forms of tests are available. Forms A and B are comparable in content, format and level of difficulty. These two forms may be alternated when reevaluation or periodic testing is desired. ABLE I tests are essentially without time limits - approximately 2-2½ hours of testing is required.

-Following is an extract of two separate data bases concerned with (1) initial SelectABLE and ECLT results, and (2) tracking data including demographics, testing, and attrition information obtained from all BSEP eligibles. Initial testing data and tracking data cannot be directly compared. Initial testing data were obtained at the time of the trainee's entry into AIT/OSUT; whereas, tracking data were obtained approximately four months later at the time of award of MOS or attrition.

Testing Results

-SelectABLE and ECLT data were provided monthly to HQ TRADOC to monitor the profile of the BSEP I -Literacy and BSEP I - ESL eligible groups.

-Of the 209,483 enlistees tested on SelectABLE:

- 4.3% (8,993) scored below 19 (less than 5 GL)
- 14.3% (29,976) scored between 19 and 26 inclusive (5 GL-7 GL)
- 39.9% (83,676) scored between 27 and 35 inclusive (7 GL-9 GL)
- 41.5% (86,838) scored above 35 (greater than 9 GL)

-Of the 6,478 enlistees tested using ECLT:

- 56.3% (3,648) scored below 70

Tracking Results

-Demographic data on all BSEP I eligibles were entered into a TRADOC computer-based tracking system after the enlistee had been awarded a MOS or attrited from the training base.

-Of those who scored below 19 on SelectABLE (4,142):

- 37.8% (1,570) were high school graduates (diploma and GED)
- 44.9% (1,858) were Regular Army enlistees
- 7.3% (305) were USAR enlistees
- 47.8% (1,979) were ARNG enlistees
- 44.4% (1,836) were white
- 54.1% (2,242) were black
- 1.5% (64) were other

-Of those 1,093 who scored below 70 on ECLT:

73.3% (801) were high school graduates (diploma and GED)

65.0% (710) were Regular Army enlistees

5.7% (62) were USAR enlistees

29.3% (321) were ARNG enlistees

80.0% (874) were insular Puerto Rican

15.3% (167) were other Spanish

4.7% (52) were other

-Demographic comparisons of eligibles are shown at appendix D.

EVALUATION - BSEP I-LITERACY

Commanders' Comments

-During July 1979, TRADOC training installation commanders involved in BSEP I were asked for their subjective as well as objective evaluation of BSEP I. Their comments are included within this report (appendix F). In general these commanders concluded:

The reading grade level (RGL) needed by enlistees varies by the MOS skills being taught and the instructional method used.

As a group, poor readers have greater difficulty during initial entry training than good readers. (This is indicated by the fact that those who scored less than 19 on SelectABLE - below approximate 5th grade level - were discharged during initial entry training at 2½ times the rate of those who scored at or above 19 on SelectABLE).

Enrollment in BSEP I seemed to improve soldier motivation, adjustment and attitude. However, this cannot be proven statistically.

Army MOS training literature was used to improve reading abilities.

Statistical Evaluation

-During the period 1 October 1978 to 30 November 1979, of 4142 enlistees eligible for enrollment in BSEP I-Literacy, 887 (21.4%) were actually enrolled. On the average, they gained .93 in grade level score during their enrollment (up to 6 weeks).

-During the period 1 October 1978 to 30 November 1979, of 4142 enlistees who scored less than 19 on SelectABLE (whether or not enrolled), 890 (21.5%) were discharged during initial entry training.

-Of those eligible for BSEP I-Literacy and subsequently discharged (890):

Their average RGL was 4.4
40.7% (362) were Regular Army enlistees
8.4% (75) were USAR enlistees
50.9% (453) were ARNG enlistees

48.5% (432) were white
49.2% (438) were black
2.3% (20) were other

-Of the 887 enlistees enrolled in BSEP I-Literacy, 261 (29.4%) were subsequently discharged during initial entry training. This means that 70.6% or 626 enlistees successfully completed initial entry training who might have otherwise been discharged.

EVALUATION - BSEP I-ESL

Commanders' Comments

-In addition to English communication, commanders reported difficulties with cultural shock, following directions, understanding written material, and motivation among enlistees who scored less than 70 on ECLT. As a group, they required more time and personal attention by training instructors than did other groups.

Statistical Evaluation

-During the period 1 March 1979 to 30 November 1979, 534 (48.9%) of BSEP I-ESL eligibles (1093 scored less than 70 on ECLT) were enrolled in BSEP I-ESL. On the average, they gained 12 ECLT points during the six weeks of instruction. Of those enrolled, 49 (4.5%) were subsequently discharged during initial entry training. However, the loss rate among those eligible but not enrolled (559) was 104 (18.6%). Although an ECLT score of 70 seemed necessary to successfully complete initial entry training, this cannot be proven statistically.

-Of those eligible for BSEP I-ESL and subsequently discharged (153):

59.5% (91) were Regular Army enlistees
9.8% (15) were USAR enlistees
30.7% (47) were ARNG enlistees

77.8% (119) were insular Puerto Rican
16.3% (25) were other Spanish
5.9% (9) were other

CONCLUSIONS

- (1) Less than 10% of BSEP I eligibles are from mental categories I and II of the AFQT.
- (2) SelectABLE is a reasonably valid predictor of difficulty with reading/math during initial entry training;
- (3) The SelectABLE score of 19 did not identify all those who may have a need for BSEP I instruction. The majority of TRADOC installation commanders expressed concern (see appendix F) that the SelectABLE score of less than 19 was too low to identify many soldiers who need BSEP I instruction in order to successfully complete initial entry training.
4. Only enlistees who scored less than 19 on SelectABLE (less than 5 GL) were tracked to determine success or failure during initial entry training. Therefore, tracking procedures may not have accurately identified the relationship between grade level and attrition in initial entry training.
5. BSEP I-ESL is an effective preparation for initial entry training.
6. BSEP I, to be fully effective, must be more specifically related to the MOS in which the enlistee is to be trained.
7. A comparison of BSEP I data and MILPERCEN records is needed to determine effects of BSEP I on first-term attrition.

RECOMMENDATIONS

1. That BSEP I be continued as a field test through 30 September 1980 to provide the opportunity to expand the statistical bases for full evaluation.
2. The SelectABLE test should continue to be used to identify BSEP I eligibles until Army MOS-specific diagnostic tests are developed and validated.
3. That BSEP I-Literacy tracking be expanded to include all individuals who score less than 36 on SelectABLE (approximate 9 GL).
4. That BSEP I-Literacy be made more MOS-specific.
5. That in view of varying MOS requirements and subject to commander decision, BSEP I-Literacy eligibility may be extended to include those who score more than 18 on the SelectABLE.

6. That BSEP I-ESL be conducted before the basic training cycle. That BSEP I-ESL be modified to include the Fort Jackson developed pre-basic rifle marksmanship instruction.

7. That the data in the TRADOC BSEP I tracking system be compared to MILPERCEN records to determine first enlistment discharge patterns of soldiers who were eligible for enrollment in BSEP I.

8. BSEP I-ESL should continue to target on increasing enlistee ECLT scores to 70 or better - until an Army criteria-referenced test/score is developed and validated.

I. PURPOSE.

This pamphlet provides the historical background of illiteracy in the Army and efforts to alleviate the problem and explains the chronological development of the Basic Skills Education Program Phase I (BSEP I). It includes discussion of identification of eligibles, program implementation, test results and tracking data of all personnel identified as BSEP I eligibles during the period 1 July 1978-30 November 1979. Additionally, a preliminary evaluation of the BSEP I Program, including a summary of responses from 18 TRADOC schools, regarding the status of BSEP I as of 30 September 1979, is included.

II. HISTORICAL BACKGROUND.

Since World War I, differing standards have been used at various times in determining eligibility for enlistment or induction into the Armed Services. No matter what the standard, the Army has always had a significant number of service members with serious reading problems. All of the remedial programs used during this period have been considered to be reasonably effective.

During World War II and the Vietnam War, it was found that graduates of the literacy program were only marginally effective in the more technical training courses. Short intensive reading courses cannot provide the competency needed to master highly technical written material, required in many MOS; e.g., electronics, data processing, etc.

At the conclusion of hostilities in Vietnam and with the transition to an all-volunteer Army, the problem regarding literacy became even more pronounced. Advancing military technology and the need for more highly skilled soldiers pointed up the need for not only literacy training but English comprehension competency as well. HQ TRADOC, as early as January 1976, informed HQDA that it intended to provide a definition and documentation of the English Language Comprehension (ELC) problem. Subsequently, upon completion of TRADOC survey of battalion commanders concerning ELC, recommendations were forwarded to HQDA.

During the review of the FY 78 budget, House and Senate Appropriations Committees expressed concern about the need to correct educational deficiencies of persons entering the Armed Services. Accordingly, Congress, on 4 August 1977, as reflected in Congressional Record PH8742, directed (among other things) that the Secretary of Health, Education and Welfare (HEW), and Secretary of Labor, in coordination with the Secretary of Defense, establish a preenlistment Basic Skills Education Program (BSEP) by FY 79.

Subsequently, during November 1977, HQ TRADOC was tasked by HQDA to:

1. Determine competencies needed for successful completion of all AIT courses and development to MOS skill level .20 and grade E-5.
2. Examine the ongoing Advanced Individual Training-Preparatory Training Program (AITPT) and determine whether remedial education should be conducted before AIT, integrated with AIT, or eliminated as a part of entry level training.
3. Determine the progressive educational competencies needed for professional development above skill level .20 and grade E-5.
4. Assist in the identification or design of appropriate Army skill-related diagnostic testing procedures.

Accordingly, the Education Division, Office of the Adjutant General, HQ TRADOC, initiated preliminary actions toward program design and a draft DA regulation for its implementation. As a result of these efforts and with input from MACOMS and advice from the American Council on Education and HQDA, BSEP was conceived as a three-phase program:

1. BSEP I - a two-pronged program.
 - a. Basic literacy program (attainment of up to 5th grade reading and arithmetical competency).
 - b. English as a Second Language (ESL) program for those persons experiencing difficulty in communicating in the English language.
2. BSEP II - foundation program (attainment of 9th grade literacy competencies).
3. BSEP III - Functional program (development of skills needed for job performance).*

Each of the above phases were planned to be interlocking to form a continuum for the soldiers's career growth.

BSEP was introduced by HQDA as an on-duty education program for enlisted personnel in July 1978. Additional background information is at appendix A.

*See note page 90.

III. IDENTIFICATION OF BSEP I - ELIGIBLES.

The SelectABLE (a 15-minute multiple choice test) used in conjunction with the Adult Basic Learning Examination (ABLE) developed by the Psychological Corporation and the English Comprehension Level Test (ECLT) developed by the Defense Language Institute English Language Center (DLIELC) were selected as the instruments to be used for identifying those individuals experiencing academic and communication difficulties.

1. SelectABLE Test.

a. Enlistees are administered the SelectABLE test at initial entry training installations. Those scoring below 19 on the SelectABLE (less than 5th grade level) are then administered the ABLE IA test to determine areas of academic deficiency below 5.0 grade level. Those identified as being below 5.0 grade level on any part of the ABLE IA are recommended to commanders for enrollment into the literacy (reading, vocabulary, spelling, and arithmetic) part of BSEP I.

b. Because of purchasing difficulties, administration of SelectABLE testing did not start simultaneously at all entry training facilities. However, in October 1978, administration of screening tests was initiated and by February 1979, all 22 entry training installations were administering SelectABLE tests.

2. English Comprehension Level Test (ECLT).

a. After completing the SelectABLE test, soldiers who are identified as having English as their second language are administered the English Comprehension Level Test (ECLT). Those scoring below 70 are recommended to commanders for enrollment in the ESL phase (language lab, speaking and listening skills) of BSEP I.

b. Since March 1979, the English Comprehension Level Test (ECLT) has been administered to all enlistees perceived as having difficulties with English as a Second Language (ESL).

c. Flexibility of the program permits commanders to refer potential eligibles for testing and enrollment. In all cases, enrollment of eligibles in the program remains at the discretion of the training unit commander. Additional information on the tests used may be found at appendix B.

IV. PROGRAM IMPLEMENTATION.

BSEP I was developed as a tool for commanders within the Army initial entry training base to improve the educational foundations of trainees with literacy deficiencies or those who have difficulty communicating in English. This remedial education was initiated to reduce attrition rates and improve the potential for understanding later training.

BSEP I, a two-pronged program, consists of course organization and curriculum as follows:

1. BSEP I - Literacy.

Provides instruction for those personnel lacking 5th grade competency in reading, writing, listening, oral communications, and arithmetic skills. Reading instruction includes auditory-visual discrimination, phonics, structural analysis, and word attack skills. Arithmetic instruction includes fundamental operations with whole numbers, decimals, fractions, and percentages. The use of pertinent Army publications such as Soldier's Manuals, DA Pamphlets, Army Regulations, and Field Manuals are also emphasized.

2. BSEP I - ESL.

The American Language Course as developed and distributed by the Defense Language Institute English Language Center (DLIELC) is being used. This course places its emphasis on a combination of classroom learning and individual language laboratory instruction. Emphasis is placed on speaking and listening skills. Additionally, MOS related materials have been developed by Forts Dix, Jackson, Benning, and Gordon.

3. Schedule of Instruction.

The time frames within which the above phases of BSEP are taught is as follows:

a. Literacy Phase - reading and language skills - 4 hours per day - 20 hours per week for a total of 120 hours. Arithmetic skills - 2 hours per day - 10 hours per week for a total of 60 hours.

b. ESL Phase - 6 hours per day - 30 hours per week for a total of 180 hours.

An extract from chapter 2, AR 621-45, concerning BSEP implementation is at appendix C.

V. TESTING AND TRACKING DATA.

Enlistees who scored less than 19 on SelectABLE or less than 70 on ECLT were tracked through initial entry training. An individual report was prepared on each trainee scoring less than scores indicated above. This report consisted of ADP cards covering 37 individual demographics, testing, and attrition data elements. Individual reports were edited and prepared as input into the BSEP I data bank, out of which were derived various statistical analyses and monthly reports. This has given an experimental cohort of those enrolled in BSEP I and a control cohort of those who are not. Those who were discharged from the Army during initial entry training constituted failure; those who were awarded an MOS were considered successful.

A study of test scores reveals that of the 209,483 enlistees tested (1 October 1978 through 30 November 1979) on the SelectABLE, 4.3% or 8993 scored below 19 (less than 5 GL), 14.3% (29,976) scored between 19 and 26 inclusive (5 GL-7 GL), 39.9% (83,676) scored between 27 and 35 inclusive (7 GL-9 GL), and 41.5% (86,838) scored above 35 (greater than 9 GL). Statistics show that the ECLT was administered to 6478 accessions during the period 1 March 1979 through 30 November 1979 and that 56.3% (3648) of those scored below 70. A more complete breakout of data reflecting demographic comparison of eligibles is at appendix D.

VI. EVALUATION.

This evaluation covers BSEP I initial testing data and tracking data from the period of 1 October 1978 through 30 November 1979 as well as a summary of commanders' evaluative comments (September 1979) in response to a BSEP I questionnaire forwarded by TRADOC Chief of Staff letter dated 30 July 1979. (A copy of the questionnaire is at appendix E and a summary of commanders' evaluative comments is at appendix F.) Initial testing data and tracking data cannot be directly compared. Initial testing data was obtained at the time of the trainee's entry into AIT/OSUT; whereas, tracking data was obtained approximately four months later at the time of award of MOS or attrition. The following portion of the evaluation combines initial testing data and tracking data with commanders' comments to provide an overall picture of the impact and affects of the BSEP I program.

1. Evaluation - BSEP I-Literacy.

a. Commanders' Comments.

(1) The reading grade level needed by enlistees varies by MOS skills being taught and instructional method used.

(2) As a group, poor readers have greater difficulty during initial entry training than good readers. (This is indicated by the fact that those who scored less than 19 on SelectABLE - below approximate 5th grade level - were discharged during initial entry training at 2½ times the rate of those who scored at or above 19 on SelectABLE).

(3) Enrollment in BSEP I seemed to improve soldier motivation, adjustment, and attitude. However, this cannot be proven statistically.

(4) Army MOS training literature was used to improve reading abilities.

b. Statistical Evaluation.

(1) During the period 1 October 1978 to 30 November 1979, of 4142 enlistees eligible for enrollment in BSEP I-Literacy, 887 (21.4%) were actually enrolled. On the average, they gained .93 in grade level score during their enrollment (up to 6 weeks).

(2) During the period 1 October 1978 to 30 November 1979, of 4142 enlistees who scored less than 19 on SelectABLE (whether or not enrolled), 890 (21.5%) were discharged during initial entry training.

(3) Of those eligible for BSEP I-Literacy and subsequently discharged (890):

Their average NGL was 4.4
40.7% (362) were Regular Army enlistees
8.4% (75) were USAR enlistees
50.9% (453) were ARNG enlistees
48.5% (432) were white
49.2% (438) were black
2.3% (20) were other

(4) Of the 887 enlistees enrolled in BSEP I-Literacy, 261 (29.4%) were subsequently discharged during initial entry training. This means that 70.6% or 626 enlistees successfully completed initial entry training who might have otherwise been discharged.

2. Evaluation - BSEP I-ESL.

a. Commanders' Comments.

In addition to English communication, commanders reported difficulties with cultural shock, following directions, understanding written material, and motivation among enlistees who scored less than 70 on ECLT. As a group, they required more time and personal attention by training instructors than did other groups.

b. Statistical Evaluation.

