ED 060 398   AC 008 158

AUTHOR   Sourifman, Vivian M., Ed.
TITLE   Guidelines for ABE Learning Centers.
INSTITUTION   New Jersey State Dept. of Education, Trenton. Office
                of Adult and Continuing Education.
SPONS AGENCY   Division of Adult Educational Programs, BAVT.
PUB DATE   Jun 70
GRANT   OEG-0-8-040114-4380(324)
NOTE   92p.

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   *Administrative Policy; *Adult Basic Education; Case
                Studies; *Counseling; Demography; Demonstration
                Projects; Guidelines; *Instructional Design;
                Occupational Information; *Personnel Selection;
                Physical Facilities; Scheduling; Student Records;
                Urban Areas
IDENTIFIERS   *New Jersey

ABSTRACT
                A federally funded demonstration project in adult
basic education is presented. The project's proposal set forth the
development of demonstration adult basic education learning centers
within the central cities area of the cities of Camden and Newark,
New Jersey. During 22 months of operation on a demonstration basis,
each center developed administrative and instructional patterns to
serve the community life patterns within the community in which it
was located. Program objectives served as guideposts for each center
to: (1) motivate the undereducated adult of the core urban area, and
(2) provide a program integrating innovative methods, materials, and
programs of learning. The appendices present job descriptions,
evaluation of selected materials, case-study diagnosis and
prescription planning and forms. (CK)

ABE

GUIDELINES

ABE

ABE

LEARNING CENTERS

1

OEG-0-8-040114-4380 (324)
Adult Education Act of 1966
Sectio: 309, P.L. 89-750

2

GUIDELINES

FOR

ABE LEARNING CENTERS

Luis de la Cuesta, Director
Camden ABE Learning Center

Lester F. Russell, Director
Newark ABE Learning Center

Vivian M. Sourifman, Editor

Ray J. Ast, Project Director
Montclair State College

3

ii

ACKNOWLEDGMENTS

INTRODUCTION

A Special Demonstration Project in Adult Basic Education, under the provision of Section 309 (b) of the Adult Education Act of 1966, P.L. 89-750, was funded by the United States Office of Education to the New Jersey Department of Education, Office of Adult and Continuing Education. The Project's proposal set forth the development of demonstration Adult Basic Education Learning Centers within the "central cities" area of the cities of Camden and Newark, New Jersey.

During the twenty-two months of operation, as a Demonstration Project, each Center (Camden and Newark) developed administrative and instructional patterns to most effectively serve the community life patterns within the community area in which it was located. The overall project objectives served as "guideposts" for each Center to:

- "More effectively reach, involve, and motivate the undereducated adult of the core urban area who is not now a contributing member of society through an innovative, unique approach to adult basic education"

- "Provide a program integrating innovative methods, materials, and programs of learning, developed and implemented by existing adult education resource centers with the job-training programs now being carried out at MDT Multi-Skill Centers, and in other selected community agencies in a comprehensive coordinated adult basic education program for adults living and working in a core urban area"

"Develop, demonstrate, and evaluate unique and innovative
approaches to adult basic education through the use of
the following techniques and materials: programmed
materials, individualized instruction, one-to-one
tutorial instruction, video tape, and other selected
technological learning aides."

Since the task of planning, establishing, and operating an adult

basic education learning center presents difficulties resultant from

the degree of uncertainty and non-direction in the field of individual-

ized adult basic education, the purpose of the *Guidelines* is to share

expe iences gleaned from twenty-two months of operation in two demon-

stration ABE Learning Centers in Newark and Camden. Since the operational

opening on October 14, 1968, staff of the Centers have modified, dropped,

and initiated techniques of instruction and administration both from

experimental design and necessity; through the *Guidelines* the intent

is to tell what instructional techniques and counseling and administrative

procedures have or have not worked well for the two specific Learning

Centers, in themselves, different in approach and milieu.

The opinions express in the *Guidelines* are not meant to be definitive.

The conclusions reached by those participating in the Demonstration

Project are subjective in that they arise from individual staff exper-

iences and were not derived from exacting evaluative procedures,

researched and documented for broad adoption. It is hoped that the

empirical information provided will assist administrators, instructional

staff, and counselors new to the learning center approach for adult

basic education program development.

T A B L E O F C O N T E N T S

ADMINISTRATION

In discussions with the Directors of the Newark and Camden ABE Learning Centers about procedures for establishing an ABE learning center and the possible suggestions they would offer the director new to the field, one recommendation is paramount: the necessity of planning for enough lead-in time prior to the opening of the center. Though many of the problems encountered in setting up the working mechanisms of a center unfold only during the actual operation of the center and although dependent upon the experience and expertise of the new staff members, as much as one year's "warm-up" time maybe required for a center to reach its peak of operational proficiency, proper lead-in time preparation reduces the time wasted using trial and error procedures and diminishes possible pitfalls characteristic to a new operation.

Lead-in time activities and suggested time schedule include:

- interviewing and hiring the director three months before opening time, who, without much delay, will employ a nucleus recruitment staff

- director's selecting an appropriate site for the center eleven weeks prior to opening

- pre-service training for director started eleven weeks prior to opening

- study of target population by the director and nucleus recruitment staff ten to eleven weeks prior to the opening of the center, to determine the educational needs of the adult community residents

- establishing rapport with the community starting ten weeks prior to opening, through meetings initiated by the director with community leaders

- director's selecting remaining staff ten weeks prior to opening

- pre-service training for staff starting nine weeks prior to opening, arranged for by the college adult education resource center

- preliminary examination and selection of materials by instructional staff nine weeks prior to opening

- planning for external and internal continuing evaluation by the director with assistance of the supervisor of instruction and counselor eight weeks prior to opening

- initial recruitment of students by recruitment staff, starting four to five weeks prior to opening.

Study of the Target Population

In designing the objectives and purport of an adult basic education learning center for a particular community, the first consideration is defining the characteristics of the community's population. Examples of the kinds of questions posed are: Is the community English-speaking? Are they adult community residents already participating in existent federal, state, or local programs, and might not some be potential referrals to the learning center? Who are those persons lacking an eighth grade education or a high school diploma that at present are not participating in a community training and development program? What educational, social living skill, and vocational needs

does the population have? Is it feasible from the adult student's

point of view and from the vantage point of the supporting public to

run an ABE learning center in isolation from an active vocational skills

center and a very functional employment service that guarantees and

"comes through" with jobs for adult students who need them?*

Data containing demographic information summarized by location

is especially useful in showing the economic, sociological, and educat-

ional impact of the proposed center to the target population. Areas

of special needs can be identified. When these are defined, the

activities of the program can be directed to cope with particular

problems. Such data is useful in evaluating the proportion of people

in the target area in need of educational assistance.

---

*   From the enrollment records of the Newark and Camden Centers, the
majority of students are not receiving public assistance or unemploy-
ment insurance; they are self-supporting persons, in many cases
seeking better jobs. These adults already have the motivation for
self-betterment and are definitely interested in the employment
upgrading aspect of any educational program.
   Experience at Newark has shown that students will elect to leave
the Center to participate in a WIN or MDT sponsored program for two
reasons: they are being paid to participate; and they are receiving
vocational training which they feel is more important to them than
their participation in an adult basic education program without a
vocational training component. At Camden where many of the students
are referrals from other agencies, i.e., WIN, and are receiving a
stipend, it is thought that some are coming partially because they are
getting paid. Staff feel that students with the highest motivation are
the "walk-ins," those not referred to the Center by any agency. From
students' background information collected at enrollment, it may be
inferred that many adults who participate at the Newark and Camden
Centers, where the programs are adult basic education solely, are
doing so because the pressure of getting a job and supporting a family
are not their primary worry. This is true of many of the women who
have come to the Centers in order to facilitate communication with
their children.

A demographic study should document the needs of the target
community in terms of the content areas of instruction and instructional
materials needed and the type of instructor training necessary, as
well as predict whether the program in its present form will affect
the target population for which it was designed.* For example, it
enables the director to know if and how many English as a Second of
Languages instructors should be contracted, if there is need for a
bilingual counselor, and if a high school equivalency component in the
adult educational program would be appropriate; many persons in a
strictly basic education program will be turned away because the scope
of the program is too limited.