(1) During the period 1 March 1979 to 30 November 1979, 534 (48.9%) of BSEP I-ESL eligibles (1093 scored less than 70 on ECLT) were enrolled in BSEP I-ESL. On the average, they gained 12 ECLT points during the six weeks of instruction. Of those enrolled, 49 (4.5%) were subsequently discharged during initial entry training. However, the loss rate among those eligible but not enrolled (559) was 104 (18.6%). Although an ECLT score of 70 seemed necessary to successfully complete initial entry training, this cannot be proven statistically.

(2) Of those eligible for BSEP I-ESL and subsequently discharged (153):

59.5% (91) were Regular Army enlistees
9.8% (15) were USAR enlistees
30.7% (47) were ARNG enlistees
77.8% (119) were insular Puerto Rican
16.3% (25) were other Spanish
5.9% (9) were other

The following pages provide, on an installation-by-installation basis, information concerning MOS-producing courses, a profile of enlistee SelectABLE scores, and installation responses to the BSEP I preliminary evaluation questionnaire. Responses have been edited to facilitate presentation of material.

BSEP I EVALUATION

ORDNANCE CENTER AND SCHOOL, ABERDEEN PROVING GROUND, MD

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Fire Control Computer Repair	34G10	EL 100	
Chemical Lab Procedures	92D10	GT/ST 100	
		Credit for HS	
		courses in Alg	
		and Chemistry.	
		Physics may be	
		substituted for	
		Chemistry or 45	
		or higher on HS	
		GED tests 3 and 5.	
Chemical Operations Specialist	54E10	GT/ST 100	
Recovery and Evacuation	63F10	MM 90	
Fuel and Electrical Systems			
Repairer	63G10	MM 90	
Automotive Repair	63H10	MM 90	
Small Arms Repair	45B10	GM 90	
Artillery Repair	45L10	GM 90	
Tank Turrett Repair	45K10	GM 100	
Fire Control Instrument Repair	41C10	GM 90	
QM Equipment Repair	63J10	MM 90	
Chemical Equipment Repair	54D10	GM 90	
Machinist	44E10	GM 100	
Metal Worker	44B10	GM 90	

*Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	305	4.6%
26 or below	7	1119	16.8%
35 or below	9	4120	61.8%
36 or above	9+	2542	38.2%
Total Enlistees Tested: 6662			

**US Army Ordnance and Chemical Center and School (USAOCCS)
Response to Basic Skills Education Program (BSEP I)
Preliminary Evaluation Questionnaire**

1. It is not possible to establish a specific reading/English comprehension level at which trainees can be expected to either pass or fail initial entry training. The standard practice in determining prerequisite requirements is to select a point at which no more than a certain percentage of selectees can be expected to fail. The following table illustrates the USAOCCS failure rate for various SelectABLE score groupings. Slightly over 2400 trainees are included in this sample.

<u>SelectABLE Score</u>	<u>Failure Rate (%)</u>
0-18	35.4
19-24	17.2
25-27	12.0
28-30	7.8
31-35	8.0
36-40	6.0
41-45	4.4

Establishing a cutoff is arbitrary depending upon the failure rate that can be accepted. Since most tasks in CMF 63 require ninth-grade or higher reading and math skills, a minimum SelectABLE score of 28 seems reasonable for Ordnance and Chemical MOS. At or above this level the failure rate should not exceed 10 percent and graduates would have a high probability of coping successfully with the on-the-job literacy demands.

2. The Aberdeen Proving Ground contracting office expects to have the BSEP I contract awarded by 27 Aug 79. We expect classes to begin within 2 weeks from that date.

3. No local data available. Reports of operational and research efforts to improve reading capability indicate that short-duration programs of up to 13 weeks have not been effective in developing more competent readers or improving training/job performance.

4. Yes. See the failure rates provided in response to question number one. To date, the AWOL and TDP rate for BSEP I eligibles is much higher than for all other AIT trainees. The AWOL rate is 65 per 1000 for BSEP I eligibles (13/193) and 37.8 per 1000 for all others (174/4626). For TDP, the BSEP I rate is 10 per 1000 (2/193) and 4.3 per 1000 for all others (20/4626).

5. The USAOCCS BSEP I instruction phase for reading and math will be MOS-oriented and patterned after the HumRRO developed Functional Literacy Training (FLIT) Program. Instruction of this nature seems best located immediately prior to AIT. The best location for English language instruction may be earlier in the training cycle so that individuals will have maximum opportunity to practice their new language skills prior to AIT.

6. Problems seem to be social, cultural and linguistic. The wide variety of regional accents, slang expressions and technical jargon used by the instructors hinders understanding and inhibits two-way communications. The net result is usually reduced motivation. Improvements usually result when an instructor is available that speaks the same language as the students.

7. No local data available.

8. Considering the fact that military reading and civilian adult basic education programs by themselves usually accomplish very little, efforts to improve reading skills for those at the lowest levels during initial entry training in technical MOS's are not likely to produce significant benefits. A functional program such as FLIT may produce tangible results in those MOS's that rely heavily on technical manuals (TM's) for job performance. Most TM's now in the system are difficult to use and as a general rule are written at the tenth-grade level or higher. Providing additional time for low ability readers to learn TM organization, structure and some technical word knowledge unique to the MOS seems to be a worthwhile investment. Lack of ability to "use the TM" is a frequent complaint of field commanders regarding AIT graduates of technical courses.

9. The reading and math program will be MOS-oriented in accordance with the FLIT concept.

10. Assuming that all eligible USAR/NG personnel participate and no significant change in the trainee input, raising the cutoff to below seventh grade would double the BSEP I in-training load. Currently we expect an in-training load of 40-50 trainees. Accepting the increased load of 80-100 trainees would require additional cadre, classrooms, instructors and supplies. A cost comparison of the instructional requirements for the two levels for FY80 follows. These data were provided by Aberdeen Proving Ground.

	<u>Estimated FY 80 Cost</u>	
	<u>3rd RGL</u>	<u>7th RGL</u>
	<u>Cutoff</u>	<u>Cutoff</u>
Institutional contract for instructors, test proctor and instructional support	\$79,000	\$158,000

	<u>Estimated FY 80 Cost</u>	
	<u>3rd RGL Cutoff</u>	<u>7th RGL Cutoff</u>
Equipment for language/listening laboratory	(See Note 1)	\$15,000
Materials and supplies	\$ 4,300 (See Note 2)	8,600
Classroom furniture	(See Note 3)	6,400
Installation G&A costs	(See Note 3)	<u>10,000</u>
TOTAL	\$83,300	\$198,000

Note 1. \$15,000 in equipment already purchased to support this level.

Note 2. \$27,300 in materials and supplies already purchased. This figure provides for replacement.

Note 3. Classrooms and furniture already available to the Education Center are adequate for this level.

Within the USAOCCS School Brigade, additional personnel would be required to control and administer this expanded BSEP I population. These resources cannot be absorbed within the current authorization.

11. Same as question number ten.

BSEP I EVALUATION

ENGINEER SCHOOL, FORT BELVOIR, VA

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
SP Electrical Devices Repairer	35E10	EL 100	
Soils Analysis	51G10	GM 100 2 yrs HS math including Alg; 1 yr general science, chem, bio or physics or 45 on HS GED tests 3 and 5.	
Utilities Equipment Repairer	52C10	GM 100	
Power Generation Equipment Repairer	52D10	GM 100	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	71	2.5%
26 or below	7	269	9.4%
35 or below	9	1245	43.6%
36 or above	9+	1613	56.4%
Total Enlistees Tested: 2858			

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

1. Indications are that a minimum reading capability of grade 7 (SelectABLE score of 26) is required to complete AIT. (Coordinated with the Individual Training Division, Director of Training Developments, US Army Engineer School). Reading grade level (RGL) of 7 is consistent with current TRADOC guidance. Fort Belvoir has not had sufficient experience with English Comprehension Level Test (ECLT) to determine ECLT score needed to complete AIT.
2. During the period October 1978 - May 1979, 40 individuals at Fort Belvoir scored 19 and below on SelectABLE. Among these 40 potentially eligible, 20 scored less than 5th grade on ABLE I. Of these, 16 were actually enrolled in BSEP I. Students enrolled in BSEP I as of 20 August: 4 in basic; 2 in English-as-a-Second-Language (ESL) and basic instruction.
3. Six weeks is adequate for BSEP I in most cases. Appropriate time allocation to achieve objectives of BSEP I does vary with each individual. Generally, some increase in reading grade level can be realized in most cases in six weeks where there is going to be any increase at all. The majority of individuals at this fundamental academic level can be anticipated to benefit from some additional training, such as BSEP II or BSEP III, during their military careers, as General Hixon suggested in his May 7 letter. Some regression is also expected after instruction.
4. Consensus among the units conducting AIT at Fort Belvoir is that poor readers do have more difficulty coping with training than individuals who do not have reading problems. Two of the three units having experience with TDP discharge rates qualified their responses; one indicated limited

reading ability as one of several possible causes--not the only cause--associated with TDP discharges. The second unit indicated that individuals with poor reading ability..."tend" to have a higher discharge rate (TDP/EDP, etc.).

5. To be cost effective and for the Army to realize the greatest benefit from its investment in the program, BSEP I should be conducted as early as possible and practical in the training cycle. This is being done at Fort Belvoir prior to AIT.

6. A responding unit identified the problem of "falling behind the rest of the class in the training program" as being associated with reading or English language difficulties. It was said that "falling behind leads to other problems, like motivation and attitude, and only compounds his reading problem."

7. Responding units indicated a positive effect of BSEP I on motivation, adjustment and attitude. Greater self-confidence and a more positive self-image were cited as benefits of BSEP I in addition to increased reading ability.

8. Consensus among the units is that raising the required reading level from grade 5 to grade 7 would increase BSEP enrollment and would reduce the number of AIT academic failures.

9. BSEP I curriculum now being taught at Fort Belvoir supports MOSs being awarded in that basic reading skills are taught. Vocabulary peculiar to

these MOSs is incorporated into the curriculum to a limited degree. Extensive use is made of FM 21-1, Soldier's Manual of Common Tasks, with respect to vocabulary found in virtually all MOSs in common military subjects.

10. Based on October 1978-May 1979 BSEP data, if entry requirement for BSEP had been changed from below 5th RGL to below 7th RGL, Fort Belvoir would have had an increase of from 40 (2.3%) to 161 (9.4%) individuals potentially eligible for BSEP I. Since ABLE I was not administered to these additional 121 individuals, no data are available on the number who would have become eligible for BSEP. Obviously, whatever the actual increase in BSEP I students there would be, would delay or prohibit attendance in AIT and result in a longer stay with extended logistical support (housing, food, etc.) at Fort Belvoir.

11. Responding units indicated impact on resources and training load ranged from "no significant cost increase" to serious problems in filling scheduled AIT slots in the 83F MOS (photolithographer). Fewer difficulties would occur in the MOSs that begin training frequently and have facilities to accommodate varying numbers of students. Problems of too many or too few students could exist in MOS training that involves individuals assigned to specific AIT slots who are less frequently or flexibly scheduled for training.

BSEP I EVALUATION

INFANTRY SCHOOL, FORT BENNING, GA

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>*WAIVER PERMITTED</u>
Light Weapons Infantry	11B10	CO 90	
Infantry Indirect Fire Crewman	11C10	CO 90	
Heavy Antiarmor Weapons Crewman	11H10	CO 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	1815	11.3%
26 or below	7	4892	30.5%
35 or below	9	11005	68.6%
36 or above	9+	5045	31.4%

Total Enlistees Tested: 16050

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE
(Responses keyed to numbered questionnaire attached.)

1. The ability to perform initial entry training tasks is measured by performance type tests. This can be accomplished by soldiers whose reading grade and English comprehension level meets 5th grade as measured on the ABLE I or ECL Test. The requirement for ability levels in reading and mathematics above RGL 5 exists for the training and performance of Skill Level I tasks. To master the required training using MOS materials, reading comprehension and math abilities from the 7th grade level to 9th grade level are required. This is appropriately a goal for BSEP II.
2. BSEP I was initiated in March 1979. The program is in an expansion phase. Currently 12 teachers are employed. Student capacity of 180 is near to realization. Further program expansion to 300 student capacity is scheduled during 1st Quarter FY80.
3. The time allocated for BSEP I is adequate to accomplish 5 RGL and oral English communication ability in areas related directly to military initial entry training. This does not permit functional literacy training to 5th grade level which encompasses the broad range of civilian related functions. This individual need must be carried over into BSEP II.
4. Testing and evaluation of BSEP I completions to date confirm a high correlation of poor reading ability with training difficulty and high discharge rate.
5. BSEP I for English second language soldiers who cannot communicate orally in English should occur early (1st week) in the initial entry training cycle. An additional number of trainees for whom English is a native language demonstrate a need for this training above those identified by the SelectABLE

and confirmed by the ABLE IA Test. Entry for these command referrals and those identified by test should be as early as 2nd week and continue for other referral throughout the training cycle.

6. Problems identified with ESL soldiers in completion of initial entry training are multiple. Culture shock must be overcome before the non-English speaking soldier can participate fully in training. This can be partially alleviated by use of a trainee buddy system of tutoring and/or the assignment of bilingual drill sergeants. The ESL soldier must first be assisted in developing a working level of English comprehension related to the military subjects to be taught and tasks to be accomplished. He must learn to communicate his needs in relation to military duty in English. These steps are essential to all ESL trainees including IRR trainees. Performance tests related to initial entry training can be accomplished under the guidance of bilingual instructors by personnel with minimal abilities in English; however, this creates a danger of passing on to the gaining unit a soldier who can accomplish limited tasks but is not prepared to accomplish the remainder of his MOS training and has not been prepared to function in an English speaking unit. BSEP I serves to minimize these problems and permit retention of educable ESL personnel who should otherwise be of questionable value for retention.

7. BSEP I is a tool of command in creating a personal relationship with the trainee. It builds confidence, loyalty and develops potential in personnel who would otherwise lower the quality of military performance. It provides a means of making initial gains in the use of manpower which would otherwise be rejected. BSEP I, however, does create adjustment and attitude problems for many trainees because of the extended training program and automatic recycle

to another company. Six additional weeks of training represent a tremendous psychological hurdle that many are relectant to voluntarily undertake. When required to undergo the additional training, motivation and attitude problems frequently occur. Some trainees are hesitant to enter the program for fear that they will be identified as a "dummy." Others are simply reluctant to leave their friends. Recycles, regardless of reason, are often treated by other trainees as second-class citizens, thus frequently creating adjustment problems.

8. Field manuals, Soldiers manuals, and other training literature are written at RGL 7. It is essential that soldiers be capable of reading and understanding at this level. While this probably cannot be reached during initial entry training, a concerted effort must be made to improve reading skills. This requirement should be divided into three phases.

- a. Identification and selection of personnel with basic learning skills deficiencies which will impact adversely on MOS task performance.

- b. Validation of ability to develop skills to acceptable level in relation to selected MOS.

- c. Accomplishment of only those remedial learning skills necessary to performance of Skill Level 1 in selected MOS.

9. The BSEP I curriculum now being taught is restricted to learning skills required for MOS 11B and 11C with appropriate attention devoted to common MOS areas.

10. See paragraph 8 above. Changing the BSEP requirement from RGL 5 to RGL 7 would increase the percentage of current new gains requiring remedial support from 9.8% to 27.4% of total trainees input. This expansion would potentially

create a BSEP student population in excess of 600 trainees. Mandatory attendance by all new gains below RGL 5 is recommended for continuation thru 1st Quarter FY80. Consideration to increase this qualification to RGL 6 commencing 2d Quarter FY80 is recommended. Determination to include all below RGL 7 should be held in abeyance pending evaluation of initial changes in selection criteria and program emphasis.

11. Expansion to a mandatory program for all enlistees who score below RGL 5 can be accomplished within available resources. Additional teacher (contract) hire and classroom support will be made from Program 8797322.11 funds.

Expansion to a mandatory program for all enlistees scoring below RGL 7 cannot be accomplished without increases in personnel allocations and increased funding. This action would result in a BSEP I student population of 600 trainees. The creation of a separate holding unit to accomplish this mission, including the essential entry level training would be required. The BSEP I mission would require the authorization of four civilian personnel spaces and increasing the current BSEP I Funding (879732.11) for FY80 from \$330,600 for 1800 trainees to \$551,000 for 4200 trainees.

BSEP I EVALUATION

INSTITUTE OF ADMINISTRATION, FORT BEN HARRISON, IN

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Personnel Admin Specialist	75B10	CL 100	
Personnel Management Specialist	75C10	CL 100	
Stenography	71C10	CL 100 Must type 30 WPM; HS English or equivalent HS GED test	
Legal Clerk	71D10	CL 110	
Computer/Machine Operator	74D10	ST 105	
Programmer Analyst	74F10	ST 90 Course in HS Alg or 45 of higher on test 5 of HS GED	
Accounting Specialist	73D10	CL 100 1 yr HS math or 45 or higher on test 5 HS GED.	
Financing Specialist	73C10	CL 90 1 yr HS math or 45 or higher on test 5 HS GED.	
Information Specialist (Journalist)	71Q10	CL 110 HS graduate or possess certificate of equivalency.	
Information Specialist (Broadcaster)	71R10	CL 110 HS graduate or possess certificate of equivalency.	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	105	2.1%
26 or below	7	455	9.0%
35 or below	9	1877	37.0%
36 or above	9+	3202	63.0%
Total Enlistees Tested: 5079			

RESPONSES TO QUESTIONS

1. An analysis of each AIT MOS on Fort Harrison was conducted to provide a reading grade level (RGL) for the soldiers manual references. This study shows an RGL of 9.0 as the minimum of those publications. Information to index RGL and SelectABLE scores above the 9th grade level is not available. The equivalent raw score SelectABLE to 9th grade is 35. Information to index DLI/ECLT scores to SelectABLE and RGL is not available.
2. The Phase I program is voluntary for soldiers who are eliminated from their AIT course. The BSEP I is available as a unit commander's option while the soldier is on casual status, prior to recycle or other action. Because of make-up of the student population we are also involved in academic training of students with RGL above 5th grade. Soldiers are identified with SelectABLE testing during the first week of AIT courses.
3. The time allowed for soldiers is four hours per day, Monday through Friday while on casual status of 2-3 weeks. This period of time is probably not adequate to succeed in Fort Benjamin Harrison AIT if the student is below 5th grade reading level.
4. Data has been collected and sent to TRADOC on 44 soldiers who scored 18 or below on the SelectABLE. We have information on them in the following categories:
 - 17 passed their AIT/MOS course
 - 16 recycled
 - 8 failed & discharged
 - 3 others; as medical referrals
- 2nd BN advised that poor readers do tend to have more difficulty in training because of low comprehension level; however, the rate of TDP discharges is not significantly high.
5. It is difficult to advise on this point without additional information or experience.
6. Fort Harrison's experience with English as Second Language (ESL) instruction is limited - only 5 soldiers to date.
7. The soldiers are receptive to the training.
8. High performance in Administration MOS's requires maintenance of adequate reading levels.
9. The general curriculum consists of concentration in three areas; ESL, basic mathematics and reading improvement. This is supportive of AIT MOS's on post.

10. A change of the entry level standard from below 5th to below 7th RGL based on our limited data would triple the numbers of those eligible for the program, i.e., 6.8% of USAIA students tested to date, 224 would be eligible.

(1) This would increase the support requirements for soldiers, i.e., billeting space, cadre supervision, expansion of testing programs, classroom space, instruction staff, and materials.

(2) If the point of enrollment remains at academic elimination from AIT, then there would be no significant impact on USAIA.

11. If BSEP I was made mandatory for soldiers scoring less than 5th and/or 7th RGL, then 1.5% or 51 soldiers and/or 6.8% or 224 soldiers would be enrolled year to date.

IMPACT: (1) Education Center expansion of instruction staff, classrooms, and materials.

(2) Requirement for additional logistical support and cadre.

(3) US Army Institute for Administration (USAIA), some problems with removal of soldiers from AIT course and into BSEP I. Scheduling would be required for soldiers who complete BSEP I and request re-entry into USAIA.

(4) Under current facilities, funding, personnel, and space limitations, the Education Center would be unable to support the volume of students at the less than 7th RGL.

BSEP I EVALUATION

AIR DEFENSE SCHOOL, FORT BLISS, TX

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Chaparral Crewman	16P10	OF 90	
Improved Hawk Infantry Coordination Center Maintenance	24G10	EL 105	
Air Defense Acquired Radar	24P10	EL 105 45 or higher on tests 3 and 5 HS GED.	
Air Defense Radar	26H10	EL 100 credit for crs in HS Alg; back- ground in general science or 45 or higher on tests 3 and 5 of HS GED.	
Improved Hawk Firing Section Mechanic	24C10	EL 105	
Improved Hawk Firing Control Maintenance	24E10	EL 105 some background in gen science or 45 or higher on test 3 or HS GED.	
Vulcan and Faar System Mechanic	24M10	EL 105	
Chaparral System Mechanic	24N10	EL 105	
Improved Nike Hercules Fire Control	24Q10	EL 105 background in gen science or 45 or higher on tests 3 and 5 of HS GED.	
Nike Hercules Electronic Maint	24U10	EL 105 background in gen science or 45 of higher on test 3 of HS GED.	

AIR DEFENSE SCHOOL, FORT BLISS, TX (CONT'D)

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Operations Central Repair	25J10	EL 90 credit for courses in Alg and background in gen science or 45 or higher on tests 3 and 5 of HS GED.	
AN/TSQ-73 System of Repairman	25L10	EL 90, CL 90 45 or higher on tests 3 and 5 of HS GED or HS graduate.	
Hercules MSL Crewman	16B10	SC 90	
Hercules MSL Fire Control Crewman	16C10	SC 90	
Hawk MSL Crewman	16D10	SC 90	
Hawk MSL Fire Control Crewman	16E10	SC 90	
Light AD Artillery Crewman	16F10	OF 90	
Short Range ADA Crewman	16R10	OF 90	
Defense ACQ Radar Crewman	16J10	SC 90	
AD Artillery Operations and Intelligence Assistant	16H10	SC 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	408	6.0%
26 or below	7	1483	21.7%
35 or below	9	4551	66.5%
36 or above	9+	2289	33.5%
Total Enlistees Tested: 6840			

FORT BLISS, TEXAS
PRELIMINARY EVALUATION QUESTIONNAIRE

1. We have trainees who are successfully participating in training with less than a 5th RGL, since of the total of 15 who have completed the six weeks of BSEP instruction, only 5 have attained a 5th RGL. On the other hand, since many of the technical manuals used in the MOS phase of training are written at the 7th to 8th grade level, it could be said that trainees must read at that level to be successful in the training program. No definite conclusions can be reached based on data available at this time. It should be noted that recently revised GED tests are written at a 6.5 level. This can be considered "bench mark" reading level.
2. BSEP instruction has been provided at this installation since 1 May 1979. As of 16 August 1979, 46 had entered BSEP, 15 have completed the program, and 31 are in residence. An additional 52 trainees have entered the ESL Program, 33 have completed the training, and 19 are in residence.
3. Although the program length does not permit many students from attaining the 5th RGL, a longer program would be costly in terms of man days added to the training cycle. For the present, no change should be made to the time allocated for BSEP I classes. The Education Division does feel that extra time (3 weeks) for some English language students should be considered to permit an exit score of 50.
4. The low number of persons in the program does not permit any valid correlation between TDP rates and persons identified as poor readers. The vast majority of TDP cases are related to difficulties of adjusting to the military environment rather than academic problems related to poor reading skills.

5. At the present time, trainees enter BSEP I during the fourth week of training. By then, trainees have completed garrison skills training and know basic soldiering skills. However, consideration should be given to either entering trainees in BSEP I before they enter the training cycle, or after they have completed the basic training phase. The former may be the most productive provided that during BSEP I there is an opportunity for trainees to receive some instruction in basic soldiering skills. Six months experience with the program would provide a better base for judgment than we have now. It should be noted that if it is "front loaded" discipline and problems of "administrative" discharges are going to impact on training.

6. Unquestionably, persons with limited English language ability have difficulty with all phases of the training. The vast majority of ESL students enter language training during the first or second week of the training cycle, and our experience has shown that even if their ability with the language does not increase substantially, their confidence does, and they are better able to meet the training demands.

7. A difficulty encountered with the current program has resulted from the timing of entry of trainees into BSEP. Some, but not all, soldiers complain that just at the point they are becoming accustomed to their unit environment, to include both cadre and fellow trainees, they are moved from the unit into BSEP. This is one consideration for entering trainees into BSEP I after completion of the BT phase. This however, does not have an adverse affect upon morale/motivation, attitude towards BSEP. The Education Division does feel that by providing training in "scholastic skills" BSEP I does, in fact, improve morale and the ability of trainees to be trained.

8. The program should not be expanded beyond current goals, and any shorter period of time in BSEP would not be productive for most trainees. As noted, more time for ESL should be considered.

9. Only to the extent that improved reading and mathematical skills assist the trainee in being able to better cope with the technical aspects of the MOS training conducted by the Brigade. There appears to be no direct relationship between BSEP and ADA operator MOS training.

10. The Training Brigade does not have the capability to support the vastly increased numbers of students that would result from such an increase. (4 to 5 times present numbers) A review of pertinent data since testing for BSEP began at this installation reveals the number of students who failed to attain the 7th RGL was approximately 1500, as compared to 222 who failed to attain the 5th RGL. The increase in resources would be excessive, and could not be justified.

11. With rare exceptions, the program at this training center is now mandatory for all enlistees who score less than the 5th RGL. To date, the requirements of the program have been met. If 7th RGL were used, severe problems in billeting and classroom space would be encountered. Instruction and material cost would go up perhaps as much as 500%.

ADDED COMMENT: The Education Division wishes to point out that "success" in BSEP I in reaching the 5th grade level, is based on the structure of the Adult Basic Learning Examination I which includes spelling as a part of the test. The Education Division contends that while spelling is a highly desirable skill, it is not one that significantly detracts from the individuals ability to read or be trained, and recommends that consideration be given to elimination of the spelling part of the BSEP I test score.

BSEP I EVALUATION

INTELLIGENCE SCHOOL, FORT DEVENS, MA

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Electronic Warfare Intercept System Repairman	33S10	MM 100, SC 100 HS graduate or equivalent (GED); 1 yr HS Algebra	
Electronic Warfare Signal Intercept Emmitter Identi- fication/Locator	05D10	AP 100, ST 100 HS Graduate or equivalent (GED).	
Signal Security Specialist	05G10	ST 100, SC 100 HS graduate or equivalent (GED).	
Electronic Warfare/Crypto Interceptor Morse	05H10	ST 100, AP 100 HS graduate or equivalent (GED).	
Electronic Warfare/Signal Intercept	98J10	ST 110 HS graduate or equivalent (GED).	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	5	.3%
26 or below	7	31	1.6%
35 or below	9	318	16.1%
36 or above	9+	1659	83.9%
Total Enlistees Tested: 1977			

RESPONSES TO BSEP I PRELIMINARY EVALUATION QUESTIONNAIRE

Question 1: At this point in time, a comparison of SelectABLE scores with course reading levels has not been accomplished for any of our AIT courses. SelectABLE is not a significant discriminator for reading grade levels, but rather a screen for further "ABLE" testing. The Fort Devens Education Center, which runs the BSEP Program, is required to track only the BSEP I eligibles. This command has had only one BSEP eligible, thus no tracking has been done with our enlistees.

Questions 2 and 3: To date only one enlistee tested has been BSEP I eligible. As a result, no BSEP I instruction has been instituted.

Question 4: A detailed analysis has not been made. However, a preliminary analysis of 33S and 98J students' test results does show a small positive correlation between reading scores and course performance. A higher correlation exists between their math scores and course performance; therefore math background, rather than their reading ability, appears to be the greater problem for the 33S and 98J students.

Question 5: NA.

Question 6: To date, five students, whose second language is English, have been tested. The results indicate that none have a problem with their comprehension and so far none have failed.

Question 7: NA.

Question 8: An effort should be made to improve reading skills to the point where the soldier can read and interpret the manuals and documents used in the field or in the training program. Any evaluation of the AIT accessions must take this into consideration. The degree of such efforts will vary with the MOS and the soldier.

Question 9: NA.

Question 10: If the entry requirement for BSEP I were changed to below the seventh grade, approximately four percent of our AIT students would be eligible.

Question 11: It is noted that the Fort Devens program will, upon approval, be established at the ninth grade level.

BSEP I EVALUATION

TRAINING CENTER, FORT DIX, NJ

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Wheel Vehicle Mechanic	63B10	MM 100	
Motor Transport Operator	64C10	MM 90	
Food Service Specialist	94B10	GT or OF 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	694	10.3%
26 or below	7	2214	32.9%
35 or below	9	5175	77.0%
36 or above	9+	1550	23.0%
Total Enlistees Tested: 6725			

RESPONSE TO QUESTIONS

QUESTIGN #1: What degree of reading ability and/or English comprehension do enlistees need to complete initial entry training?

ANSWERS:

a. There is no identifiable reading and/or math test level, below which trainees can be expected to fail in initial entry training at Fort Dix. While analysis of the data indicates a correlation between scores on any measure of reading ability and performance in training, there is no evidence of a direct causal relationship between poor reading and/or math skills, and poor performance in training. Past records indicate a 75% completion rate in basic training even at the lowest levels of tested basic reading and math skills. As reading level increases, success rates in basic training increase proportionally until about sixth grade level where the influence levels off. Analysis of attrition and training time data for AIT indicates little or no correlation between these indices of trainability and measures of basic reading or math skills. Tests of general reading/math levels such as ABLE are unreliable predictors of performance in training.

b. While the English Comprehension level (ECL) examination does not, by itself, provide a reliable prediction of trainability, we have generally found that a person who scores above 70 has a good chance of succeeding in training without further instruction. Once enrolled in English language instruction, estimates of trainability are based primarily on evaluations by language instructors and military cadre members. The ECL tests general language ability, much of which is not relevant to basic or advanced individual training. Instructors and military cadre evaluate an individual's ability to deal with the specific language requirements of training. Consequently, these informal evaluations have proven far more reliable than ECL scores as predictors of success.

QUESTION #2: What is the status of BSEP I at your installation?

ANSWER: The BSEP I program at Fort Dix is conducted in two separate components. The English language component is conducted prior to basic training for non-English speaking trainees who score below 70 on an ECL examination administered at the Reception Station. The course is six weeks in length and is oriented primarily toward developing oral language comprehension skills required in basic and advanced individual training. The basic literacy (reading and math) component is integrated into the three MOS producing courses at Fort Dix. Student selection and instruction are based on specific literacy needs of the training programs rather than an arbitrarily selected reading grade level. Instruction is individualized and conducted concurrently with MOS training in all three courses rather than as a separate preparatory course for AIT.

QUESTION #3: Is the time allocated for BSEP I adequate?

ANSWER: In the English language component, the six weeks allocated occasionally provides insufficient time to develop independence in oral language comprehension among those students who start with minimal English language skills. However, the six week language program appears adequate for the great majority of the student population. The program might be enhanced by authorizing the field grade level commander to extend the period of ESL instruction by up to two weeks in special cases. The six week limit on BSEP I does not effect literacy instruction at Fort Dix. Since BSEP instruction runs concurrently with training, most BSEP students finish AIT with little or no additional time spent in training due to literacy instruction. Therefore time allotted for BSEP I is generally considered adequate for the type of instruction provided at Fort Dix.

QUESTION #4: Does your experience confirm that poor readers have more difficulty in training and tend to have higher discharge rates?

ANSWER: Statistics drawn from a sample of 1859 trainees who underwent basic training at Fort Dix in 1977 show that poor readers tend to experience higher discharge rates than good readers in basic training. For example, trainees who scored below 4th grade level had an attrition rate of 25.9%; between 4th and 5th grade level the attrition rate was 19.5%; between 5th and 6th grade levels, the rate was 11.5% and above 6th grade level the rate averaged less than 8%. At the same time, there was no correlation found between reading level and attrition in AIT during that same period. Comments by commanders and drill sergeants, support the argument that reading itself is not a significant problem contributing to attrition in basic training, but that poor motivation manifests itself in both poor reading scores and poor performance in training.

QUESTION #5: At what point in the training cycle do you feel that BSEP I is most productive?

ANSWER: Sound educational theory and experience at Fort Dix indicate that basic skills instruction is most effective when provided as close as possible to the time it is to be applied in training. Since most instruction in basic training is oral, English language instruction provided immediately prior to entering basic training has a significant effect on performance. Basic reading and math instruction has its greatest effect when it is integrated with training at the time that the reading/math requirements are first encountered. Reading/math instruction is immediately reinforced by application in the training environment, and vocabulary is learned in a meaningful context. Where training requirements do not allow for total integration, a concurrent program run during evening study halls is preferable to a front-loaded preparatory program.

QUESTION #6: What problems have been identified with completion of initial entry training by enlistees whose native language is not English?

ANSWER: Comments from commanders indicate that most students who have completed ESL instruction at Fort Dix experience little or no difficulty in completing basic and advanced individual training. Perhaps as many as 1/3 of ESL graduates require some additional language assistance in training, while the remaining 2/3 are able to complete training without additional assistance. ESL graduates in general have a higher rate of completion than their English speaking peers, and many have been selected for leadership positions in their basic training companies. Data on non-English speaking trainees who have not completed ESL instruction is minimal. However, the information available indicates that they experience more difficulty in completing training than the ESL graduates. Prior to implementation of ESL training, commanders experienced severe difficulties with large numbers of non-English speaking trainees, particularly in rifle marksmanship training where understanding of instruction is critical. The consensus of opinion is that ESL instruction has reduced training difficulties and attrition rates.

QUESTION #7: What effect do you perceive BSEP I is having on motivation, soldier adjustment, and attitude.

ANSWER: Comments from commanders suggest that soldiers exposed to BSEP I instruction are more positively motivated and capable of adjusting to a military environment. This effect is most pronounced in the ESL program where non-English speaking trainees have achieved a high degree of success in basic training through prior adjustment to military life and language. A less obvious, but equally important positive motivation, is experienced in the literacy program where soldiers are provided with the specific skills and extra attention needed to overcome immediate problems in training.

In several case studies, this has been manifest in an immediate change of attitude and acceleration through the training program.

QUESTION #8: To what degree should efforts be made to improve reading skills during initial entry training?

ANSWER: Reading instruction during initial entry training should be limited to those specific skills and competencies required to complete training successfully.

QUESTION #9: Does the BSEP I curriculum now being taught appropriately support the MOS being awarded at your installation?

ANSWER: The BSEP I curricula at Fort Dix were developed through a coordinated effort of the contract educators and the military training cadre. All skills taught and all materials used are directly related to the MOS courses. Each MOS course has its own BSEP component.

QUESTION #10: What would be the impact at your installation if the entry level requirements for BSEP would be changed from below 5th RGL to below 7th RGL?

ANSWER: The BSEP program at Fort Dix uses specific job related reading deficiencies identified by job reading tests rather than reading grade level as a criterion for selection. Consequently the prescribed RGL is of no significance to our program.