Any demographic study of the target population might best
fulfill the objectives if it becomes the joint responsibility of the
state department of education, state department of labor and industry
through the local state employment service, and the recruitment staff
of the proposed learning center. Such a study should be attempted at
least ten to eleven weeks before the center opens.

------

* That a demographic study of the target population, carefully planned
and timely implemented, can abate potential problems for the learning
center is illustrated by the experience of the Newark Center. The
initial proposal program plan for the Special Demonstration Project
did not stipulate inclusion of an English as a Second of Languages
component. The Newark Center, however, was located in the predominantly
Spanish-speaking North Ward section of Newark. Residents of the
community flocked to the Center for instruction in conversational
English. A demographic study of the area dictated that English as a
Second of Languages be incorporated into the program. Fortunately the
Center was staffed with an instructor capable of teaching an English
as a Second of Languages program. Problems of this magnitude should
be identified early during the lead-in period.

When conducting the demographic study in Newark to determine
the feasibility of a Satellite Center in the Central Ward of Newark,
every effort was made to research all available demographic resources.
Contact was made with all public vocational, training, and educational
programs, the Board of Education, and service agencies in the area.
A door-to-door survey involving as many area residents as possible
was made and channels for feedback prescribed.*

Establishing Rapport with the Community

No educational program can be successful without the community
involvement. Initially at both Centers, development and maintenance
of constructive relationships with the community was the responsibility
of the staff. Experience suggested that one person having previously

---

* During the month of October, 1968, the Newark ABE Learning Center
conducted a study relative to the needs and priorities of the Central
Ward of Newark, New Jersey, in order to document the feasibility of
establishing a Satellite Center in that district. The Newark Model
Cities Report, 1967, was utilized as a reference source. The Rutgers
University Report within the Models Cities Report revealed the type of
information sought; it was gleaned that 12,000 adults twenty-five
years of age who resided in the target area lacked a high school diploma
and between 1,900 and 2,200 persons sixteen to twenty-five years old
in the target area had less than a twelfth grade education.
    In addition to ascertaining statistical information, the Newark
Center's recruitment staff continued its survey by going directly into
the target area. Personal contact with area residents was made
through door-to-door coverage. Fliers announcing the ABE Satellite
Center were placed in stores, food centers, and business establishments.
Approximately 1,000 letters were sent to individual homes and personal
follow-up contact was made with 120 people who were previously sent
letters concerning the program. Feedback gained from this survey and
from the demographic statistics was analyzed carefully to determine
the needs and scope of the instructional program to be developed at
the Satellite Center.

established ties with the community, a director, or a recruiter, can more effectively act as the liaison between the Centers and community leaders. In Camden, the Coordinator of Community Relations lives within the target area and regularly attends meetings of community groups. The Director, who normally initiates the communication with an established community agency, often requests the presence of the Coordinator at the initial discussion; henceforth, continued interchange between the Center and the community agency is maintained by the Coordinator.

Community involvement was initiated at both Camden and Newark Centers as part of a public relations venture during the lead-in period. Information concerning the course of study and nature of the ABE Learning Centers' program plan was carefully defined for all public programs in the target area, i.e., Manpower Development and Training Program, Community Action Program, Work Incentive Program, Model Cities Program, and other related programs.

The reflections of these agencies with regard to the target population are necessary to the establishment of a new learning center. The acceptability of a new program by the target community, the degree of probability of the program's success, and the possibility of the program continuing depends largely on the amount of information that continuously reaches the population to be served. Local programs already involved with the public are ideal agents for program information dissemination and referral.

There should be an awareness of overlapping interests and services provided by various community agencies. Each agency operates

under pressure of maintaining certain quotas of students for refunding
purposes. The latter promotes competitiveness which sometimes impedes
desired cooperation. Reciprocal referrals made by the learning center
with other agencies establishes a mutual self-interest with benefit
to all participants. Other ongoing community agencies will be most
receptive to helping a new ABE learning center if specific ways in which
the agency might benefit from a joint effort are clarified to that agency.

The new center director and staff might well learn from the
experiences, needs, and frustrations of the community rather than
impose on the community a preconceived, rigid educational structure.
How successful the program will be will depend in part upon the dynamic
relationship between center and community. In Newark and Camden a
local Advisory Council was initiated to serve as the medium through
which interchange of ideas and suggestions could take place.

Local advisory council membership shall include a cross section
of leaders involved with federal programs within the local area as
well as leaders of local community agencies. Among the suggested areas
of effort for the advisory council are:

- direct assistance from council members in identifying
  adults that can be served by the ABE center (Many
  potential students are participants or clients of these
  agencies.)

- design and development of effective communication procedures
  for a continuing flow of information about the learning
  center among the agencies and business establishments
  of the community

- serve as a sounding board in the presentation of newer
  ideas, techniques, concepts, and procedures developed and
  used at the ABE learning center

8

- develop a procedure for continuing feedback of information about the effectiveness of the center's instructional program upon the student

- delineate the goals and objectives of various community agencies to which the objectives and services of the learning center can realistically be related

- provide leadership to developing solutions to other community agency problems related to the services of the learning center.*

The effectiveness of an advisory council depends largely upon the interest and dedication of its members and the freedom with which the council can operate: making suggestions to the director and implementing recommended plans. The degree of activity of an advisory council may be in part due to the receptiveness of the local community agencies to the ABE learning center and to the personnel level of the advisory council membership. A council member at a high administration level may participate in the council for public relations reasons whereas the direct involvement of a supervisor or counselor with clients may facilitate unique reciprocal efforts of assistance. The Camden and Newark Centers profited from the dedication of their Advisory Councils.**

---

* The Camden ABE Center has established a Satellite Center housed in the Camden MDT Skills Center. The Satellite instructs all low literacy trainees for the Skills Center. Another suggestion would be for a center to seek out from their student body potential applicants for actual job opportunities vis-à-vis the local employment bureau and local businessmen.

** The Camden Center has agreed to provide training to several New Careers trainees and one WIN client. As instructor and counselor aides, they recruit new students and provide follow-up to students having left the program. A similar arrangement has been contracted with the Urban Education Program at Glassboro State College for one intern to work as an instructor's aide observing one day a week. Through the efforts of one Council member, the Newark Center has received more than

The advisory council should include the following persons:

- Director, ABE Learning Center
- Counselor, ABE Learning Center
- Student representatives
- Former students of ABE Learning Center
- Directors, supervisors, counselors of community programs such as CEP, WIN, Model Cities, etc.
- Directors, counselors of community agencies such as Family Counseling Services, Bureau of Children's Services, etc.
- Local community people with an interest in adult basic education.

State and/or regional advisory councils to aid educational programs have proven to be of assistance to program development at learning centers. A state or regional advisory committee including the state director of adult basic education and the regional program officer for adult basic education will provide a resource over and beyond the local community.

In order to increase student participation in all areas of learning center activity, both Centers have initiated a Student Council. At the Camden Center the Council has provided students the opportunity to discuss as a group, areas of grievances and concern and has augmented student loyalty and identification for the Learning Center program.

Recruitment

Concern for increased student enrollment led to a door-to-door recruitment effort in Newark. Newark staff concluded that the residents

_____

thirty-five referrals, mothers whose children attend the Rutgers University Pre-School Child-Care Center. The site of the Newark Satellite was obtained with the cooperation of another Council member, the President of the United Community Corporation in Newark.

of the local area did not understand what adult basic education is.
Among those who were initially informed about adult basic education,
there existed considerable skepticism about this type of program.

Because previous experiences with formalized learning programs
have been negative, the potential adult basic education student is
not confident that something constructive is really being done to assist
him. Promotional literature about students attending the center and
their progress, as well as a description of the program plan and
counseling services, might be distributed by agencies and programs
already involved with the target population. ABE learning centers
might, in the initial canvassing of a target population, seek out those
who have recently "made it," through their own initiative to better
themselves educationally and economically, by passing the Tests of
General Educational Development (GED) and offer them positions as
recruiters for the center.