QUESTION #11: What would be the impact (resources and training load) at your installation if BSEP I was made a mandatory program for all enlistees who score less than 5th RGL and/or 7th RGL?

ANSWER: A mandatory BSEP I program based on reading grade level would increase the training load in the 5th Brigade by 10% at 5th grade level, and by over 25% at 7th grade level. These increases would place an unacceptable strain on ability to house this trainee population during peak loading periods. Additionally, Fort Dix perceives no reason to use reading grade

level as a criterion for selection or as a goal of instruction in BSEP I. For this reason Fort Dix is opposed to any mandatory BSEP I program based on reading grade level.

BSEP I EVALUATION

TRANSPORTATION SCHOOL, FORT EUSTIS, VA

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Watercraft Operator	61B10	MM 90	
Traffic Mgt Coord	71N10	CL 100	
Airplane Repair	67G10	MM 100	
Tact Trans Helicopter Repair	67T10	MM 100	
		HS graduate or GED equivalent	
CH 47 Helicopter Repair	67U10	MM 100	
OH 6 Helicopter Repair	67V10	MM 100	
CH 54 Helicopter Repair	67X10	MM 100	
Attack Helicopter Repair	67Y10	MM 100	
Aircraft Power Plant Repairer	68B10	MM 100	
Aircraft Power Train Repair	68D10	MM 100	
Aircraft Electrician	68F10	MM 100	
Aircraft Structure Repair	68G10	MM 100	
Helicopter Msl Sys Repair	68J10	GM 100, EL 100	
Helicopter Wpns Sys Repair	68M10	MM 100, EL 100	
Watercraft Engineer	61C10	MM 100	
Marine Hull Repair	61F10	CL 100	
Terminal Operations Coord	57H10	GH 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	121	3.2%
26 or below	7	548	14.3%
35 or below	9	2045	53.5%
36 or above	9+	1777	46.5%
Total Enlistees Tested:	3822		

BSEP-I PRELIMINARY EVALUATION QUESTIONNAIRE

1. At the Transportation School, it is accepted that most curriculum is written at the 9th Reading Grade Level (RGL). There is no data available concerning what percentage of the student input is programmed into courses requiring a higher RGL. Also, there is no evidence available to indicate that academic attrition is a problem of undue dimensions. The net result is that there is little data to support any specific RGL as the minimum essential for completion of AIT at USATSCH.
2. Testing and tracking of AIT students began 16 October 1978. BSEPI classes began 9 April 1979. The number of AIT students eligible to enter classes according to AR 621-45 is very small. Approximately 2 to 3 people enter remedial classes every two weeks. Classes are very small with much individual instruction. To date, AIT students with Select ABLE test results at or below the 5th grade level have entered remedial classes.
3. The time allocated for BSEP is adequate. With motivated students and good teachers, good progress can be made in the basic educational skills.
4. It is commonly felt that poor readers do have more difficulty in training. However, with respect to TDP discharges, there is no correlation with reading ability. Most TDP discharges are the result of disciplinary problems outside the academic environment.
5. There are mixed feelings concerning this question within USATSCH. By far, most feel that BSEP training should be provided at BCT stations to prevent the expenditure of transportation and training funds on those unable to complete the training. However, some feel that realistically,

training of this nature would be more beneficial at a permanent duty station following completion of initial entry training. No data available to support either position.

6. Basically this can be answered in two points. First, there is usually an inability to understand instructions and an inability to comprehend technical manuals. Secondly, there is a feeling of inadequacy and a loss of confidence. Both of these lead to a feeling of inferiority and in some cases a rebellion against the formal training system.

7. Since many individuals that score below the 5th RGL are high school graduates or GED recipients, and in many cases performed exceptionally well at BCT, enrollment in BSEP training is distasteful and demotivating. By far, there have been more negative reactions than positive.

8. There should be a maximum awareness and promotion program to make all personnel aware of the availability of this program. However, it is not felt that quantitative goals are appropriate.

9. The curriculum now being taught is very appropriate. The curriculum should not be changed.

10. There would be a rather dramatic increase in the number of eligible personnel for BSEP thereby increasing the counseling and administrative requirements. On the other hand, the benefits of the program would be spread over a larger base. However, there would also be a significant increase in morale problems because of the generally negative attitude by the soldier towards the program.

11. It has been determined that making BSEP-I mandatory would increase the non-enrolled student population substantially. This would result in a possible housing problem since the resourcing process does not give full consideration of this category of personnel. This difference has been determined to approach a 15% increase in non-enrolled students at the 7th RGL. Problems with morale also apply.

BSEP I EVALUATION

SIGNAL SCHOOL, FORT GORDON, GA

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
TAC MW Sys Repairman (PH-1)	26L10	EL 100 45 or higher on tests 3 and 5 of HS GED	
TAC MY Sys Repairman (PH-2)	26L10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Strategic MW Sys Repairer	26V10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Field Radio Repair	31E10	EL 90	
Station Tech Controller	32D10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Fxd Station Radio Repair	32H10	EL 90 45 or higher on tests 3 and 5 of HS GED	
Satl Comm Grd Sta Equip Repair	26Y10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Avionics Mechanic	35K10	EL 100	
Avionics Comm Equip Repair	35L10	EL 90	
Avionics Navy FC Equip Repair	35M10	EL 90	
Avionic Radar Equip Repair	35R10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Ground Control Radar Repair	26D10	EL 90 45 or higher on tests 3 and 5 of HS GED	
Tabulating Equip Repair	34B10	EL 90 45 or higher on tests 3 and 5 of HS GED	
Teletypewriter Repairer	31J10	EL 90	

FORT GORDON, GA (CONT)

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Field General Comsec Repair	31S10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Field Systems Comsec Repair	31T10	EL 100	
Fixed Ciphony Repair	32F10	EL 100	
Fixed Crypto Equip Repair	32G10	EL 100	
Electronic Instrument Repair	35B10	EL 100 45 or higher on tests 3 and 5 of HS GED	
TAC Sat/Microwave Sys Operator	26Q10	EL 100	
STRAT Sat/Microwave Sys Opr	26R10	EL 100	
ASC Traffic Operations	72G10	SL or CL 90	
Dail/Manval Central Office Repair	36H10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Electronic Switching Sys	36L10	EL 110 45 or higher on tests 3 and 5 of HS GED	
Radio Operator	05B10	SC 90, AP 100 clear speech	
Radio Teletype Operator	05C10	SC 90, AP 100 clear speech	
Multichannel Comm Equip Opr	31H10	EL 90	
Tactical Circuit Controller	31N10	EL 100	
Wire Sys Tele Installer/Opr	36C10	EL 90	
TAC Wire Opns Specialist	36K10	EL 90	
Tele Comm Ctr Opr	72E10	SC 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	1150	5.3%
26 or below	7	3976	18.2%
35 or below	9	13044	59.6
36 or above	9+	8850	40.4
Total Enlistees Tested: 21894			

BASIC SKILLS EDUCATION (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

Comments below are provided with the corresponding number to the questions on the questionnaire:

1. The reading grade level of course materials varies with each MOS as measured by the Kincaid Readability Index. A comparison by MOS was made of 8,693 tested on the SelectABLE from October 1978 through 1979 and the reading grade level of course materials in the MOS training.
2. BSEP I at Fort Gordon has been established at the beginning of initial entry training for all trainees who score below the 5th grade level on the SelectABLE and just prior to advanced individual training (AIT) for those who have had basic training at another installation. Commander referrals during AIT is also permissible.
3. Most commanders feel that the 3-6 week time frame established for BSEP I is adequate. However, no reliable data has been established to determine that the success of completion of initial entry training could be enhanced by the program being lengthened or shortened.
4. Experience indicates that poor readers have more difficulty in training and have a higher TDP discharge rate.
5. This installation's policy is that entry into the BSEP I is most productive at the beginning of the training cycle. This decision was based

on a desire to cause the fewest number of changes for the trainee and to make training a logical progression.

6. The basic problem which has been identified with the completion of initial entry training for enlistees whose native language is not English is that of not understanding the spoken word. This was another factor in determining that this portion of BSEP I would also be at the beginning of initial entry training. It is mandatory that those identified with problems go into this program at the beginning of initial entry training cycle for 3 to 6 weeks based on scores made on the English Language Comprehension Test. The motivation to succeed is generally felt to be higher for those in this portion of the program.

7. The effect of BSEP I on motivation, soldier adjustment and attitude is difficult to gauge. Without BSEP I, a number of soldiers would not make it through initial entry training, but generally those who complete BSEP I who do complete initial entry training were well motivated to begin with.

8. If course materials are written several grade levels higher than the individual is capable of reading and understanding, the improvement of reading skills during initial entry training is very important. The other alternative is to raise the standards of those entering the Army to the approximate level required by the difficulty of a particular MOS. During the conduct of the Advanced Individual Training Preparatory Training (AITPT), individuals were taken into the program with reading levels between

5 and 7. The average increase was approximately 1.5 years as opposed to the approximate .8 increase now being observed.

9. The curriculum now being taught primarily emphasizes the basic skills of reading, writing, and mathematical skills which are appropriate to all MOS's. When possible, material is used which will be helpful in MOS training such as how to read and understand indexes to publications.

10. If the entry requirement for BSEP I would be changed from below the 5th reading grade level to the below the 7th reading grade level, the size of the program would quadruple. Since the program began at Fort Gordon, approximately 5% have scored below the 5th grade level while approximately 20% have scored below the 7th grade level. This would have an impact on the length of training and an impact on the number of additional troop units, facilities, and support requirements. Resources for the conduct of the program by the Education Center would be approximately 4 times the current level.

11. The BSEP I program is already mandatory for those scoring below the 5th grade level and the impact for those scoring below the 7th grade level would be the same as stated in Question 10 above.

BSEP I EVALUATION

INTELLIGENCE SCHOOL, FORT HUACHUCA, AZ

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Aerial Surveillance Sensor Rpr	26E10	Must be HS grad or equiv by AR 621-5; must have 1 yr HS Alg or 45 or higher on tests 3 and 5 of HS GED; must have minimum of 90 on ECLT EL/GM 110	
Combat Area Survl Radar Repair	26C10	EL 100 45 or higher on tests 3 and 5 of HS GED; credit for courses in Alg, some science background	
Surveillance Infrared Repair	26N10	EL 100 1 yr HS Alg or 45 or higher on tests 3 and 4 of HS GED	
Abn Survl Radar Repair	26M10	EL 100 45 or higher on tests 3 and 5 of HS GED	
Survl Photographic Equip Rpr	41G10	GM 90	
Grd Survl Radar Crewman	17K10	SC or AE 90	
Airborne Sensor Specialist	17L10	SC or AE 100	
Unattended Grd Sensor Sp/Maint	17M10	SC or AE 90	
OV-1 D Aerial Sensor Specialist	96H10	ST 100 HS graduate or equiv; AR 621-5, transcript for 1 yr HS Alg or Geometry, Min 90 on English Reading and Listening Comprehension Test.	
Interrogator	96C10	ST 100, DLAT 18	

FORT HUACHUCA, AZ (CONT)

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Image Interpreter	96D10	GT or ST 100 credit for courses in HS	
Intelligence Analyst	96B10	Alg or Geometry ST 100	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	5	.4%
26 or below	7	23	2.0
35 or below	9	166	14.5%
36 or above	9+	982	85.5%
Total Enlistees Tested: 1148			

BSEP PRELIMINARY EVALUATION QUESTIONNAIRE RESPONSE

1. RGL5.
2. Practically nonexistent. AIT students far exceed standards set forth by BSEP I training.
3. Time allocated for accomplishment of BSEP I goals (improvement in basic English reading, writing, and oral communication skills) is adequate. However, the BSEP course schedule usually does not coincide with the date AIT students need to enter the course. Students must enter the course at the start date for each quarterly course, then the student is kept out of MOS training for a full six weeks while attending BSEP instruction. Thus, the AIT student is kept out of the training cycle for several weeks.
4. Yes. However, the correlation in some MOSs is not as high as in others (e.g., hard skills vs operators).
5. At the Basic Training Center prior to initial training. It would be more cost effective to eliminate the student from the Service prior to basic training if the individual cannot improve reading skill and comprehension.
6. Students whose native language is not English and who have not completed formal English language training cannot keep abreast of their peers and have great difficulty in passing initial entry courses.
7. BSEP I training would improve trainee attitudes since they would be better prepared.
8. Efforts to improve reading skills during initial entry training should be continuous through off-duty reading assignments directly related to the course

of instruction. Guidance on the preparation of Programs of Instruction and Task Selection to be taught in a resident course precludes inclusion of remedial reading in the Programs of Instruction.

9. No, but without specifically designing one for each of our MOSs, this one seems adequate.

10. Obviously it would increase the number of candidates eligible for the program, which could have both favorable (wider latitude to put in program) and adverse (greater administrative processing requirement) effects.

11. Would have little or no significant effect. Less than 3% of students score below the 7th RGL.

BSEP I EVALUATION

TRAINING CENTER, FORT JACKSON, SC

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Personnel Records Specialist	75D10	CL 100	
Personnel Actions Specialist	75E10	CL 100	
Administrative Specialist	71L10	CL 100	
Supplyman	76Y10	CL 100	
Power Generator and Wheel			
Vehicle Mechanic	63B10	MM 90	
Food Service Specialist	94B10	GT or OF 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	697	4.4%
26 or below	7	2829	17.9%
35 or below	9	11220	71.2%
36 or above	9+	4548	28.8%
Total Enlistees Tested: 15768			



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING CENTER AND FORT JACKSON
FORT JACKSON, SOUTH CAROLINA 29207

ATZJ-PAE

27 August 1979

SUBJECT: Response to Basic Skills Education Program (BSEP I) Preliminary
Evaluation Questionnaire

Headquarters
United States Army Training and
Doctrine Command
ATTN: ATAG-CE
Fort Monroe, Virginia 23651

1. The following comments are submitted in response to the Basic Skills Education Program (BSEP I) Preliminary Evaluation Questionnaire:

(1) With reference to reading skills, it appears that capability at the fifth grade level is essential for completion of basic training and advanced individual training in MOS's such as 94B, Food Service Specialist and 63B, Power Generation and Wheel Vehicle Mechanic. Reading skills at the seventh grade level are essential for training in the more academic MOS's such as 75D, Personnel Record Specialist and 75E, Personnel Action Specialist. Reading skills at the seventh grade level are minimum essential for satisfactory performance of all Army assignments.

With reference to English language skills, progress prognosis in initial entry training is as follows:

Entry ECL Score

55-69

Prognosis

Very good. After six weeks in ESL, a soldier should be able to complete BT without difficulty because of language deficiency.

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30-54

These soldiers can be expected to ^{ADD} ~~achieve~~ approximately 10 points on the ECL in six weeks. Well motivated and serious soldiers in this range can usually complete BT with assistance from their peers and from their leaders.

20-29

Successful completion of BT of soldiers in this range is questionable. Well motivated individuals with intensive assistance of peers and leaders could possibly achieve minimum standards.

Below 20

English language deficiency of individuals in this range is such that successful completion of BT could be achieved only if the soldier is personally tutored through the program by another peer or leader proficient in their language.

NOTE: These are observations and are not based on research.

(2) BSEP I at Fort Jackson is conducted as follows:

(a) Basic Training: Individuals whose native language is not English are assigned to English as a Second Language (ESL) on recommendation of the unit commander while a member of the BT unit. The program is conducted six hours per day for three to six weeks (90/180 hours). After completion of

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SUBJECT: Response to Basic Skills Education Program (BSEP I) Preliminary Evaluation Questionnaire

✓ ESL, individuals are recycled in Basic Training.

(b) Advanced Individual Training: Individuals in 75D and 75E MOS training attend BSEP I (Literacy Program) six hours per day for three to six weeks (90/180 hours) before beginning MOS Training. Individuals in all other MOS training attend BSEP I four hours per day for up to nine weeks (90/180 hours) concurrent with their regular MOS training.

(3) The 180 hours of instruction is sufficient at this point in initial entry training. However, commanders at all levels should urge all persons with literacy or English language deficiency to continue to acquire essential skills in BSEP II programs.

(4) Experience at this installation indicates poor readers have more difficulty during Advanced Individual Training. However, many variables effect the TDP rate. Highly motivated individuals with poor reading skills can be more successful in training than poorly motivated individuals with more adequate reading skills.

(5) We feel that the ESL portion of BSEP I must be conducted on the front end of Basic Training and that the literacy portion should be conducted as a part of AIT except when certain lockstep MOS training is involved. In such case, BSEP I should be conducted between BT and AIT.

(6) Enlistees whose native language is other than English experience difficulty in understanding and following directions, comprehending instruction, expressing questions, clarifying misunderstandings and

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and solving personal problems. In addition, there is the difficulty caused by the unfamiliar surroundings of a different culture and military life. All of this can have adverse effect on morale, performance and ultimate success in initial entry training. In addition to formal training in English, these individuals require a higher level of command support, supervision and leadership.

(7) Individuals who enter the Army have a strong desire to complete their training and receive a unit assignment. To a degree, participation in BSEP I delays that process. In addition, many of these individuals have recently experienced difficulty in schools and have withdrawn from an academic atmosphere. Thus, there is some initial resistance to the idea of going back to school and studying the same things they found difficult and unpleasant. However, when the soldier fully understands the necessity of acquiring fundamental academic skills to be successful in the Army, and when he is exposed to a highly effective BSEP I program along with positive command direction and professional leadership, this resistance can be significantly reduced.

(8) Formal instruction in basic reading skills for individuals severely handicapped in this area (below 7th grade) is essential. Additionally, efforts begun during initial entry training must continue in subsequent duty assignments if significant results are to be accomplished.

(9) The BSEP I curriculum at this installation is specifically designed to relate to the MOS training with manuals and other materials

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peculiar to the MOS in use. In addition, participating in BSEP I while participating in MOS training allows for direct transfer of learned skills to training use.

(10) An increase in reading grade levels would increase the total in-training load by approximately 11 percent. This installation would experience no adverse impact from such an increase.

(11) A mandatory BSEP I program at the 5th grade level would have no impact on this installation since all individuals in this category are currently assigned to the program. A mandatory program at the 7th grade level would impact as stated in Item 10.

2. In summation, it is apparent that a large number of new Army accessions arrive with reading and language skills which are inadequate for the skills they will be required to learn and the jobs they will be required to do. Fundamental competency in the English language is essential. For individuals with language difficulty, efforts must be intense, continuous and directly related to immediate needs. With reference to reading skills, it appears that there are so few duty assignments in the Army for which individuals with only a fifth grade reading skill can be trained and in which they can function with sufficient efficiency to be economically productive that seventh grade level skills should be considered minimum. BSEP is well worth its cost in manpower and money.



MAURICE O. EDMONDS
Brigadier General, USA
Acting Commander

BSEP I EVALUATION

ARMOR SCHOOL, FORT KNOX, KY

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Track Vehicle Mechanic	63C10	MM 90	
Tank Turret Mechanic	45N10	GM 95	
Sheridan Turret Mechanic	45P10	GM 95	
Missile Tank Turret Mechanic	45R10	GM 95	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	2406	7.0%
26 or below	7	7999	23.1%
35 or below	9	22833	66.0%
36 or above	9+	11775	34.0%
Total Enlistees Tested: 34608			

1. In February 1971, Human Resources Research Organization conducted a study of job performances related to reading, listening, and arithmetic skills, resulting in the finding that a reading grade level of 8 was necessary for an armor crewman. In 1977, US Army Armor School, as a part of the Apprenticeship Program, determined that 11/19 E Skill Levels 1 and 2 required reading at grade level 8.6. This would equate to a score of approximately 31 on the SELECT ABLE. Based on experience in AIT-PT, a score of 70 on the ELCT should be sufficient.
2. BSEP I will start 17 September with an estimated in-training load of 200 when fully implemented.
3. Based on experience in the AIT-PT Program, six weeks appears to be too short. Some individuals could profit by an extra three to six weeks. Six hours per day is long enough.
4. Poor readers do appear to have more difficulties in training and also tend to have other problems of attitude, motivation, and morale which increase the TDP rate.
5. BSEP I is most productive if it precedes initial entry training in the OSUT mode. Manuals are used early on and some reading ability is necessary. In the BT/AIT mode, BSEP I can follow BT.
6. Personnel with English as a Second Language frequently complete Initial Entry Training (IET), however, some have difficulty assimilating training and require additional assistance from bilingual peers and drills. They also are subject to problems noted in 4 above.
7. While BSEP I cannot completely eliminate the problems not overcome by 11 or 12 years in the public schools, we have, in AIT-PT, been able to motivate personnel, change attitudes, and develop adjustments to the military environment. This will be more effective as we add more and more MOS-related instruction to the BSEP I Program.
8. When implemented 17 September, BSEP I at Fort Knox will support MOS training.
9. If reading grade levels are changed from below 5th to below 7th reading grade level, the number in training would rise from approximately 200 to 600.
10. As planned at Fort Knox, all accessions reading at less than 5 will attend BSEP I. Increasing to 7th grade reading level would seriously impact on resources, facilities and training load. Sufficient qualified teachers would be hard to find.

BSEP I EVALUATION

QUARTERMASTER SCHOOL, FORT LEE, VA

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOS</u>	<u>PREREQUISITE</u>	<u>*WAIVER PERMITTED</u>
Petroleum Lab Specialist	92C10	ST 100 must have completed 2½ yrs of HS math to include 1 yr of Alg and 1 yr of Chemistry	
Graves Registration Specialist	57F10	GM 85 licensed embalmer, or apprentice civilian embalmer/ interest in memorial activities mortuary operator	
Material Supply specialist	76D10	DL 95	
Stock Control Specialist	76P10	CL 95	
Storage Specialist	76V10	CL 90 Battery I test score 85	
Unit Supply Specialist	76Y10	CL 100	
Office Machine Repair	41J10	GM 90	
Fabric Repair Specialist	43M10	GM 80	
Food Service Specialist	94B10	GT or OF 90	
Petroleum Supply Specialist	76W10	CL 90	
Subsistence Supply Specialist	76X10	CL 90	
Laundry and Bath Specialist	57E10	None related to ASVAB	
Parachute Rigger	43E10	GM 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	1101	7.5%
26 or below	7	3958	26.9%
35 or below	9	10587	71.9%
36 or above	9+	4141	28.1%
Total Enlistees Tested: 14728			

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

(Fort Lee, Va)

1. AIT students scheduled for training in Quartermaster MOS need to possess a minimum reading grade level of 7.0. From a comparison of the data obtained from testing since October 1978, students who score a raw score of 26 or more on the SelectABLE and/or a minimum of 70 (converted score) on the English Comprehension Level Test (ECLT) possess the necessary academic skills to successfully complete AIT.

2. Testing and tracking of all incoming AIT students have been in progress since 3 October 1978. Beginning 20 June 1979, a "pilot" program in remedial instruction (6 hours per day for 6 weeks) was started, and it was continued with classes starting each week for five (5) weeks. As of this date, four (4) of the five (5) classes being tested have completed BSEP I instruction, and data are being gathered to evaluate the program. It is anticipated that the total evaluation will be completed by late September 1979. The results of this evaluation will be an important factor in determining if Fort Lee will offer BSEP I instruction on a continuing basis.

3. Based on preliminary results, the amount of time allocated for BSEP I instruction is insufficient. This is especially true for those students who do not speak English as their primary language, and who have undergone English-as-a-Second Language instruction. However, since students who have

completed BSEP I instruction have not yet completed AIT, a complete and fair evaluation cannot be made. It is suggested that consideration be given to require that all BSEP I students complete the full 180-hour course, regardless of mid-course test results. Although some BSEP I students do achieve a 5th-grade level at the end of three (3) weeks, it is believed that the additional three (3) weeks of instruction will be well worthwhile in terms of long-range educational and military goals. Further, it will help reduce a marked morale problem for those students who fail to achieve the necessary objective in three (3) weeks.

4. AIT students who are poor readers do, in fact, have more difficulty in the training cycle. Prior to BSEP I testing and tracking last October, one of the Quartermaster School departments had administered reading tests to incoming students for some four (4) years. Comparative results showed a direct correlation between students who failed AIT and their ability to read effectively.

5. Overall, it is believed that BSEP I training will be most effective and productive just prior to AIT. Because of decay and retention factors, a minimum delay should occur between BSEP I instruction and entry into AIT.

6. The academic attrition rate of service members whose primary language is other than English is relatively small at Fort Lee. Conversely, the amount of time spent in a self-paced AIT course is longer for those persons whose primary language is other than English.

7. Service members who enter BSEP I training usually do so with a certain amount of resentment, basically because it disrupts their training schedule and results in falling behind their contemporaries. This is particularly true of members of the National Guard and reservists who are on active duty for training. Once exposed to BSEP I instruction, however, most service members understand the importance of the training, and the benefits BSEP I instruction will provide. With few exceptions, service members who have completed BSEP I instruction at Fort Lee have complimented the program. The morale and attitude of members of the National Guard and reservists would be greatly improved if they were informed by their parent units that they may be on active duty for as much as six (6) additional weeks, if it is determined that they need BSEP I instruction.

8. An extensive effort should be made to improve reading skills to the maximum degree possible; but at a minimum, reading skills should be developed that will permit the student to undergo AIT with the least amount of frustration possible. Again, the effort to improve reading skills should be made just prior to AIT.

9. The BSEP I curriculum at Fort Lee does support the MOS being awarded at this installation, but more exposure to MOS terminology and school procedures needs to be included in the curriculum. Unfortunately, the 180-hour time constraint makes this need difficult to achieve.

10. If the entry level into BSEP I were changed to below 7th grade reading

level, approximately one (1) out of four (4) incoming AIT students would be eligible for BSEP I instruction. This would result in a weekly input into BSEP I of 50-75 persons. The current manpower resources and required facilities at Fort Lee are insufficient to undertake this input.

11. If BSEP I was made mandatory for all enlistees who score less than 5th reading grade level and/or 7th reading grade level, the impact would be substantial. The following estimates, including resources and training load, are given below:

a. If mandatory BSEP I instruction for all enlistees who score below the 5th grade reading level is implemented, additional required resources would require four (4) additional positions in the Army Education Center for testing, tracking, and program coordination. No additional resources have been made available to support BSEP I, and the Education Center staff and base operations have been faced with a continuous and inordinately heavy workload.

b. Mandatory BSEP I instruction for enlistees who score below 7th grade reading level would require substantial additional resources to support Education Center operations, for cadre personnel and base operations. Specifically, billeting arrangements for up to 300 BSEP I students on a continuing basis would have to be made.

BSEP I EVALUATION

TRAINING CENTER, FORT LEONARD WOOD, MO

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Cbt Engr Track Vehicle Comm	12F10	BI 90	
Water Supply Specialist	51N10	12th grade level English	
Heavy Construction Equip Opr	62E10	GM 90	
Lifting and Landing Equip Opr	62F10	GM 90	
Quarrying Specialist	62G10	GM 90	
Concrete and Asphalt Equip Opr	62H10	GM 90	
Gen Construction Machine Opr	62J10	MM 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	1125	6.5%
26 or below	7	3745	21.7%
35 or below	9	11340	65.6%
36 or above	9+	5950	34.4%
Total Enlistees Tested: 17290			

Reply to Preliminary Evaluation Questionnaire

1. Statistics indicate that 90% of BSEP I eligibles (below 19 on SelectABLE) successfully complete initial entry training without enrollment into BSEP I. The SelectABLE does not provide a reading grade level (RGL), however, the cutoff score of 18 indicates a RGL below five. With the above data, it is estimated that a 4th RGL is required to complete initial entry training. This estimate is based upon the assumption that the SelectABLE is valid. Insufficient data is available on the English Comprehension Language Test (ECLT) to make a valid estimate, but present results indicate that a ECLT of 45 is required to complete initial entry training.
2. BSEP I at Fort Leonard Wood is nearly non-existent due to its voluntary enrollment aspect and the fact that, according to statistics, BSEP I is unnecessary for completion of initial entry training.
3. Time allocated for BSEP I is adequate.
4. Experience at this installation indicates that poor readers have more difficulty in training and tend to have higher TDP rates.
5. BSEP I is most productive for motivated personnel prior to entry into AIT.
6. Personnel whose native language is not English require considerably more personal attention than native English speakers. This problem is alleviated some when Spanish speaking trainers are available. The obvious problem areas are oral and written comprehension. Non-English speakers require more time to complete training in self-paced AIT courses.
7. BSEP I has produced some motivation and attitude problems. Personnel are resistant to "going back to school," especially when their experience

with public schools has been negative. Other personnel are reluctant because they are being separated from their "buddies." The housing of BSEP I students with the regular training personnel has resulted in harassment and labeling (i.e. "dummy") by regular training personnel. Many of these problems have been resolved with counseling and a keener awareness by students of benefits derived from BSEP I.

8. Efforts to improve reading skills during initial entry training should insure that graduates are functional in the academic skills required by their MOS. Training requirements should be academically strenuous to the degree that graduates are of value to their assigned unit. If educational enhancement was the only consideration, BSEP I should be mandatory. Other factors, however, must be considered such as impact on personnel motivation and disruption of training flow. BSEP I should be available to personnel who are motivated to succeed and need educational assistance to meet that end result.

9. The BSEP I curriculum now being taught appropriately supports the MOS being awarded at this installation. Part of the curriculum utilizes AIT course materials for direct correlation.

10. Increasing entry requirements from the 5th RGL to 7th RGL will have no significant impact if BSEP I remains voluntary.

11. If BSEP I is made a mandatory program, a significant impact on resources and training load would be experienced. A separate unit would be required for housing and administration. This mandate would impact on administrative coordination (i.e. recycling, accountability, and order preparation). Additional military personnel clerks would be required. Disruption in the training

flow will be a burden on trainees and a potential motivation problem for BSEP I students. No additional resources would be required by the Education Branch for delivery of instruction.

BSEP I EVALUATION

MILITARY POLICE AND CHEMICAL SCHOOLS, FORT McCLELLAN, AL

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Law Enforcement	95B10	GT or ST 100	
Law Enforcement	95C10	GT or ST 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	112	1.0%
26 or below	7	605	5.5%
35 or below	9	3732	33.7%
36 or above	9+	7333	66.3%
Total Enlistees Tested: 11065			

COMMENTS

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

1. The minimum reading capability and/or English comprehension level needed for enlistees to complete initial entry training is the 7th reading grade level (RCL).
2. Implementing instructions for our Basic Skills Education Program I (BSEP I) have been published with the first group of enlistees expected to enter on/about 15 October 1979.
3. The time allocated for BSEP I is adequate.
4. Our experience confirms that poor readers have more difficulty in training and tend to have higher TDP discharge rates.
5. Programs such as BSEP I would be most beneficial if conducted before trainees are assigned to a training unit. Once training has begun, the loss of valuable time to participate in an educational program, combined with the resulting management problems caused by individuals in the program whose training cycle is broken up, could prove counterproductive.
The next most practical time for BSEP I is after basic training (BT) but prior to advanced individual training (AIT).
6. Specific problems with non-English speakers are:
 - a. Range safety.
 - b. Misunderstanding instructions.
 - c. End of cycle testing and other evaluations requiring verbal response.
 - d. Morale: Non-English speakers cannot identify with or assimilate as easily into barracks population.

7. When initiated, it is expected that BSEP I will improve the soldier's motivation, attitude and adjustment.

8. Efforts to improve reading skills during initial entry training should be minimal. It would be more effective and practical to identify trainees in need of educational assistance at the Reception Station and conduct BSEP I before assigning them to a training unit.

9. The BSEP I curriculum, as developed, will appropriately support the 95B and 95C MOS which are being awarded at Fort McClellan.

10. If the entry requirement for BSEP I were changed from below the 5th RGL to below the 7th RGL, the number eligible for BSEP I would increase from 57 to 300.

11. If BSEP I were mandatory at the 7th RGL, funds for the program would need to be increased from \$45,000 to \$100,000 per year. Additional classrooms would also be required.

BSEP I EVALUATION

MISSILE AND MUNITIONS SCHOOL, REDSTONE ARSENAL, AL

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Nike Radar and Computer Repair	23N10	EL 100	
Nike Hipar and Radar Simulator Repair	23U10	EL 100	
Imp Hawk FC Repairer	24H10	EL 100	
Imp Hawk CW Radar Repair	24K10	EL 100	
Pershing Elect Repairer	21L10	EL 100	
Nike Test Equip Repair	22L10	EL 100	
Nike Msl Launcher Repairer	22N10	EL 100	
Imp Hawk Launcher and Mech Sys Repair	24L10	EL 100	
Land Cbt Spt Sys Test Spec	27B10	EL 100	
Tow/Dragon Repairer	27E10	EL 100	
Vulcan Repairer	27F10	EL 100	
Redeye Wpns Sys Repair	27G10	EL 100	
Shilleigh Msl Sys repair	27H10	EL 100	
Nuclear Wpns Electronic Maint	35F10	EL 100	
Explosive Ord Disposal Asstr	55D10	GM and GT of 100	
Pershing Electrical Mech Rpr	46N10	EL 100	
Nuclear Wpns Maint	55G10	GM 100	
Ammunition Storage	55B10	GM 90	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTED SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	96	4.5%
26 or below	7	333	15.7%
35 or below	9	1138	53.7%
36 or above	9+	981	46.3%
Total Enlistees Tested: 2119			

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

Request comments to issues indicated below be furnished, double spaced, using corresponding number to the questions.

1. What degree of reading capability and/or English comprehension do enlistees need to complete initial entry training? Index your response to the reading grade levels measured by SelectABLE and scores of the English Language Comprehension Test.
2. What is the status of BSEP I at your installation?
3. Is time allocated for BSEP I adequate? (i.e., lengthened, shortened, remain the same).
4. Does your experience confirm that poor readers have more difficulty in training and tend to have higher TDP discharge rates?
5. At what point in the training cycle do you feel that BSEP I is most productive?
6. What problems have been identified with completion of initial entry training by enlistees whose native language is not English?
7. What effect do you perceive BSEP I is having on motivation, soldier adjustment and attitude?
8. To what degree should efforts be made to improve reading skills during initial entry training?
9. Does the BSEP I curriculum now being taught appropriately support the MOS being awarded at your installation?
10. What would be the impact at your installation if the entry requirement for BSEP would be changed from below the 5th RGL to below the 7th RGL?
11. What would be the impact (resources and training load) at your installation if BSEP I was made a mandatory program for all enlistees who score less than the 5th RGL and/or 7th RGL?