Recruitment is a necessary ongoing operation due to the fact
that adult students attend and participate in the ABE center program
until they achieve a particular educational goal, find employment,
move from the area, are transferred by their sending agency, or lose
interest. The result is a constant change in the center's student
population. Recruitment may be effected by various means, some of which
are:

- use of television and radio announcements
- posters and leaflets to be placed in public, social,
  religious and educational buildings
- informal talks by the director and counselor to clubs,
  church groups, PTA groups

. letters and phone calls to social and welfare agencies
  that might refer students for upgrading or preparation
  for vocations
. having open house party at the onset of the ABE program for
  representatives of the target population and agency leaders
  serving that community
. periodic open house parties for students, their friends,
  and children of students
. to show service to the industries which employ large numbers
  of students, to enlist their support of the learning
  center, and to encourage their efforts in recruiting students
  for the center.

The recruiter, who is part of the counseling program and works

under the counselor, can be of further service to the student who needs

part-time work or the student who is lacking a permanent job, by

contacting employment agencies or on-the-job training programs, making

appointments for the student, and, when necessary, going with the

student to an interview. When the student is hired, the recruiter should

maintain regular contact with the student and employer for a number of

months to be helpful to the student, now an employee. This kind of

personalized and continual service is recognized as "giving a damn"

by the target population. Follow-up to students who elect to leave the

ABE program, as well as to "graduates," is very important to the

student, as well as to the learning center's success.

Physical Site, Settings, and Facilities

It is suggested that the learning center be located within

the geographic area of the population to be served, on a primary artery

of public transportation. In selecting the building in which to house

a learning center the site should be readily identifiable to the

residents of the community -- possibly a building that is used for

other purposes: neighborhood meetings, voter registration, a school
house, community center, etc. Experience shows that if a learning
center is not in a safe area with adequate illumination, women will
not attend for fear of being attacked.

The experiences of the Newark ABE Center would suggest caution
in housing an ABE learning center in an ongoing vocational skills
center. The difficulty stems from competition: an adult basic education
center offering no student stipend can not compete for a student's time
and efforts when the student is surrounded by others attending the
vocational skills program and receiving a stipend. If an adult basic
education learning center is to be located on the premises of an ongoing
vocational training center, function and services of both centers should
be well defined.*

Transportation is a major problem to those persons with limited
and substandard incomes. Two major considerations are the amount of
carfare needed to get to the center and the travel time. Time spent
traveling compounds traveling cost with baby-sitter costs. Many people
who can be initially motivated to participate at a learning center
cannot be motivated to spend their limited money to travel. During
a door-to-door survey residents of the Newark community indicated that

---

*   A compatible milieu exists at the Camden Satellite Center housed
within the MDT Skills Center facility due to established division
of responsibilities: the ABE Center administers adult basic education
instruction to all low literacy Skills Center trainees, providing a
needed service to the Skills Center and avoiding duplication of efforts.

they are more comfortable, and consequently more receptive, to partic-
ipation in their own immediate neighborhood.

In addition to being familiar and identifiable to the people,
the site should be as physically attractive as possible. The interior
should be clean and bright, as well as having comfort temperature
control. If the majority of the student population are of one ethnic
group, or multi-ethnic, it is culturally desirable, as well as
motivational and instructional, to display pictures of multi-ethnic
successful leaders as part of decorative wall coverings. Thought-
provoking and social awareness posters, as well as huge candid blow-ups
of students and instructors in "action," provide for a very informal
atmosphere. The effect of a learning center painted attractively and
cheerfully with bright eye-ease coordinated color is uplifting to the
students as well as staff. The type and placement of furniture, as
well as room arrangement will influence the instructional mode and
determine parameters for instructional activities. At the Newark Center
the learning laboratory has a self-directed learning orientation.
It is a multi-level room with individualized study areas -- carrels.
Other small group seminar rooms are readily accessible. The experiences
of both the Newark and Camden Centers suggest that carrels and
seminar area space are advisable. For the student requiring privacy
because of fear at having peers know his weaknesses, private study
areas -- carrels -- are necessary. Instructor assistance is difficult
when the student is at a carrel: the carrels are often located one
next to the other, and talking with one student often will disturb

14

others; there is also little room for the instructor to pull up a seat next to the student. Carrels built around a square, one on each side, provide additional room for an extra chair. When carrels are located in a row, carrel wall separators, extending from ceiling to the floor and insulated with sound proofing material, cut down on peripheral noise. A large room (or rooms) furnished with conference tables accommodating four or more students at each table is particularly appropriate when group dynamic activities are planned. Discussions on voting regulations, public legal services, personal health procedures, etc., are well handled in small groups sitting in "round table" fashion.

Numbers of students expected impose a limiting factor on the selection of a physical facility. One or two large rooms with conference tables surrounded by smaller private study areas with carrels are suggested as adult basic education instructional areas. Special space considerations are necessary when English as a Second of Languages classes are part of the curriculum. The determination of how ESOL is to be taught -- teacher-classroom orientation, tutorial instruction, or self-instruction -- is pertinent; separate rooms are favored because of emphasis on conversation.

Individual rooms should be arranged for the director, counselor, supervisor of instruction, and secretary-receptionist. A conference room for inter-staff communications, in-service training sessions, and professional preparation could also house a library of professional literature. Lacking study space, staff members might complete operational paper work and preparational work at times when they should

be working with students, an unsatisfactory situation. A separate
room for testing is desirable. As a general guide, several small rooms
off a main, large, instructional room provide ample space for testing,
counseling, and conference functions. All rooms can be provided with
inexpensive but functional shelves and file cabinets. It is important
that materials be accessible and space provided so that all materials
and equipment have a place. Whether it is best to have materials
accessible to students as well as staff is a personal decision.

Experience gleaned from the operation of the Newark and Camden
Learning Centers indicate that a child day-care facility for pre-school
children of mothers attending the center is an important consideration;
having mothers and children in one building eliminates the burden of
bringing children to other sections of the city for care. Moreover,
it would enable the staff to see, firsthand, the parent's relationship
with the child and provide counseling if necessary.

Staffing

The success of the center is greatly dependent upon the selection
of an effective and proficient staff. Inflexible requirements for
staff selection should not be established beforehand. The instructional
techniques to be employed, available personnel, number and type of
students, and projected staff responsibilities will all combine to
effect the desired qualities of staff competencies.* However,

---

* Suggested responsibilities for staff members and job descriptions
found in Appendix.

16

several attributes in terms of attitudes and abilities are presented
to aid the director assemble a staff capable both from the standpoint
of instruction and interpersonal relationships.

Along with personality traits and experience, staff feel that
instructor attitude is of prime importance in the success of any
instructional method; attitudes found being related to student achieve-
ment are tolerance, empathy, compassion, sensitivity, integrity,
sincerity, kindness, patience, and pleasantness.

A demonstration adult basic education program will not have a
lasting effect on the community if it is planned for only a two year
period or less. At least one year's time is necessary for a qualified
staff to learn what the problems are, share them, and thus develop
their program. There should be a strong interpersonal relationship
based on confidence among the staff. The staff members should feel
the director's trust in them; however, they in turn must be sufficiently
mature to accept this trust with responsibility to the students.

Listening to adults' needs and being willing to learn as well
as guide learning make an instructor most effective in his work. Two
words that sum up the attitude of the instructor are humility and
understanding. Along with leadership qualities work experience with
local educational programs is highly valued.