RESPONSE TO PRELIMINARY EVALUATION QUESTIONNAIRE

1. A ninth grade reading capability and English comprehension is desirable.
2. BSEP I is an effective and ongoing program conducted by the Post Education Center (Redstone Arsenal, AL). AIT students are tested (SelectABLE) during inprocessing to determine their eligibility for BSEP I or ESL training.
3. The time allowed for BSEP I is adequate but the program reaches only 3% of the population (26%) requiring additional reading skills.
4. Poor readers do have more difficulty in training. Reading is a basic skill upon which most learning depends. This is especially true of self-paced programs, and the poor readers have the most difficulty. Both the TDP and EDP discharge rates are higher for poor readers.
5. BSEP I is most productive before entrance into technical training courses.
6. The nature of the problems depends upon English language proficiency. Students who can accomplish cognitive process in English have little difficulty. Those who cannot must translate English into a native language, complete cognitive processes and translate back into English - sometimes a very slow process.
7. BSEP I has a very beneficial effect on motivation, adjustment, and attitude. The students usually state that they have profitted by attending BSEP. The program shows that someone is interested in helping them.

8. Considerable efforts should be made to improve reading skills.

Reading skills are particularly important in self-paced instruction.

9. The current BSEP curriculum supports the need in general, but it is not extensive enough or adequately tailored to the specific technical content of USAMMCS proponent MOSSs.

10. The immediate impact would be a larger number of AIT students in the training base. Using a cutoff of 24 on the SelectABLE to determine eligibility (MMCS recommends 30) and additional training of two weeks at the BSEP II level, this would equate to five manyears/year as opposed to three (accepting the MMCS recommendation would increase this to approximately 23 manyears/year).

11. Since BSEP I and BSEP II are conducted by the Post Education Center, MMCS would experience no impact on resources and training load, except as noted in 10 above and refundable costs to Post for conducting the training. This cost would increase from \$18.7K to approximately \$30K (and probably to \$60 - 80K to accommodate the cutoff score proposed by MMCS). No performance data is available to ascertain the validity of these estimates.

BSEP I EVALUATION

AVIATION CENTER, FORT RUCKER, AL

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
Air Traffic Control Tower Opr	93H10	GT or ST 105	
ATC Ground Control Approach Spec	93J10	GT or ST 105	
Flt Operations Coordinator	71P10	ST 90	
UH-1 Repairer	67N10	MM 100	
OH 58 Helicopter Repairer	67V10	MM 100	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	44	1.5%
26 or below	7	264	9.2%
35 or below	9	1231	42.8%
36 or above	9+	1648	57.2%
Total Enlistees Tested: 2879			

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

1. The degree of reading capability and/or English comprehension needed should equate to SelectABLE score range of the 8th grade, and/or ECL level of 70. Personnel who took SelectABLE tests and who were subsequently academically eliminated had a mean score of 26.84. The SelectABLE score range cut-off for the 8th grade reading level or less is 30, while a score of 70 on the ECL test indicates that proficiency in reading and speaking English is adequate.
2. The BSEP I began in January 1979. As of now, 18 individuals have been enrolled with 13 completions. Five are presently enrolled. Of the 13 completions, nine (69%) have been academically eliminated while four (31%) have successfully completed initial entry training. SelectABLE testing is conducted weekly with a make up for those individuals unable to attend initial testing.
3. The time allocated for BSEP I is adequate for literacy portion under the current eligibility criterion and the established goal; however, the time allocated for the ECL portion should be lengthened due to difficulties in reading and speaking English as a Second Language.
4. Our statistics show that 69% of personnel who attended BSEP I did attrit after completion of the program. None of these attritions were TDP. As a rule; however, poor readers seem to feel that the MOS school is a threatening environment where their performance is measured in part by their reading/comprehension capabilities.

5. BSEP I is most productive prior to beginning AIT. Educational assistance in basic skills prior to beginning an MOS producing school can only enhance learning and provide the confidence to succeed. Additionally, as further explained in the response to question 8, training prior to AIT is a cost effective measure.
6. In three areas: (a) Failure to comprehend what they read, (b) Failure to retain oral instruction in sufficient quantity to pass written examination, (c) A desire to converse in their native language instead of practicing and improving English language proficiencies.
7. BSEP I has a positive effect on motivation, soldier adjustment, and attitude. Servicemembers are able to see a measure of success in their performance and, therefore, experience a less threatening environment.
8. Every effort should be made to establish a mandatory program to improve reading skills to the minimum level required by MOS training, e.g. the 8 RGL for aviation training. Additionally, if BSEP I were mandatory, then the training should begin prior to the MOS producing instruction. Thus, a saving in money. As an example, an individual under the current program can commence MOS schooling and then after three weeks be placed voluntarily in BSEP I; subsequently, the student may be required to resume MOS training at the beginning of the course.
9. No. The current objectives of BSEP I are to raise RGL to the 5th grade, while Technical Manuals are written on a 10th RGL. However, SelectABLE test scores indicate that an 8th RGL has proven to be adequate for successful completion of initial entry training.

10. The impact, if BSEP I were changed from below the 5th RGL to below 7th RGL, would be a substantial increase in the number of personnel eligible for BSEP I. The current program has identified 18 eligibles since implementation. Based on the current program statistics, if the entry requirement was raised to below 7 RGL, the program would have identified 260 eligibles for enrollment.

11. There would be a negligible impact on resources and training load if BSEP I were made a mandatory program for all enlistees who score less than the 5th RGL on the SelectABLE test. Based on the SelectABLE scores for the last six months, a mandatory 7th RGL program will initially result in a 16% reduction in class size during the first 6 weeks of the training cycle; likewise, there will be an equivalent reduction in student output. Subsequent training cycles should become stabilized. A backlog of trainees may develop if the percent of eligible personnel for BSEP I does not remain constant throughout the training cycles.

BSEP I EVALUATION

FIELD ARTILLERY SCHOOL, FORT SILL, OK

INITIAL ENTRY TRAINING

<u>COURSE TITLE</u>	<u>MOSC</u>	<u>PREREQUISITE</u>	<u>* WAIVER PERMITTED</u>
TAC Comm Sys Off/Mech	31V10	EL 90	
Wpns Spt Radar Repairer	26B10	EL 100	
FA Radar Crewman	17B10	SC 105 or AE 100	
Lance/Fire Direc Asst	15J10	FA 100	
		HS Alg or Plane Geometry, or 45 or higher on GED Test 5. HS level	
FA Target Acq Spec	17C	SC 100 and HS graduate or equiv	
Fld Arty Met Crewman Crs	93F10	EL 100	

* Paragraph 11-3, AR 614-200, states waiver of qualifications prescribed in DA 351-4 may be granted by the commandant of the school on an individual basis.

PROFILE OF ENLISTEE SELECTABLE SCORES (CUMULATIVE 1 OCT 78 - 30 NOV 79)

<u>SCORE</u>	<u>APPROXIMATE RGL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
19 or below	5	928	4.6%
26 or below	7	3323	16.6%
35 or below	9	12163	60.8%
36 or above	9+	7837	39.2%
Total Enlistees Tested: 20000			

ATZR-PAPSE (30 Jul 79) 1st Ind
SUBJECT: Basic Skills Education Program (BSEP)

HQ, USAFACFS, Fort Sill, OK 73503 20 Aug 79

TO: Cdr, TRADOC, ATTN: ATAG-CE, Fort Monroe, VA 23651

The following information is provided in response to request contained in the final paragraph of basic letter. Responses have been numbered so as to correspond to the numbers of the questions listed in Inclosure 1 of basic letter.

1. A SelectABLE score of 19 or above (5th grade level) appears to be adequate for the most common MOS group at Fort Sill, the 13B group, to complete Initial Entry Training (IET). A SelectABLE score of 26 or higher (7th grade level) may be required for some of the more academically oriented MOS groups such as the 13E group which is particularly in need of arithmetic skills, or the 17C group which heavily utilizes self-paced instructional techniques. Additional research on this subject is necessary before an authoritative response to this question can be formulated. The present cut-off score of 70 on the English Language Comprehension Test (ECLT) is considered appropriate.

2. The BSEP I program commenced at Fort Sill on 23 Mar 79. Approximately 75% of those soldiers who score below the 5.0 grade level on the SelectABLE test enroll in the program. As of 17 Aug 79, 107 soldiers were taking BSEP I classes, with 32 of that number in the ESL program. An additional 258 soldiers had completed the literacy phase of the program and 99 had passed through the ESL class. Those soldiers who remain in the program for the full six week term usually show a reading grade level (RGL) improvement of about one to one and one-half school years. The Lawton Public Schools System is providing nearly all of the instructional staff for BSEP I.

3. The present 120 hour block of BSEP I instruction is adequate for the majority of enrollees. Those for whom this amount is too great are testing out at the end of the third week as provided for in para 2-7 of AR 621-45, Army Continuing Education System(ACES) Basic Skills Education Program (BSEP). For those soldiers who may require additional instruction beyond the present six weeks, in most cases the amount of time required would appear to be non-cost effective and not in the best interests of the Army.

4. Hard data has not been gathered, at this time, to provide a validated response to the question of whether poor readers at Fort Sill have more difficulty in training and tend to have higher TDP discharge rates. It is generally presumed that this is the case. Army wide studies have supported this view.

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5. BSEP I is most productive before the beginning of the OSUT cycle. Putting BSEP I at the start of the cycle will preclude trainees from having to be moved in fourth week, starting in a new environment with all the anxieties that accompany such a move, and being moved again upon completion of BSEP. With an integrated MOS/common skills program as in OSUT, trainees begin receiving MOS specific training prior to the fourth week. Interrupting this training process with BSEP attendance after the fourth week would be counterproductive and would destroy whatever morale a trainee had accumulated, especially if he were being successful. To date trainees who attend this BSEP program, i.e. prior to beginning the training cycle, have become convinced that BSEP put them considerably further ahead of their contemporaries in the Training Battery.

6. For trainees whose tests show a workable knowledge of the English language and therefore are not required to attend BSEP training, no significant problems have been identified. For those trainees who undergo English language training in BSEP, they are considerably more capable of success in IET than if they had not attended. These trainees, even after BSEP, require coaching and individual attention, but much less than they would without BSEP.

7. BSEP I is having great success on motivation, adjustment, and attitude. Apparently word is spreading to those still enrolled in the program from previous attendees that BSEP is directly related to success in training. This is evidenced by the number of "Trainee Leaders" selected in the Training Batteries from those who have attended BSEP. Most trainees become appreciative of the chance given them to succeed through BSEP.

8. No effort should be made during IET to improve reading skills beyond what is done presently in BSEP I. This effort should be incorporated into BSEP II. Most trainees who score well enough on the SelectABLE and ABLE I tests to not have to attend BSEP, can succeed in IET without remedial reading training.

9. The BSEP I curriculum does appropriately support the MOSs being awarded at this installation.

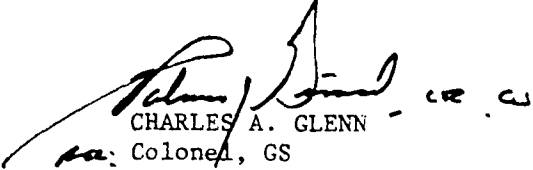
10. The impact of changing BSEP I SelectABLE cut-off scores from the 5th RGL to the 7th RGL would be to triple the number of BSEP I enrollees. Numerically, this would be an increase from the present level of about 90 to approximately 270. The impact on resources of such an increase is addressed in para 11.

11. If BSEP I were to be made a mandatory program for all enlistees who score less than the 5th RGL, the number of enrollees would increase about 25% (23 students), mostly National Guard and Reserve personnel. This increase would not require additional ATC cadre personnel or barracks

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space; however, an increase of two BSEP I instructors would be necessary at an estimated cost of \$35,000. If BSEP I were to be made a mandatory program for all enlistees who score below the 7th RGL, there would be an added requirement of two additional eighty-eight space barracks buildings, four additional ATC cadre personnel, thirteen classrooms, and thirteen additional BSEP I instructors to accomodate the anticipated 180 student increase. The estimated total funding impact of this increase would be approximately \$267,000.

1 Incl
nc



CHARLES A. GLENN

sa: Colonel, GS

Director, Personnel and
Community Activities

VII. EVALUATIVE CONCLUSIONS.

1. Less than 10% of BSEP I eligibles are from mental categories I and II of the AFQT.
2. SelectABLE is a reasonably valid predictor of difficulty with reading/math during initial entry training.
3. The SelectABLE score of 19 did not identify all those who may have a need for BSEP I instruction. The majority of TRADOC installation commanders expressed concern (see appendix F) that the SelectABLE score of less than 19 was too low to identify many soldiers who need BSEP I instruction in order to successfully complete initial entry training.
4. Only enlistees who scored less than 19 on SelectABLE (less than 5 GL) were tracked to determine success or failure during initial entry training. Therefore, tracking procedures may not have accurately identified the relationship between grade level and attrition in initial entry training.
5. BSEP I-ESL is an effective preparation for initial entry training.
6. BSEP I, to be fully effective, must be more specifically related to the MOS in which the enlistee is to be trained.
7. A comparison of BSEP I data and MILPERCEN records is needed to determine affects of BSEP I on first-term attrition.

VIII. EVALUATIVE RECOMMENDATIONS.

1. That BSEP I be continued as a field test through 30 September 1980 to provide the opportunity to expand the statistical bases for full evaluation.
2. The SelectABLE test should continue to be used to identify BSEP I eligibles until Army MOS-specific diagnostic tests are developed and validated.
3. That BSEP I-Literacy tracking be expanded to include all individuals who score less than 36 on SelectABLE (approximate 9 GL).
4. That BSEP I-Literacy be made more MOS-specific.
5. That in view of varying MOS requirements and subject to commander decision, BSEP I-Literacy eligibility may be extended to include those who score more than 18 on the SelectABLE.
6. That BSEP I-ESL be conducted before the basic training cycle. That BSEP I-ESL be modified to include the Fort Jackson developed pre-basic rifle marksmanship instruction.
7. That the data in the TRADOC BSEP I tracking system be compared to MILPERCEN records to determine first enlistment discharge patterns of soldiers who were eligible for enrollment in BSEP I.
8. BSEP I-ESL should continue to target on increasing enlistee ECLT scores to 70 or better - until an Army criteria-referenced test/score is developed and validated.

APPENDIX A

EXTRACT OF TRADOC HISTORICAL SUMMARY

World War I

Approximately 25 percent of the men enrolled under the Selective Service System during World War I were illiterate. Training of these men began in development battalions attached to each of the depot brigades which had been established to furnish replacements. The training of illiterates continued after the war in Army schools with the hope that it would not only improve the recruits, but in so doing it would stimulate sentiment in favor of better educational opportunities for society as a whole. Six booklets of Army lessons in English were used. Each lesson, while primarily a lesson in reading and writing, was at the same time a lesson in history, civics, hygiene, and other elementary knowledge considered essential in making the men useful citizens.¹

World War II

Prior to 1940, the Census Bureau determined literacy by asking the individual or an acquaintance whether the individual could read or write. In 1940, the bureau switched to defining literacy in terms of the years of school completed. A study showed that of those who had completed four years of school, only one in twenty was illiterate. Anyone with more than four years schooling was listed as literate, and those who had completed less than five years were considered functionally illiterate.²

Men assigned to special training units received three hours of academic and five hours of military training daily. A maximum of twelve weeks training was authorized. Between November 1943 and November 1944, it was possible to keep men in special training units for as long as sixteen weeks. In FY 1945, 79 percent of the men in training completed training in sixty days or less and 44 percent required less than thirty days.³

¹ Elbridge Colby, Education and the Army (Boston: The Palmer Co., 1922), pp. 11, 15-17.

² Gordon A. Larson, "Review of the Research and Literature on Occupationally-Related Literacy: n.d.

³ (1) Ulysses Lee, The Employment of Negro Troops (Washington: Office of the Chief of Military History, 1966), pp. 241, 257-58, 263-64. (2) Erna Risch and Chester L. Kieffer, The Quartermaster Corps: Organization, Supply, and Services (Washington: Office of the Chief of Military History, 1955), Vol. II, pp. 165-67. (3) Robert R. Palmer, Bell I. Wiley, and William R. Keast, The Army Ground Forces: The Procurement and Training of Ground Combat Troops (Washington: DA Historical Division, 1948), pp. 396-97. (4) Goldberg, op. cit., p. 152.

AITPT Program

The name of this program which had been developed by HumRRO Division No. 3, using Army Preparatory Training resources located at Fort Ord, was subsequently changed to Advanced Individual Training Preparatory Training (AITPT). This reading program was moved to post-BCT rather than pre-BCT, which allowed the reading training to be job related. Job reading materials were developed in six areas: mechanical, clerical, communications, combat, medical, and cook. It was felt that this approach of eliminating literacy deficiency was more meaningful in enabling the individual to successfully complete the more demanding training programs.

"Many of the trainees requiring remedial reading had joined the Army to escape the educational environment only to find themselves participating discontentedly in a pre-BCT reading program. Instead of the hand-on training they expected, they were back in school. A post-BCT literacy program ensured that the individual had made the transition to military life. This, in turn, would result in less disciplinary problems during reading training and a more positive contribution to the Army.

TRADOC conceptually approved this functional literacy program for implementation at all training centers conducting Army Preparatory Training in May 1974, and all training centers began conducting AITPT training. The Army Research Institute conducted an evaluation of AITPT concerning its effectiveness with Army Preparatory Training as well as its effectiveness in improving MOS performance."⁴

BSEP Program

"In late FY 1977, the Department of the Army, at Congressional direction, began to develop plans to revise the Army high school completion program. The department told TRADOC to establish a Basic Skill Education Program (BSEP) for the provision of on-duty classes designed for remedial or skill training. During FY 1978, the high school completion program was to be separated into two programs — on-duty BSEP and an off-duty Army high school completion program."⁵

⁴TRADOC Annual Report of Major Activities, FY 1974, p. 64, and FY 1975, pp. 63-64.

⁵TRADOC Annual Historical Review, FY 1977, pp. 286-87.