In addition to the aforementioned personality factors areas of
academic proficiency and competency must be filled if an adult basic
education learning center is to function properly. Staff members
should complement one another's areas of expertise, the complete staff

having the full complement of skills required. Rigid designation of specific responsibilities to particular staff positions before interviewing staff potential members may be foolhardy. Flexibility in determining personnel responsibilities, dependent upon the expertise each staff member brings with him, allows the director greater latitude in putting together a unique and talented staff. The emphasis should be on the staff member's ability to perform required activities rather than on degrees or formal training. The full component of skills needed are in the following areas:

        reading instruction
        adult basic and continuing education
        high school equivalency examination preparation
        educational testing
        programmed instructional materials and techniques of use
        guidance
        social work
        vocational testing and job placement
        community affairs
        bilingual abilities
        audio-visual equipment experience
        adminstration

Having these skills spread among the staff members, rather than concentrated in a few, is recommended; the diversity provides for exchange of ideas and stimulates growth in all staff members. Investiture of responsibility in certain people should be based upon staff size, delineation of duties to be performed, instructional orientation of the program, projected number of students, desired instructor to student ratio in a learning center, and purpose of the center (operational, experimental, demonstration, or field testing). Responsibilities to be filled by staff members are:

        operation of lab equipment
        development of individualized or programmed material

diagnosis of student needs: instructional, emotional,
  intellectual factors and learning disabilities
"prescription" formulation
instruction of reading, math, social living skills, and
  language
pre and post-testing
referral to rehabilitation and health services
vocational preparation and placement
initial interviewing
recruiting
follow-up
public relations
instructional supervision
maintenance of student records: work folders and
  personal records
filing and letter typing
ordering and checking materials
evaluation and selection of material
answering phone
report and proposal writing
evaluation of student progress

A suggested organization chart is included in Figure 1. In

Newark great emphasis is placed on the position of supervisor of

instruction. Responsible for coordinating all aspects of the educational

program and serving as assistant director, a person in this capacity

should be relieved of direct instructional responsibilities, to have

freedom to supervise the work of other instructors. Desired qualifi-

cations would include competency in the major instructional skill areas

as well as knowledge and experience of programmed materials and

ability to supervise other instructors and students.

Determination of the number of students expected will dictate

the instructor-student ratio -- a decision which should be made prior

to employing instructors. A suggested ratio for individualization

of instruction is eight to ten students per instructor. If more than

FIGURE 1

ADMINISTRATIVE ORGANIZATION

Secretary

Newark ABE Learning Center Director

*Supervisor of Instruction

**Evening Program Supervisor

Night Staff

Counselor
***Secretary

Spanish-speaking Counselor

**Part Time Counselor-Night

Instructors

Lab Specialist

Lab Aide

Basic Education

English as a Second of Languages

- - - - - - Coordination
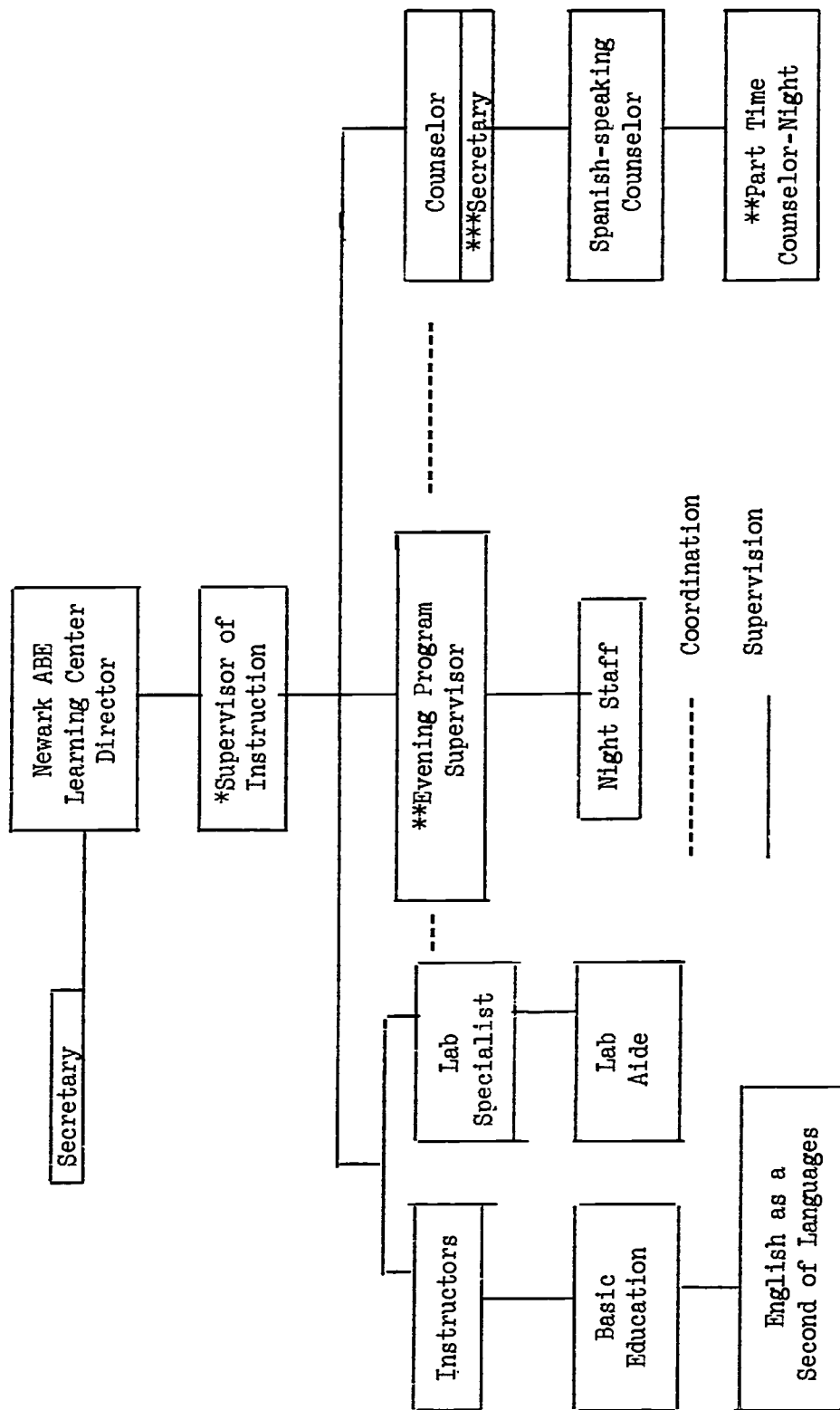
————— Supervision

*Responsible for supervising all instructional personnel, day and evening

**Supervises night personnel. Coordinates closely with Supervisor of Instruction concerning instructional activities. Also part time Counselor under supervision of Head Counselor

***Serves both Supervisor of Instruction and Counselors

ten students per instructor are required, an instructor's aide should
assist student activities. This allows the instructor to provide
tutorial instruction where necessary while the aide sets up and
replaces materials, keeps records, and monitors students' progress.
If instructors are expected to engage in extensive discussion of
students' test results, "prescription planning" (planning the students'
projected work program), and students' progress, time will have to be
provided for such discussions during operational hours. While instructors
are in conference, aides would work with the students; they would at
times alternate with the instructors at these discussions.

When programmed instructional materials represent the major
portion of instruction, experience suggests that a learning center
would profit having two persons familiar with programmed instruction;
particularly, if one of these lab specialists assumes the position of
supervisor of instruction, another experienced lab specialist must work
with students in the laboratory at all times.

Secretarial assistance is essential in a learning center so that
instructional and counseling personnel do not become encumbered with
record keeping and filing tasks. Effective use of staff proficiencies
depends upon adequate supportive staff members, such as aides and
secretaries.

Degree and Non-degree Staff

The formation of an effective staff for a learning center does
not preclude the hiring of persons coming without a traditional

education background. Some staff members feel that non-degree personnel are generally more flexible in their approach towards education, bringing from their varied backgrounds new ideas and approaches. Although non-degree personnel may not be predisposed towards working with students in groups, they bring with them under-standing of the students' environment and culture. Others feel that non-degree staff members add drive and enthusiasm to a program. Lack of training and experience in adult basic education content and instructional techniques may cause difficulties in instruction, evaluation of student progress, and development of materials. With proficient supervision and appropriate in-service training, these skills can be learned.

A person with an elementary school background will usually possess the requisite knowledge for basic reading and math skills, particularly useful when diagnosing learning disabilities and instructing the low literacy level students. Former secondary school instructors, because of experience with the high school curriculum, may be ideally prepared to instruct the high school equivalency component of the program but lacking knowledge in basic reading and math skills, may experience difficulty in diagnosing and writing "prescription plans" for low literacy level students. Traditionally trained personnel may exhibit lack of flexibility resulting from former modes of teaching. However, their training and experience may be particularly helpful in development of learning materials. Courses in adolescent, adult, and educational phychology and testing are essential background for the

counselor and experience in vocational or employment counseling would be
beneficial.

Resources for Finding and Method of Interviewing Perspective Staff

Several resources are available to the center director for
referrals of possitle candidates. These are:

    adult education resource centers of local colleges
    professional placement bureaus
    state departments of education
    directors of local adult education programs
    local Community Action Programs
    local Office of Economic Opportunity Employment Service.

Other than qualities of personal affinity for working with adult students
and appropriate academic background, criteria for staff selection might
be broad and flexible to encourage uniqueness and variety. General
attributes of flexibility, creativity, and a non-traditional approach
to instruction might have high priority in the selection of staff. A
suggested interviewing technique is to provide the applicant the job
description and attendant responsibilities, asking him to communicate
how he would accomplish each requirement. The purpose of this is
twofold: to assure that each individual is apprised of the general job
requirements; to ascertain the applicant's degree of familiarity with
the educational terminology and adult basic education content skill
areas required for the job. The latter has proved to be highly
successful revealing that most applicants were traditional and unsure
of their reactions to students in a program that focused upon indi-
vidualized instruction. Learning center activities, being so dependent

on good interpersonal relationships among the staff and students,
demand mature, stable individuals.

Pre-service Training

Pre-service training is essential for all staff members and
should be included early during lead-in time. Such training enables
the center to commence operation smoothly and efficiently rather than
flounder until its direction is determined.

Pre-service training for the director should better equip him
to design an organization meeting the needs of the community and the
objectives of the center. Activities which may be completed include
conferring with local adult education directors, directors of welfare
and community service agencies, and directors of local college adult
and continuing education resource centers. Visits to operating
programs are highly recommended as administrative and instructional
information on past and present adult education programs can be gleaned.
The center director can determine what elements of organization and
program content have fostered success and can learn the problems and
concerns of others in the area. If possible, attendance at a summer
administrators' institute is advisable so that the director can meet
others in the field. Such contact results in a familiarity with
publications and sources of publications dealing with adult education
and channels being laid providing for a continuous flow of information
about new developments, findings, and problems in adult basic education.

24

The director should also be familiar with instructional materials, their philosophy and purpose, philosophy of adult education, and the psychology of the adult learner. Many of the pre-service activities suggested for the director will also assist the counselor in preparing for his role. Visits to established adult basic education centers and attendance at workshops and seminars would be most profitable. Conferences with other ABE counselors would contribute ideas for the establishment of an efficient and effective counseling program. Lead-in time activities include thorough examination of various testing devices for screening, placing, diagnosing, and measuring achievement, as well as studying reports by other ABE learning centers concerning results of testing and suggestions for setting up testing programs. Discussing the objectives and services of the ABE center with the local state employment service, local industry and vocational training units, and rehabilitation agencies may provide practical and valid suggestions on how they could best be served by the new ABE center.

Clarification of instructional objectives and preparation for assumption of specific responsibilities are the two goals of pre-service training for the instructional staff. The extent of training necessary is determined by the experience and expertise of the newly employed staff. Pre-service training services might be acquired through adult education resource centers, staff members, special consultants attached to the state departments of education, and training representatives from publishing companies. Teacher-training institutes held each summer in various colleges and universities across the nation are designed for experienced and inexperienced teachers.

In arranging for in-service workshops, the director and instructors should define specific instructional objectives for the training session prior to requesting assistance or sending participants to institutes and workshops. Without this determination, the in-service instruction covered might be repetitious or superfluous to the needs of the instructors. Suggested topics for pre-service training include:

        philosophy of adult basic education
        psychology of the adult learner
        survey and orientation of existent local adult
            educational, vocational, and service programs
        reading skills and techniques of teaching reading
                diagnosis of difficulties
                basic word-attack skills
                comprehension skills
        math skills and techniques of teaching math
        methods of evaluating student progress
        use of reading and math for an introduction to
            social living skills
        theory and techniques of ESOL instruction
        methods of administering programmed instructional
            materials and theory of programmed instruction
        use of purchased hardware
        techniques in teaching English-speaking illiterates
        techniques in the use of audio-visual equipment.

So often, instructors find themselves involved in trial and error techniques in utilizing material with students. Not having sufficient time before the opening of an ABE center for thorough examination of materials, they find themselves experimenting with the materials on students during the early days of operation; frustration ensues for the instructor and disappointment for the student. Thorough in-service training in the use of materials plus regularly scheduled follow-up in-service sessions should hold trial and error to a minimum. Examination of materials is an ongoing process.

Preliminary Examination and Selection of Materials and Supplies

Preliminary examination of materials might be initiated during several of the pre-service training sessions run by the adult education resource centers of local colleges or universities. These centers and resource specialists at the state departments of education can supply lists of recommended hardware and software and appropriate publishers. The latter, plus requests for such lists to other ABE learning centers, should provide ample material for a start. Adult education resource centers will also provide available evaluations of the materials being used in the field.

Letters requesting sample copies of the specified materials could then be submitted to the publishers, who will send field representatives or field training personnel to acquaint prospective purchasers with their materials. Software can be kept on approval for thirty to sixty days, during which time the staff may review the materials and final selection can be made by the supervisor of instruction and the lab specialist.

Planning for External Evaluation

To promote and maintain objectivity with respect to evaluation of any ABE program, evaluators outside of center staff should be sought out in keeping with a philosphy of accountability; external evaluation of a Special Project is a stipulation required by the United States Office of Education. Sufficient funds ought to be designated for

external evaluation, and time should be set aside for internal

evaluation of the center's activities by the staff.*

Sources for assistance in external evaluation come from:

. college and university consultation and evaluation
units that have had involvement and expertise in
adult basic education

. private consulting group with the above qualifications,
i.e., Greenleigh Associates, Inc.

. assuming each program initiates an advisory committee,
including the center director, project director, and
directors of other federal and community agencies and
services, a task force from the advisory council
could be selected to act as an evaluation team

. a task force from the division of research, planning,
and evaluation from state departments of education
to serve as an evaluation committee.

In-Service Training

In an effort to constantly improve center instructional activities,

in-service training should be provided throughout the operation of the

center. The emphasis of this training shifts as the observed needs of

---

* In scheduling an external evaluation the director might follow the
plan devised for the Newark and Camden Centers. Planning for the
external evaluation occured in December 1968 and was confirmed in
January 1969; the total evaluation component of the Project was active
during the second six months of operation. The evaluation staff from
Teachers College spent time during February and March becoming familiar
with the staff and operational procedures of both Centers in order to
identify and specify areas on which to focus. During April and May
specific topics or areas of focus were studied and a final report
prepared during June. Before the report was released, the evaluation
results were discussed with each of the staffs so that they could
incorporate and initiate changes early in the second year of operation.

the instructional staff change. Initially, the emphasis for training instructors might be on the use of materials and on the characteristics of adult learners. As experiences grow, a need for training in reading skills might become evident. The other two areas of emphasis are programmed instruction and methods of teaching English as a Second of Languages.

The lab specialist and/or supervisor of instruction should share with the staff knowledge and know-how of administering programmed materials. Likewise, methods of teaching ESOL are best handled by a professionally trained ESOL specialist. Untrained and inexperienced staff will profit from acquaintance with the scientific approach in teaching English as a Second of Languages to facilitate transition from traditional methods of teaching English, through grammar study, conjugation, diagraming, etc., to the use of the direct method, an aural-oral approach.

Taking all things into consideration, a highly qualified, competent instructional staff is central to the success of an ABE learning center. In a learning center primarily involved with an individualized self or programmed instructional approach, although the role of the instructor is somewhat changed to that of a diagnostician and prognostician, there is still the need for an instructor who can teach and counsel students. Hence, there should be continual exposure to resource works, "hands-on" experience with instructional materials and equipment, and time for interchange among the instructional staff.