BSEP I is a literacy program, replacing AITPT, conducted before the completion of AIT/OSUT and designed to raise literacy levels to at least the fifth grade level as measured by the Adult Basic Learning Examination Level I. BSEP II is a foundation program conducted after AIT/OSUT to raise general competency levels to a ninth grade level. *BSEP III, a functional program also conducted after AIT/OSUT, is directly related to a service member's MOS and is designed to impart academic competencies related to job performance and career growth.

Originally, BSEP I was to have tested only Category III and new Category IV new enlistees on the SelectABLE test at the seven TRADOC reception stations. Later, the concept was changed to include all mental categories at AIT/OSUT/TST Phase II sites during in-processing, thus ensuring the testing of all new accessions and providing for a track on the enlistees from the beginning of the training cycle to the award of an MOS. As a consequence, the pilot study of BSEP I at Fort Gordon, which was to have compared the success in OSUT of trainees completing literacy training during OSUT with those needing, but not receiving, literacy training before completion of OSUT, had to be canceled. BSEP II was implemented Army-wide on 1 July 1978, including all TRADOC installations, three of which reported completion of the instructional portion by participants.

⁶ TRADOC Annual Historical Review (Draft), FY 1978, pp. 315-16.

*BSEP III is being modified by HQDA/TRADOC and is now called "Advanced Skills Education Program" (ASEP). It is a functional program conducted after AIT. It supports the Noncommissioned Officer Education System (NCOES) and professional development of noncommissioned officers by providing instruction in the areas of Management, Supervision, Fiscal Operations, and Leadership.

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APPENDIX B

TESTING INSTRUMENTS

Selection BSEP I (literacy)

Selection of tests used for screening and diagnostic purposes in BSEP I literacy programs was based upon an evaluation of appropriate tests available that might be used for screening and diagnosing specific problems with reading, vocabulary and arithmetic. This evaluation was done in 1975 by the Northwest Regional Educational Laboratory under a contract with the US Office of Education, Department of Health, Education and Welfare. The selection of the Adult Basic Learning Examination materials developed by the Psychological Corporation, was done after careful analysis of their evaluation.

Selection BSEP I ESL

Through extensive coordination with the Defense Language Institute English Language Center (DLIELC) at San Antonio, Texas, it was decided the English Comprehension Level Test (ECLT) series was an excellent one for both screening and diagnostic purposes regarding personnel having difficulty with English as a second language. The ECLT was selected as the test instrument to be used.

The SelectABLE Test

SelectABLE is a preliminary screening device used in conjunction with the Adult Basic Learning Examination (ABLE). The SelectABLE score is a means of determining which level of ABLE - Level I, II, or III - is most suitable for use with a particular individual. The test consists of 45 multiple-choice questions involving both verbal and numerical concepts. SelectABLE is administered without time limits, although most examinees should need no more than 15 minutes to complete the test.

The Adult Basic Learning Examination (ABLE) Level I - Forms A and B

The ABLE Level I forms A and B are used for diagnostic purposes within the BSEP I program. Level I covers tests in vocabulary, spelling, reading and arithmetic at grade levels 1-4. With the use of this test battery, the grade level of the enlistee can be determined and proper placement can be made. Administration of the test requires approximately 2-2½ hours.

The Adult Basic Learning Examination (ABLE) Level II - Form A

The ABLE Level II form A is used as a measurement of achievement in the BSEP I program. Level II covers tests in spelling, vocabulary, reading and arithmetic at grade levels 5-8. This test battery is used to determine whether student has achieved grade level of 5.0 or higher. Administration of the test requires approximately three hours.

English Comprehension Level Test (ECLT)

The ECL test is an English language proficiency test which measures the proficiency level of the listening and reading comprehension skills, but not the speaking and writing skills. Its use in the BSEP is twofold; it serves as the official instrument for screening candidates in need of English language training (ELT) and also serves as the final indication of the language proficiency level attained after a period of ELT has been accomplished.

Format - The test consists of two parts, the aural portion (Part I) and the reading portion (Part II). The aural portion is recorded on magnetic tape and is designed to determine the student's ability to understand spoken English. During this part of the examination, the student listens to questions or statements on the test tape and then selects one of the four possible answers printed in the test booklet. The answers are marked on separate answer sheets which can be used with any form of the ECL test. The reading portion is designed to test the ability of a student to recognize the correct grammatical forms and to understand written material. The time limit of the ECL test is 30 minutes for the aural portion and 35 minutes for the reading portion. Briefing the examinees and passing out and collecting the testing materials should not take more than 15 minutes.

APPENDIX C

EXTRACT OF BSEP I IMPLEMENTATION PROCEDURES AS STATED IN AR 621-45, CH 2

BSEP I is an on-duty remedial education program. It is designed to improve reading, arithmetic, and English language skills for trainees unable to read at the 5th grade level or unable to understand, speak, or read English as a Second Language (ESL). BSEP I provides selected trainees with a maximum of 180 hours instruction in basic skills education for a maximum of 6 weeks. It is a tool for commanders within the Army training base to improve the educational foundations of trainees with educational deficiencies or those who have difficulty communicating in English. This remedial education will improve the potential for understanding later training which, in turn, will assist in reducing attrition rates.

An uninterrupted block of time will be set aside in AIT or OSUT to ensure required SelectABLE and ABLE IA/ECL testing, as appropriate, to all trainees. This testing will establish eligibility for BSEP I. After SelectABLE scoring, all trainees who score below 19 or who have identified themselves as having English as their second language will be given the ABLE IA or ECL test. Those scoring below the 5.0 grade level on any part of the ABLE IA or scoring below 70 on the ECL test will be recommended to commanders for enrollment in the literacy or ESL part of BSEP.

Trainees having educational deficiencies or English language problems will be tested and identified as noted above, whether or not the commander elects to enroll them in BSEP I. Commanders may enroll soldiers in the ESL part of BSEP I at any point in the training cycle (including Basic Training). Soldiers selected for the literacy part of BSEP I, however, may only be enrolled after completing basic training or at any point during an OSUT cycle. Coordination must be made with ARNG liaison personnel or State adjutants general to extend active duty periods for ARNG soldiers who will take part in BSEP I.

After referral to the Army Education Center for enrollment in BSEP I, trainees having basic skills problems will be counseled. Those who have not been tested, will be given the ABLE IA or the ECL test for diagnostic purposes and for proper class assignment.

Commanders may refer trainees with educational deficiencies to the AEC at any time during the AIT or OSUT cycle.

BSEP I will consist of course organization and curriculum as follows:

<u>Subject Area</u>	<u>Recommended Time</u>
Reading, writing, listening, and oral communication skills in English	4 hours per day, 20 hours per week, 120 hours per 6 weeks.
Arithmetic	2 hours per day, 10 hours per week, 60 hours per 6 weeks.

1. Reading instruction will include auditory-visual discrimination, phonics, structural analysis, and word attack skills.

2. Arithmetic instruction will include percentages and fundamental operations with whole numbers, decimals, and fractions.

3. Reading and vocabulary reinforcement will use, as applicable, Soldiers' Manuals, DA Pamphlets, Army Regulations, and Field Manuals. Instructor guides, dictionaries, other learning aids, and reading improvement materials will also be used. Vocabulary improvement will emphasize job tasks the trainee will encounter in MOS training.

BSEP I class size will not normally exceed 15 students per instructor. At the end of the third week of BSEP I, trainees with educational deficiencies will be retested with ABLE IB. Those who attain 5th grade reading level on all parts of ABLE IB will be identified to the commander for reentry into AIT or OSUT at the proper training level. Those who score below 5th grade level on the ABLE IB will continue for the full 6 weeks of BSEP I. At the end of the sixth week, trainees will be given the ABLE IIA test for program evaluation purposes. After testing, the trainee will be identified to the commander for reentry into AIT or OSUT or for other action the commander finds proper.

BSEP I completion criterion for trainees who have English language problems is a minimum score of 70 on an alternate form of the ECL test. Commanders (in conjunction with installation ESO) will track trainees scoring below 19 on the SelectABLE test or below 70 on the ECL test or who have been enrolled in either the literacy or ESL Phase of BSEP I. Teaching will continue until they complete AIT, OSUT or are discharged before completion.

APPENDIX D
Demographic Comparison of Eligibles

Demographic Comparison of Literacy Program Eligibles. (Data Based on eligibles (personnel scoring below 19 on Selectable) tested during period 1 October 1978 through 30 November 1979. N=4142 for all sets of comparison.)

1.	Mental Category vs Race			
	Caucasian \$	Black \$	Amer Ind \$	Oriental \$
CAT 1	28/57 = 49.1	28/57 = 49.1	1/57 = 1.8	0/57 = 0
CAT 2	100/222 = 45.0	120/222 = 54.1	2/222 = 0.9	0/222 = 0
CAT 3a	192/425 = 45.2	229/425 = 53.9	1/425 = 0.2	3/425 = 0.7
CAT 3b	1147/2485 = 46.2	1300/2485 = 52.3	15/2485 = 0.6	23/2485 = 0.9
CAT 4	369/953 = 38.7	565/953 = 59.3	11/953 = 1.2	8/953 = 0.8
TOTAL	1836/4142 = 44.4	2242/4142 = 54.1	30/4142 = 0.7	34/4142 = 0.8
				N

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2.	Mental Category vs Primary Language			
	English \$	Insular P.R.\$	Other Sp \$	Other \$
CAT 1	51/57 = 89.5	4/57 = 7.0	2/57 = 3.5	0/57 = 0
CAT 2	204/222 = 91.9	15/222 = 6.7	3/222 = 1.4	0/222 = 0
CAT 3a	390/425 = 91.8	20/425 = 4.7	13/425 = 3.0	2/425 = 0.5
CAT 3b	2293/2485 = 92.3	118/2485 = 4.7	70/2485 = 2.8	4/2485 = 0.2
CAT 4	887/953 = 93.1	40/953 = 4.2	22/953 = 2.3	4/953 = 0.4
TOTAL	3825/4142 = 92.3	197/4142 = 4.8	110/4142 = 2.7	10/4142 = 0.2
				N

- 4142

3. Mental Category vs Military Component

	Nat Guard	Reg Army	Army Reserve	
CAT 1	33/57 = 57.9	21/57 = 36.8	3/57 = 5.2	
CAT 2	92/222 = 41.4	118/222 = 53.2	12/222 = 5.4	
CAT 3a	229/425 = 53.9	182/425 = 42.8	14/425 = 3.3	
CAT 3b	1165/2485 = 46.9	1179/2485 = 47.4	141/2485 = 5.7	
CAT 4	460/953 = 48.3	358/953 = 37.6	135/953 = 14.1	
TOTAL	1979/4142 = 47.8	1858/4142 = 44.9	305/4142 = 7.3	N = 4142

4. Sex vs Race

	Caucasian %	Black %	Amer Ind %	Oriental %	TOTAL %
Male	1823/4087 = 44.6	2202/4087 = 53.9	30/4087 = 0.7	32/4087 = 0.8	4087/4142 = 98.7
Female	13/55 = 23.6	40/55 = 72.7	0/55 = 0.0	2/55 = 3.6	55/4142 = 1.3
TOTAL	1836/4142 = 44.3	2242/4142 = 54.2	30/4142 = 0.7	34/4142 = 0.8	N = 4142

5. Sex vs Primary Language

	English %	Insular P.R. %	Other Spanish	Other
Male	3773/4087 = 92.3	195/4087 = 4.8	109/4087 = 2.7	10/4087 = 0.2
Female	52/55 = 94.5	2/55 = 3.7	1/55 = 1.8	0/55 = 0.0

6. Sex vs Education Level

	Less than HS Compl	HS GED	At least HS Dipl
Male	2561/4087 = 62.7	84/4087	1442/4087 = 35.2
Female	11/55 = 20.0	3/55	41/55 = 74.5
TOTAL	2572/4142 = 62.1	87/4142	1483/4142 = 35.8

7. Sex vs Military Component

	Nat Guard	Reg Army	Army Reserve
Male	1958/4087 = 47.9	1826/4087 = 44.7	303/4087 = 7.4
Female	21/55 = 38.2	32/55 = 58.2	2/55 = 3.6

8. Sex vs Mental Category

	Cat 1	Cat 2	Cat 3a	Cat 3b	Cat 4
Male	55/4087 = 1.3	201/4087 = 4.9	403/4087 = 9.9	2475/4087 = 60.6	953/4087 = 23.3
Female	2/55 = 3.6	21/55 = 38.2	22/55 = 40.0	10/55 = 18.2	0/55 = 0

9. Attrition vs Military Component

	Nat Guard	Reg Army	Army Reserve
Passed	1466/3090 = 47.4	1402/3090 = 45.4	222/3090 = 7.2
*Recycle	60/162 = 37.0	94/162 = 58.0	8/162 = 5.0
Failed	453/890 = 50.9	362/890 = 40.7	75/890 = 8.4

10. Attrition vs Race

	Caucasian	Black	American Indian	Oriental
Passed	1351/3090 = 43.7	1696/3090 = 54.9	19/3090 = 0.6	24/3090 = 0.8
Recycle	53/162 = 32.7	108/162 = 66.7	1/162 = 0.6	0/162 = 0.0
Failed	432/890 = 48.6	438/890 = 49.2	10/890 = 1.1	10/890 = 1.1

11.	Attrition vs SelectABLE Score										TOTAL
	0-11	12	13	14	15	16	17	18			
Attrit	176/890	=19.8	86/890 =9.7	70/890 =7.9	84/890 =9.4	98/890 =11.0	118/890 =13.3	139/890 =15.6	119/890 =13.4	890/4142 =21.5	
*Recycle	23/162	=14.2	11/162 =6.8	20/162 =12.3	13/162 =8.0	15/162 =9.3	25/162 =15.4	25/162 =15.4	30/162 =18.5	162/4142 =3.9	
Pass	441/3090	=14.3	183/3090=5.9	252/3090=8.2	294/3090=9.5	383/3090=12.4	449/3090=14.5	502/3090=16.2	586/3090=19.0	3090/4142=74.1	
TOTAL	640/4142	=15.5	280/4142=6.8	342/4142=8.3	391/4142=9.4	496/4142=12.0	592/4142=14.3	666/4142=16.1	735/4142=17.7	N =4142	

12. Selectable Score vs Attrition

0-11	Attrit	Recycle*			Pass Ait/Out		
		23/640	= 3.6	11/280	= 3.9	20/342	= 5.8
12	176/640	= 27.5		11/280	= 3.9	20/342	= 5.8
13	86/280	= 30.7		13/391	= 3.3	294/391	= 75.2
14	70/342	= 20.5		15/496	= 3.0	383/496	= 77.2
15	84/391	= 21.5		25/592	= 4.2	449/592	= 75.8
16	98/496	= 19.8		25/666	= 3.8	502/666	= 75.4
17	118/592	= 19.9		30/735	= 4.1	586/735	= 79.7
18	139/666	= 20.9					
19	119/735	= 16.2					

13. Education Level vs Race

Less than HS Compl	HS GED	At least HS Dipl	Education Level vs Primary Language			Education Level vs Race		
			Caucasian %	Black %	Amer Ind %	Oriental %	Other %	Other %
1271/2572	= 49.4	1259/2572	= 49.0	21/2572	= 0.8	21/2572	= 0.8	
42/87	= 48.3	44/87	= 50.6	1/87	= 1.1	0/87	= 0	
523/1483	= 35.3	939/1483	= 63.3	8/1483	= 0.5	13/1483	= 0.9	

14. Education Level vs Primary Language

Less than HS Compl	HS GED	At least HS Dipl	Education Level vs Primary Language			Education Level vs Race		
			English %	Insular P.R. %	Other Spanish %	Other %	Other %	Other %
2387/2572	= 92.8	93/2572	= 3.6	85/2572	= 3.3	7/2572	= 0.3	
79/87	= 90.8	5/87	= 5.7	2/87	= 2.3	1/87	= 1.2	
1359/1483	= 91.6	99/1483	= 6.7	23/1483	= 1.6	2/1483	= 0.1	

Education Level vs Military Component			
15.	Nat Guard	Reg Army	Army Reserve
Less than HS Compl	1461/2572 = 56.8	861/2572 = 33.5	250/2572 = 9.7
HS GED	25/87 = 28.7	51/87 = 58.6	11/87 = 12.6
At least HS Dipl	493/1483 = 33.2	946/1483 = 63.8	44/1483 = 3.0
Military Component vs Education Level			
16.	Less than HS Compl	HS GED	At Least HS Dipl
Nat Guard	1461/1979 = 73.8	25/1979 = 1.3	493/1979 = 24.9
Reg Army	861/1858 = 46.3	51/1858 = 2.7	946/1858 = 50.9
Army Reserve	250/305 = 82.0	11/305 = 3.6	44/305 = 14.4
Education Level vs Mental Category			
17.	Cat 1	Cat 2	Cat 3a Cat 3b Cat 4
Less than HS Dipl	39/2572 = 1.5	133/2572 = 5.2	275/2572 = 10.7 1640/2572 = 638 485/2572 = 18.8
HS GED	2/87 = 2.3	4/87 = 4.6	16/87 = 18.4 51/87 = 58.6 14/87 = 16.1
At least HS Dipl	16/1483 = 1.2	85/1483 = 5.7	134/1483 = 9.0 794/1483 = 53.5 454/1483 = 30.6
Mental Category vs Education Level			
18.	Less than HS Dipl	HS GED	At least HS Dipl
Cat 1	39/57 = 68.4	2/57 = 3.5	16/57 = 28.1
Cat 2	133/222 = 59.9	4/222 = 1.8	85/222 = 38.3
Cat 3a	275/425 = 64.7	16/425 = 3.8	134/425 = 31.5
Cat 3b	1640/2485 = 66.0	51/2485 = 2.1	794/2485 = 31.9
Cat 4	485/953 = 50.9	14/953 = 1.5	454/953 = 47.6

	Race vs Primary Language			
	English \$	Insular P.R. \$	Other Spanish \$	Other \$
19.				
Caucasian	1552/1836 = 84.5	187/1836 = 10.2	93/1836 = 5.1	4/1836 = 0.2
Black	2227/2242 = 99.3	9/2242 = 0.4	5/2242 = 0.2	1/2242 = 0.1
Amer Ind	26/30 = 86.7	0/30 = 0	4/30 = 13.3	0/30 = 0
Oriental	20/34 = 58.8	1/34 = 2.9	8/34 = 23.6	5/34 = 14.7
20.				
	Race vs Military Component			
	Nat Guard	Reg Army	Army Reserve	
Caucasian	1029/1836 = 56.0	662/1836 = 36.1	145/1836 = 7.9	
Black	919/2242 = 41.0	1165/2242 = 52.0	158/2242 = 7.0	
Amer Ind	13/30 = 43.3	17/30 = 56.7	0/30 = 0	
Oriental	18/34 = 52.9	14/34 = 41.2	2/34 = 5.9	
21.				
	Primary Language vs Military Component			
	Nat Guard	Reg Army	Army Reserve	
English	1796/3825 = 47.0	1734/3825 = 45.3	295/3825 = 7.7	
Insular P.R.	112/197 = 56.9	80/197 = 40.6	5/197 = 2.5	
Other Spanish	63/110 = 57.3	43/110 = 39.1	4/110 = 3.6	
Other	8/10 = 80.0	1/10 = 10.0	1/10 = 10.0	

"Recycle" is defined as recycle to an MOS not taught at original AIT/OSUT installation.