In-service training, well planned, regularly scheduled, and well

conducted, should include all skill areas, giving priority to the
probable or apparent weaknesses of the staff. The format of these
sessions, formal or informal, might be seminars, lectures, or "round
table" discussions of learning theories, concepts, and techniques.
If an informal "round table" approach is utilized, regularly scheduled
in-service training sessions could provide the opportunity for the
supervisor of instruction and/or lab specialist to sit down with the
instructor and discuss the students' "prescription plans." At this
time, assistance to the instructor could be given to determine the
causes of learning difficulties and to prescribe appropriate materials.
If utilized properly, these group interchanges become the catalysts to
the vitality potential of the staff. In the Newark Learning Center
the responsibility of planning in-service training became that of the
Supervisor of Instruction.

Training of New Instructors

To facilitate the functioning of a new instructor within the
instructional program and to expedite "learning the ropes", in-service
training should include:

- providing an understanding of the project and its
  instructional design

- reviewing the center's guidelines

- making student folders available to familiarize him with
  the recording of data and the instructional material
  most frequently used by students

- making him aware of the basic concepts of programmed
  material by assigning him to review selected published
  works

. letting him review lists of materials most frequently
used by students, especially those that he is not well
acquainted with both in content and use

. assignment to work with a few students under the
guidance of an experienced instructor

. developing a "prescription plan" for selected students
as soon as he becomes familiar with program operation
and materials used, together with the supervisor of
instruction, eventually developing "prescription plans"
by himself with the supervisor checking them.

It is very important during the introductory period for a new instructor

to have a person of recourse, such as the supervisor of instruction

or the counselor, with whom he can consult on all matters.

*Ongoing Evaluation of Materials and Equipment and Suggested Procedure
for the Evaluation of Materials and Equipment*

There is an abundance of published teaching materials for use

in adult basic education that demands discrimination in choice and use.

That is why ongoing evaluation of both materials and equipment is

most vital in the effective operation and success of a learning center.

A key factor in effective administration of materials is the require-

ment that all instructors using any educational materials with

students shall have worked through those materials thoroughly

beforehand. A trail run utilizing new instructional material may be

the basis of an in-service training session. An experienced instructor

who fully understands the concepts, method, and content could

administer the material to the instructors who have not used them.

Instructor's comments about the material would be recorded on the

Materials Evaluation Form.* The materials would later be administered
to select students and student reaction to materials and achievement
documented on the Materials Evaluation Form. Guest instructors from
other ABE learning centers or reading centers might be very willing
to put together such a program. Also, publishers' samples of materials
could be given to each instructor on a bi-weekly basis for him to
work through and evaluate through select student use. The Materials
Evaluation Form has been designed to assist the instructor to understand
and broaden his knowledge of the existent materials. It is suggested
that other ABE learning centers might wish to use the attached form
and then design an instrument of their own. The rationale here is
that development of an evaluative device is instructional itself; it
heightens awareness of criteria for judging content, methodology, and
technique of instructional material.

Located in the Appendix is an annotated listing of selected
materials used in the Newark and Camden ABE Learning Centers. Other
ABE learning centers guidelines contain similar annotated lists of
evaluated materials. A careful perusal of several of these will give
a further perspective on how well materials work in actual situations.

---

* Materials Evaluation Form found in the Appendix.

OPERATIONAL PROCEDURES

Business Office

The business office should be placed under the direct supervision of the director and located close to his office. Through experiences of Camden and Newark it is apparent that a learning center cannot succeed if it is encumbered with channels that cause unnecessary delay in personnel and administrative matters. A learning center should be self-sufficient, to the point of the director's expediting every activity for which he is directly responsible. In other words, a center director should have absolute control over all administrative and financial matters pertaining to the center's operation. This includes controlling funds, processing personnel requisitions, and other matters germaine to the program. In designing a project, consultation with the U. S. Office of Education's approach to the Program Planning Budgeting System is advisable for maximum efficiency.

Time Schedule of Operation

Both the Newark and Camden Learning Centers operate on a five days per week schedule from 9 a.m. to 9 p.m. In Newark, with flexible

```
Book Tests
    Types
        Objective
            Multiple choice
            Matching
            Completion
            True-False
        Subjective (essay)

    When given
        Conclusion of chapter
        Conclusion of unit

Teacher developed tests
    Types
        Objective
        Subjective

    When given
        At conclusion of particular skill within
            chapter or unit
        At conclusion of chapter
        At conclusion of unit

    Evaluation through observation of whether or not one
    can make practical application of certain skills,
    concepts and values
        On teacher's part
        On student's part
```

The counselor administers a standardized achievement test periodically (every 75 instructional hours) throughout the adult's enrollment at the center, as well as a program of post-testing at the time of the student's termination. The achievement test administered by the Centers is the TABE. Analysis of both standardized achievement testing and informal testing will indicate whether or not the student's prescription plan should be changed. At the time of the student's first re-testing, he is encouraged to express his feeling toward his progress at the learning center. Consultation at this time with the instructor, lab specialist, counselor, and the student on the student's progress is appropriate.

Ongoing Counseling Functions

Many students coming to the learning center will be referrals
from federal and community agencies. Thus the counselor insures
continued rapport and communication with those referral agencies by
keeping them informed of the student's progress. If changes in the
student's program seem appropriate (for example, if the student is
ready for vocational training or if he seems to have reached a
saturation point in basic education), the referral agency will be
advised of these suggested alterations. The counselors at Newark
and Camden send weekly attendance records to the referral agencies:
WIN, NYC, New Careers, etc. Often students of the ABE Centers are
referred to community agencies for assistance in areas of finance,
child-care, health, and legal and psychological counseling.

Both the Newark and Camden ABE Learning Centers have experienced
problems of absenteeism and dropout. The adult basic education students
are highly transitory and under many pressures; often the full or
partial wage earner in the family, the adult may be subject to changes
in work schedule, baby-sitting problems, or ill health without recourse
to proper medical care, all contributory to poor attendance.*

---

*   Counselors in both Centers have related stories of adults encountering
problems insignificant to many of us but certainly of major signi-
ficance and a definite source of frustration to them. Dental
extractions, for example, make it difficult for adults to bring
themselves to the Centers. Ashamed to be seen in such condition,
they are unable to do anything about it since they have no money
to replace their missing teeth. Counselors have worked closely with
these people and in several cases have rendered assistance in getting
them teeth. Resultant changes in their personality were noted, and
they appeared to be more receptive to the learning process.

When a case of chronic absenteeism occurs, it is usual for the counselor to contact the adult by letter or telephone call. If this fails to produce a response, a recruiter should be sent to the student's home to ascertain why he no longer attends.* If the student is dissatisfied with the center or his progress, he should be encouraged to come in and talk to the counselor. Probably a different approach can be used to achieve his goals.

Follow-up investigation on students who have dropped out of the ABE program and the necessity of recruitment and follow-up staff is requisite to the continued success and evaluation of the ABE learning center. (And let us not delude ourselves: this job of follow-up and recruitment going into the home,often at night, trying to contact a population who in many cases is very mobile, is not an easy one) The student's receptivity to the recruiter who comes into the home either prior to or terminal to any contact with the learning center is a touchy issue, because the question arises, "Does not the adult have the right to absent himself from learning center attendance without visitation by a 'social worker type'?" And it raises a valid point.

Evaluation of the Counseling Program

How then is the counseling program evaluated? To determine its effectiveness informally, the following questions may be asked:

---

* Due to a lack of recruiters the latter has not been carried out extensively in either the Newark or Camden Centers.

. Do students voluntarily seek the counselor's assistance
  with personal problems involving health, legal assistance,
  welfare, education, and vocation?

. Do students understand how placement, diagnostic, and
  achievement tests are used for their benefit?

. Do students discuss with the counselor their dissatisfaction
  with their learning experiences, as well as their instructors'
  methods and procedures?

. Do instructors refer to the counselor any students who have
  personal problems, who are having difficulty adjusting to
  individualized instruction, who have poor attendance, or who
  show insufficient motivation?

. Are new students made to feel at ease after enrollment, initial
  interview, and introduction to the staff?

. Do students suggest to each other that they utilize the services
  of the counselor?

. Are students' progress reports kept in an orderly fashion for
  convenient use by instructor, counselor, director, and student
  for inspection or discussion by the same and/or the referral
  agency?

. Do the instructors make use of information in the Student
  Work Folders to understand their students better?

. Does the counselor involve the student in discussion of
  the student's achievement of his goals?

. Is there a harmonious working relationship among counseling
  staff, instructional staff, and the center director?

It is understood that the counselor will meet regularly with the

staff and/or the center director to discuss ways to improve instruction,

his own counseling role, and operational procedures to make the student's

experience more meaningful.

I N S T R U C T I O N

Possible Models of ABE Instruction

Several instructional designs for an ABE learning center are
open to consideration; a total laboratory learning program, a group or
classroom orientation, and a blend of both the learning laboratory
and classroom orientations. Many factors will influence the choice
of an instructional approach: available physical facility, anticipated
number of students, number of staff personnel, daily time schedule of
operation and, not least of all, the budget. And the personal preference
of the director or individual with whom the final decision rests has
high priority.

A total learning laboratory program of individualized learning
necessitates a wide range of instructional materials and equipment;
self-directional and programmed learning materials, including both
hardward and software, and tutorial instruction are essential to a
learning laboratory design. Characteristic of a laboratory program is:
an open enrollment policy; flexible scheduling, no definite hourly or
weekly scheduling of students; continual availability of learning center
services throughout the day and evening; no grouping of students, a

completely individualized learning program; a teacher to student
ratio of about one to eight; and periods of study one to two hours
in length. Needed to implement such a design are a capable and
flexible staff able to work independently and cooperatively with one
another.

At the Newark Center where no attempt is made to hold the
student to any particular time schedule, students proceed in their
studies independently but with the assistance of more than one
instructor. The latter decreases "instructor identification" and
promotes self-initiative. It is interesting to note that students at
Newark have requested more opportunity for "instructor identification."
Flexible scheduling encourages lack of control over when students
arrive, the disadvantage being too many students attending the center
at a particular hour of the day with insufficent staff personnel to
handle the unusual turn out particularly poignant when students require
a great deal of tutorial instructor assistance. Experience has shown
that in content areas of basic education (reading, math, and langu···
skills) the laboratory approach can better meet individual student's
needs. Exception is made in areas of social living skills and English
as a Second of Languages; instruction in these areas grows out of
group needs and group interaction.

A group or classroom orientation connotes a more traditional
instructional approach (although individualization of instructional
program planning may be included). This type of operation encompasses
fixed scheduling and fixed enrollment of students in a class with one

instructor. An open enrollment policy depends upon the degree to which
the instructor has individualized instruction within the group. With
all students receiving similar instruction, a new student arriving
after enrollment impedes the progress of the rest of the class. Group
orientation necessitates a degree of homogeneity in grouping, but
use of self-directional and programmed instructional materials enables
greater individualization of instruction. An advantage of group or
classroom orientation is that instruction in social living skills is
better handled through group presentation as group needs could be
identified easily and met directly.

Experiences at both Centers show that the learning laboratory
experience and instructional group situations are desirable in an
ABE learning center program. In an arrangement where group presentation
predominates, instruction can be individualized by instituting "cluster
groups", groupings of three to five students for instruction in one
specific skill. Likewise, the learning laboratory can play a supportive
role to group or classroom instruction, whole classes or small groups
of students arriving in the laboratory for intensive, individualized
instruction. The lab could be available to "walk-in" students if a
closed enrollment policy exists. A blended ABE learning center design
(individualization of instruction and group presentations) may be
effected in a program plan with the major portion of instruction taking
place in the learning laboratory with supportive learning instruction
through "flexible grouping." As the instructor becomes more cognizant
of students' individual instructional needs, group presentations designed

to meet those needs can be initiated. When the group reaches the
designated objective, the "flexible grouping" disbands and each student
goes back to his individualized program. A program utilizing group
and laboratory instructional approaches enables the student to stay
longer each day because of augmented variety in technique.*

Importance of Variety in the Adult Basic Education Program

Because of different educational experiences and backgrounds
of adults, various materials and techniques should be employed as
necessitated by students' acceptance of and response to materials. A
blending of laboratory and group instruction provides opportunity for
self-directed instruction, tutorial instruction, and group instruction.

Individualized, self-instructional, or programmed instructional
adult basic education materials do certain jobs well. Programmed
material enables the adult to progress at his own speed and according
to his learning ability. With effective initial instruction, programmed
and self-instructional materials provide the adult opportunity for
development and display of self-direction and self-confidence through
independent work. If materials are to be of value, they should be

---

* At Newark experimentation with "flexible grouping" has proved not
practicable in view of the limited space facilities available and an
open enrollment procedure which precludes sufficient advance planning
for group instruction. Grouping has been instituted for films and
instructional presentations not requiring reading or math ability.

suited to the student in terms of his reading level, interests, and aspirations.*

In addition to being interesting, materials ought to be challenging enough to stimulate motivation. Few methods of allowing the adult to participate in the selection of materials have been designed. Astute selection of materials depends upon the alertness and knowledge of the instructional staff. The instructor must be cognizant of the student's response to the materials. In cases of negative response, the instructor with the consultation of the supervisor of instruction or lab specialist or counselor, should pursue the cause of difficulty and alternate with other material until the desired behavioral objective is approached. Even with a positive response, materials should be varied to develop flexibility in handling many kinds of materials.

Programmed materials can become tiring, boring, and meaningless to the student if used for periods of time longer than his concentration allows; another technique might be employed for reinforcement. A suggested time allotment for work on one kind of programmed material is thirty to forty-five minutes.

Some instructor tutorial assistance is necessary with each student and all materials. However, low literacy level students require

* Adults have come to the Learning Centers with specific goals in mind. Some instructors admitted to having preconceived notions such as the idea that adults lacking eighth grade or high school equivalency come to the centers in hope of achieving eighth grade or high school equivalency. This has not been the case. Many adults come to learn only one skill, for example, to understand fractions or percentages or how to fill out a job application. Adults set their own goals.

a great deal of tutorial assistance. From instructors' experiences, student attitude and personality play a large role in the amount of tutorial instruction required; individual attention by the instructor affords the student the feeling of being "special."

The Newark instructors feel that when it is appropriate to the content being taught and to the inclination of the participating students, group instruction should be employed. Important areas of social living skills are best taught in group situations because this information is required by many students and because interchange of ideas and experiences is vital to the derived benefit of such discussion. Pooling of information in areas of mutual concern stimulates confidence and motivation in the participants. Careful selection of the participants is most important. Because of negative educational experiences, some students do not respond well to group instruction. For these adults, the learning laboratory with its individual carrel and individualized instruction is the best approach. (Herein lies the need for development of individualized instructional materials in the area of social living skills.) Given some exposure to the student a perceptive instructor can determine his student's inclination.

Utilization of "flexible grouping" affords students an opportunity to become conversant on topics important to their lives and to become familiar with one another. Areas of mutual concern appropriate for discussion include:

> housing, food, clothing, community recreation, family
> counseling, drugs, alcoholism, delinquency, loans,
> cooperatives, consumer guides, welfare benefits, legal
> services, health insurance, visiting nurses, and medical care.

Activities which are basic to adult learning and are not superfluous to the educational program are open house parties which involve the students, their families, and community leaders; these parties enable students to identify with the community. Both the Newark and Camden Centers were pleased with these attempts.

Student's Movement Through the Program: Diagnosis, Placement, Re-Testing

A student may progress as swiftly as his intellect and motivation allow him to. Dependent upon how he applies himself to the task of studying and how intensified he can work, one adult may accomplish in four months what it takes another a year to accomplish. If the adult has defined his goals and feels that the center's education program will enable him to reach his goal, he will buckle down and get through the course of study as quickly as possible. On the other hand, lacking vocational or educational goals, a student may prolong his stay at the center due to a warm relationship with staff or other students. This might be particularly true (as it has been experienced at the Camden Center) if the adult is receiving a stipend. Although not necessary to attend every day under a program of individualized instruction with flexible scheduling, regular and constant attendance encourages better learning.