Demographic Comparison of English as a Second Language Program eligibles. (Data based on eligibles (personnel scoring below 70 on ECLT) tested during period 1 March 1979 through 30 November 1979. N=1093 for all sets of comparison.)

1. Civilian Education Level vs Military Component

	Reg Army %	Army Reserve %	Nat Guard %	TOTAL %
Less than HS Compl	137/292 = 46.9	25/292 = 8.6	130/292 = 44.5	292/1093 = 26.7
HS GED	33/40 = 82.5	3/40 = 7.5	4/40 = 10.0	40/1093 = 3.7
At least HS Dipl	540/761 = 71.0	34/761 = 4.5	187/761 = 24.5	761/1093 = 69.6
TOTAL	710/1093 = 65.0	62/1093 = 5.7	321/1093 = 29.3	N = 1093

2. Civilian Education Level vs Attrition

	Failed Ait/OSUT	Passed Ait/OSUT	Recycled *	Other Attrit
Less than HS Compl	35/292 = 11.9	230/292 = 78.8	8/292 = 2.7	19/292 = 6.6
HS GED	3/40 = 7.5	36/40 = 90.0	0/40 = 0	1/40 = 2.5
At least HS Dipl	72/761 = 9.5	649/761 = 85.3	17/761 = 2.2	23/761 = 3.0
TOTAL	110/1093 = 10.1	915/1093 = 83.7	25/1093 = 2.3	43/1093 = 3.9

3. Military Component vs Attrition

	Failed Ait/OSUT	Passed Ait/OSUT	Recycled *	Other Attrit
Regular Army	64/710 = 9.0	609/710 = 85.8	10/710 = 1.4	27/710 = 3.8
Army Reserve	14/62 = 22.6	44/62 = 71.0	3/62 = 4.8	1/62 = 1.6
Nat Guard	32/321 = 10.0	262/321 = 81.6	12/321 = 3.7	15/321 = 4.7

N = 1093

Ethnic Group vs Mental Category					
	Cat 1	Cat 2	Cat 3a	Cat 3b	Cat 4
Insular P.R.	14/874 =1.6	76/874 =8.7	74/874 =8.5	536/874 =61.3	174/874 =19.9
Other Spanish	7/167 =4.2	5/167 =3.0	15/167 =9.0	112/167 =67.1	28/167 =16.7
Other	0/52 =0	5/52 =9.6	2/52 =3.8	30/52 =57.7	15/52 =28.9
TOTAL	21/1093=1.9	86/1093=7.9	91/1093=8.3	678/1093=62.0	217/1093=19.9
					N =1093

Ethnic Group vs Sex		
	Male	Female
Insular Puerto Rican	865/874 = 99.0	9/874 = 1.0
Other Spanish	164/167 = 98.2	3/167 = 1.8
Other	51/52 = 98.1	1/52 = 1.9
TOTAL	1080/1093 = 98.8	13/1093 = 1.2
		N = 1093

Ethnic Group vs Civilian Education Level			
	Less than HS Compl	HS GED	At least HS Dipl
Insular P.R.	193/874 = 22.1	25/874 = 2.9	656/874 = 75.0
Other Spanish	76/167 = 45.5	15/167 = 9.0	76/167 = 45.5
Other	23/52 = 44.2	0/52 = 0	29/52 = 55.8
			N = 1093

7. Ethnic Group vs Military Component

	Regular Army	Army Reserve	Nat Guard
Insular P.R.	563/874 = 64.4	47/874 = 5.4	264/874 = 30.2
Other Spanish	111/167 = 66.5	9/167 = 5.4	47/167 = 28.1
Other	36/52 = 69.2	6/52 = 11.5	10/52 = 19.3
			N = 1093

8. Ethnic Group vs Attrition

	Failed Ait/OSUT	Passed Ait/OSUT	Recycled *	Other Attrit
Ins P.R.	91/874 = 10.4	736/874 = 84.2	19/874 = 2.2	28/874 = 3.2
Other Spanish	14/167 = 8.4	139/167 = 83.2	3/167 = 1.8	11/167 = 6.6
Other	5/52 = 9.6	40/52 = 76.9	3/52 = 5.8	4/52 = 7.7
				N = 1093

9. Mental Category vs Sex

	Male	Female
Cat 1	21/21 = 100	0/21 = 0
Cat 2	80/86 = 93.0	6/86 = 7.0
Cat 3a	87/91 = 95.6	4/91 = 4.4
Cat 3b	675/678 = 99.6	3/678 = 0.4
Cat 4	217/217 = 100	0/217 = 0
		N = 1093

10.

Mental Category vs Military Component

	Regular Army	Army Reserve	Nat Guard
Cat 1	15/21 = 71.4	1/21 = 4.8	5/21 = 23.8
Cat 2	64/86 = 74.4	7/86 = 8.1	15/86 = 17.4
Cat 3a	60/91 = 65.9	0/91 = 0	31/91 = 34.1
Cat 3b	444/678 = 65.5	32/678 = 4.7	202/678 = 29.8
Cat 4	127/217 = 58.5	22/217 = 10.1	68/217 = 31.4

N = 1093

11.

Mental Category vs Civilian Education Level

	Less than HS Compl	HS GED	At least HS Dipl
Cat 1	7/21 = 33.3	0/21 = 0	14/21 = 66.7
Cat 2	30/86 = 34.9	0/86 = 0	56/86 = 65.1
Cat 3a	18/91 = 19.8	2/91 = 2.2	71/91 = 78.0
Cat 3b	191/578 = 28.2	32/578 = 4.7	455/578 = 67.1
Cat 4	46/217 = 21.2	6/217 = 2.8	165/217 = 76.0

N = 1093

12.

Mental Category vs Attrition

	Failed Ait/OSUT	Passed Ait/OSUT	Recycled *	Other Attrit
Cat 1	0/21 = 0	19/21 = 90.5	2/21 = 9.5	0/21 = 0
Cat 2	4/86 = 4.7	77/86 = 89.5	3/86 = 3.5	2/86 = 2.3
Cat 3a	8/91 = 8.8	73/91 = 80.2	6/91 = 6.6	4/91 = 4.4
Cat 3b	81/678 = 11.9	559/678 = 82.4	10/678 = 1.5	28/678 = 4.1
Cat 4	17/217 = 7.8	187/217 = 86.2	4/217 = 1.8	9/217 = 4.1

N = 1093

13. Sex vs Civilian Education Level

	Less than HS Compl	HS GED	At least HS Dipl
Male	292/1000 = 27.0	40/1000 = 3.7	748/1000 = 69.3
Female	0/13 = 0	0/13 = 0	13/13 = 100

N = 1093

14. Sex vs Military Component

	Regular Army	HS GED	At least HS Dipl
Male	703/1000 = 65.1	59/1000 = 5.5	318/1000 = 29.4
Female	7/13 = 53.8	3/13 = 23.1	3/13 = 23.1

N = 1093

15. Sex vs Attrition

	Failed Ait/OSUT	Passed Ait/OSUT	Recycled *	Other Attrit
Male	109/1000 = 10.1	905/1000 = 83.8	23/1000 = 2.1	43/1000 = 4.0
Female	1/13 = 7.7	10/13 = 76.9	2/13 = 15.4	0/13 = 0

N = 1093

16. Inverse of #1 Military Component vs Civilian Education Level

	Less than HS Compl	HS GED	At least HS Dipl
Regular Army	137/710 = 19.3	33/710 = 4.6	540/710 = 76.1
Army Reserve	25/62 = 40.3	3/62 = 4.8	34/62 = 54.8
Nat Guard	130/321 = 40.5	4/321 = 1.2	187/321 = 58.3

N = 1093

17. Inverse of #4 Mental Category vs Ethnic Group

	Insular P.R.	Other Spanish	Other
Cat 1	14/21 = 66.7	7/21 = 33.3	0/21 = 0
Cat 2	76/86 = 88.4	5/86 = 5.8	5/86 = 5.8
Cat 3a	74/91 = 81.3	15/91 = 16.5	2/91 = 2.2
Cat 3b	536/678 = 79.1	112/678 = 16.5	30/678 = 4.4
Cat 4	174/217 = 80.2	28/217 = 12.9	15/217 = 6.97

N = 1093

18. Inverse of #6 Civilian Education Level vs Ethnic Group

	Insular P.R.	Other Spanish	Other
Less than HS Compl	193/292 = 66.1	76/292 = 26.0	23/292 = 7.9
HS GED	25/40 = 62.5	15/40 = 37.5	0/40 = 0
At least HS Dipl	656/761 = 86.2	76/761 = 10.0	29/761 = 3.8

N = 1093

19. Inverse of #7 Military Component vs Ethnic Group

	Insular P.R.	Other Spanish	Other
. Regular Army	563/710 = 79.3	111/710 = 15.6	36/710 = 5.1
Army Reserve	47/62 = 75.8	9/62 = 14.5	6/62 = 9.7
Nat Guard	264/321 = 82.2	47/321 = 14.6	10/321 = 3.2

N = 1093

20. Inverse of #10 Military Component vs Mental Category

	Cat 1	Cat 2	Cat 3a	Cat 3b	Cat 4
Regular Army	15/710=2.1	64/710=9.0	60/710=8.5	444/710=62.5	127/710=17.9
Army Reserve	1/62 =1.6	7/62 =11.3	0/62 =0	32/62 =51.6	22/62 =35.5
Nat Guard	5/321 =1.6	15/321=4.7	31/321=9.7	202/321=62.9	68/321 =21.1

N = 1093

21. Inverse of #11 Civilian Education Level vs Mental Category

	Cat 1	Cat 2	Cat 3a	Cat 3b	Cat 4
Less than HS	7/292 =2.4	30/292 =10.3	18/292 =6.2	191/292=65.4	46/292 =15.7
Compl	0/40 =0	0/40 =0	2/40 =5.0	32/40 =80.0	6/40 =15.0
HS GED	14/761=1.8	56/761 =7.4	71/761 =9.3	455/761=59.8	165/761=21.7
At least HS					
Dipl					

N = 1093

**Recycle" is defined as recycle to an MOS not taught at original AIT/OSUT installation

APPENDIX E

BASIC SKILLS EDUCATION PROGRAM (BSEP I) PRELIMINARY EVALUATION QUESTIONNAIRE

Request comments to issues indicated below be furnished, double spaced, using corresponding number to the questions.

1. What degree of reading capability and/or English comprehension do enlistees need to complete initial entry training? Index your response to the reading grade levels measured by SelectABLE and scores of the English Language Comprehension Test.
2. What is the status of BSEP I at your installation?
3. Is time allocated for BSEP I adequate? (i.e., lengthened, shortened, remain the same).
4. Does your experience confirm that poor readers have more difficulty in training and tend to have higher TDP discharge rates?
5. At what point in the training cycle do you feel that BSEP I is most productive?
6. What problems have been identified with completion of initial entry training by enlistees whose native language is not English?
7. What effect do you perceive BSEP I is having on motivation, soldier adjustment and attitude?
8. To what degree should efforts be made to improve reading skills during initial entry training?
9. Does the BSEP I curriculum now being taught appropriately support the MOS being awarded at your installation?
10. What would be the impact at your installation if the entry requirement for BSEP would be changed from below the 5th RGL to below the 7th RGL?
11. What would be the impact (resources and training load) at your installation if BSEP I was made a mandatory program for all enlistees who score less than the 5th RGL and/or 7th RGL?

APPENDIX F

SUMMARY OF INSTALLATION RESPONSES TO BSEP I

PRELIMINARY EVALUATION QUESTIONNAIRE

1. This is a summary based on responses from 18 TRADOC schools.
2. Questions and responses are as follows:

a. Question - What degree of reading capability and/or English comprehension do enlistees need to complete initial entry training? Index your response to the reading grade levels measured by ~~SELECTABLE~~ and scores of the English Comprehension Level Test.

Response

(1) Literacy

- (a) Fourth (4th) grade level of literacy - one installation.
- (b) Fifth (5th) grade level of literacy - three installations.
- (c) Seventh (7th) grade level of literacy - five installations.
- (d) Eighth (8th) grade level of literacy - one installation.
- (e) Ninth (9th) grade level of literacy - four installations.
- (f) Four installations did not specifically answer the question on literacy levels.

(2) English Comprehension

- (a) Five installations stated a score of 70 on the English Comprehension Level Test (ECLT) is appropriate.
- (b) One installation stated a score of 45 on ECLT is appropriate.
- (c) Twelve installations did not address the question on ESL scores.

b. Question - What is the status of BSEP I at your installation?

Response - Twelve installations are currently operating both BSEP I literacy and English as a Second Language (ESL) programs. Two installations are operating only BSEP I ESL programs. One installation is operating only a BSEP I literacy program. It is anticipated that Ft McClellan, Ft Devens, and Ft Knox will initiate BSEP I literacy during September and October 1979.

c. Question - Is time allocated for BSEP I adequate? (i.e., lengthened, shortened, remain the same).

Response - Most installations (13 out of 18) indicate program length is adequate for literacy phase but all installations operating ESL programs indicate they should be lengthened. Three installations indicated more time would be beneficial and two installations did not answer the question.

d. Question - Does your experience confirm that poor readers have more difficulty in training and tend to have higher TDP discharge rates?

Response - Overwhelming majority (15 out of 18) indicate poor readers do have more difficulty in training. Three installations indicated other factors were more prominent. Responses on whether poor readers have high discharge rates were mixed. Ten out of 18 said yes, five out of 18 said no, three out of 18 said other factors are as important as poor reading.

e. Question - At what point in the training cycle do you feel that BSEP I is most productive?

Response - Nine out of 18 installations stated that BSEP I should be offered as presently conducted - before AIT/OSUT. Four out of eighteen feel BSEP I should be placed prior to initial entry training. Five installations did not address the question. ESL phase of BSEP I should be given as early as possible in the training cycle.

f. Question - What problems have been identified with completion of initial entry training by enlistees whose native language is not English?

Response - Problems identified include culture shock, understanding spoken English and following directions, understanding written materials - especially technical manuals, motivation, requiring more personal attention, and requiring more time to complete courses - especially the self-paced type.

g. Question - What effect do you perceive BSEP I is having on motivation, soldier adjustment and attitude?

Response - Majority of installations (11 out of 18) feel BSEP I has positive effect on motivation, soldier adjustment and attitude. Two installations feel BSEP has neither positive nor negative effect. Two installations indicate BSEP I has mixed effects. Two installations indicate insufficient data to judge effects. Only one installation indicated BSEP I has a negative effect on motivation, soldier adjustment and attitude.

h. Question - To what degree should efforts be made to improve reading skills during initial entry training?

Response - Installations should be giving sufficient amount of reading improvement and language training to insure the soldier can absorb the particular training he/she is undergoing. Reading curriculum should relate directly to MOS and should not extend training base any further than present program does.

i. Question - Does the BSEP I curriculum now being taught appropriately support the MOS being awarded at your installation?

Response - Majority of installations (13 out of 18) indicate BSEP I curriculum appropriate to MOS taught at the installation. Four installations gave negative replies and one installation did not address the question.

j. Question - What would be the impact at your installation if the entry requirement for BSEP would be changed from below 5th RGL to below 7th RGL?

Response - Number of eligibles for BSEP I would more than triple.

k. Question - What would be the impact (resources and training load) at your installation if BSEP I was made a mandatory program for all enlistees who score less than the 5th RGL and/or 7th RGL?

Response - Impact of making BSEP I mandatory at 5th RGL minimal. The impact of making BSEP I a mandatory program at 7th RGL would be severe at most TRADOC installations. Installation would experience greatly increased trainee loads, increased requirements in the areas of messing and billeting, trainee code and base operations support personnel. Education centers would be similarly affected by shortage of DAC personnel, classroom facilities and number of qualified instructors.