Through informal discussion with the counselor or instructor, the student's goals are disclosed at enrollment. Determination of these goals is an important factor in retaining the student. If he is attending to learn how to sign his name or prepare for a civil service job, each day's activities must in some way relate to his immediate goal.

Diagnostic information about a student reveals what steps he must complete to reach his goal. Administering an achievement test is helpful in determining the level of student's functioning in math and reading which assists in the student's placement. A test, such as the California Tests of Adult Basic Education provides an analysis of student difficulties. Although this is not a diagnostic test, it helps determine areas in which further investigation is needed. A thorough diagnosis would include an analysis of specific areas of ability and inability as well as an indication of why a student is having difficulty. Since ultimate goal of instruction is to enable the student to do something, diagnosis is based on whether or not the student can perform an activity. To discover other blocks to learning, the Keystone Visual Survey on the Telebinocular and a hearing test on the Beltone Audiometer are administered to all students by the counselor at enrollment.

Scored achievement tests are given to the supervisor of instruction who then reviews the counselor's evaluations and suggests materials and activities. Again techniques designed to incorporate the student's participation at this level of planning need further development. At this time the supervisor of instruction may confer with the counselor and lab specialist. Information from the counselor may reveal a psychological or social learning block not discovered through testing. Student interest, reading and math levels, and particular needs are considered in writing a "prescription plan", an individualized program of instruction.

To measure progress, a retest of the California Tests of Adult Basic Education is administered after a student has attended 75

instructional hours, following enrollment, and the results compared with initial testing. The results of this retest also aid in diagnosing a student's learning problems.

The core of the diagnostic work, however, is the job of the instructor in charge of the student's progress. Often a student enters the program without being tested immediately. This procedure was initiated because it was felt by the staff that immediate testing frustrates and discourages some individuals coming for help. The purpose of the latter was not to _mpede the student's progress, but to make him feel at home in a new learning situation. The decision rests with the counselor at enrollment.

Through the informal use of materials, diagnosis of specific learning problems and approximate reading level can be established. For example, the SRA: *Reading for Understanding Kit* can be used to determine:

> whether or not a student can read
> what some of the student's specific problems are by
> asking him to read aloud and noting the kinds of
> errors made
> an approximate reading comprehension level, so that the
> instructor knows whether or not the student can read well
> enough to understand a certain piece of instructional
> material.

Using the above materials diagnostically, an instructor asks the student to read card number one. If the student reads and answers the card very quickly, and gets ninety per cent or more correct, the instructor knows that it is much below the student's reading level. He can then move him up to a more difficult card. Both the time it takes him to answer the items on the card and the comprehension level are noted. The

approximate instructional level is determined by the point at which
the student cannot breeze through the card and attains a comprehension
score of seventy per cent or eighty per cent. At this stage, if the
student exhibits great difficulty reading a low level card, the
instructor can ask him to read the selection aloud, noting the specific
word recognition errors made. With an idea of what kind of instruction
the student needs, he can then prescribe it.

Informal diagnosis of math difficulties can also be accomplished
without administering a standardized test. A survey test containing
problems in addition, subtraction, multiplication, and division of whole
numbers, fractions, decimals, and percentages can be given. From
this test the instructor determines in which areas more information
is desired. SRA: *Computational Skills Kit* and the diagnostic tests
that go with it are appropriate for further informal testing. However,
any test which gleans specific information about math operations can
be used as a diagnostic tool. Examining the results of these tests,
the instructor decides whether the student needs intensive instruction
in that skill, instruction in one particular operation, or merely
practice in a specific type of problem. The type of diagnosis just
described takes place continuously throughout a student's stay in both
centers.

Writing a "Prescription Plan"

A "prescription plan" is an individually designed instructional
program of learning based upon:

. written, oral, and observational testing

- identifying the student's literacy level

- identifying the skill area competencies and weaknesses

- the amount of previous schooling.

The degree of emphasis put upon any skill area or number of sessions devoted to any learning area will depend upon the above. A "prescription plan" will include the following:

- a written description of the student's learning needs to meet his long-range and short-range goals

- suggestions for instructional materials and techniques to be worked into student's learning experiences

- examples of learning experiences to be provided

- estimated time for accomplishment.

Since each day's work with a student reveals more about him, implementation of the "prescription" should be flexible and allow for adjustments as the student works through the program and reacts to the material. Although many persons may be involved in the development of a "prescription plan," the supervisor of instruction, lab specialist, and counselor, one person should ultimately be responsible for its implementation and adjustment: the person most logical is the instructor. The reality of group development of "prescription" writing depends largely on the planning time available during operational hours, when the key staff can sit down together in "round table" fashion and plan the activities of each student. Ideally, "prescription" writing will take place after formal and informal testing and diagnosis, which, in reality, takes place after a few sessions. An example of a "prescription plan" and case study testing results and diagnosis are included in the Appendix.

To facilitate accurate and specific prescription writing, an Item Analysis Index can be formulated.* The Index immediately enables an instructor to locate materials to remedy a specific weakness. Each skill area is entered on a file card together with materials located in the center that instruct, reinforce, or test that skill. The reading level as well as the material's orientation: instructional, reinforcement, or evaluative, coded one, two, three respectively, is included in the listing. Thus, if an instructor wanted to find material teaching the short "a" sound, he would select the short "a" index card. See Figure 2.

FIGURE 2
SAMPLE ITEM ANALYSIS INDEX CARD

Skill: short "a" sound				
Material		Orientation	Pages	Approximate Reading Level
Mott: SPS	Bk. 2	1,2	1-33	1.0 - 2.0
Aud-X	AA-17	1,2		1.0
	BA-17	1,2		2.0
	CA-6,9	1,2		3.0
SRA: Reading Lab III-a	Orange	1,2		3.0
	Silver	1,2		3.5
	Olive (1,6,11)	1,2		4.0

_____

⸱ Idea for the Item Analysis Index is credited to the White Plains
⌐ ⌐E Learning Center, Rochambeau School, White Plains, N. Y.

of Languages students are grouped according to their English-speaking ability and are tested informally for placement and future evaluation of progress by a simple but unique procedure at the initial enrollment interview. A tape recorder documents the students' answers to questions asked by the Counselor. The Counselor assigns a numerical evaluation (from zero to three) to the answer based on its correctness and complexity; "zero" for no answer, "one" for one word, "two" for a phrase, and "three" for a complete sentence. After the interview, by means of the tape, the English as a Second of Languages Instructor further diagnoses the student's level of understanding and more appropriate placement can be made. Likewise, the same tape recording is referred to for future comparison of the student's command of English pronunciation, structure, and vocabulary.

Even without the second part of the evaluation, a re-recording of the student's answers to the same questions asked during the initial interview but now asked after fifteen and thirty-five hours respectively of ESCL instruction, comparison indicates remarkable growth and improvement. For example, one of the questions asked by the Counselor is "Where are you from?" Upon enrollment one student answered "Peru." Even after two or three lessons, asked the same question, the same student can now give the phrase answer "from Peru" with a certain degree of control of sounds and stress. Provided further drill and practice, he will eventually answer "I'm from Peru" with articulation and confidence.

The English as a Second of Languages instructors at both Centers

feel that irrespective of the knowledge of English displayed by a

student at enrollment, he should be formally tested for literacy in

his own language. Observation of the student's learning rate indicates

that:

- the adult who does not read and write Spanish has a slower and poorer rate of learning than the literate person

- the illiterate student asks few questions and remains passive; the literate adult frequently asks question and is more articulate and active

- the illiterate's retention is poorer and nothing reinforces his learning other than his memory; the literate's ability to read and write helps reinforce both his pronunciation and memory.

Information on the literacy level of a non-English speaking student

in his native language, obtained from a literacy test, would facilitate

placement and enable instructors to recognize those students requiring

additional help. There is need for development of such a literacy

test for the Spanish-speaking adult.

An open enrollment policy for ESOL instruction with free access

of new students to any ongoing class has had adverse effects on the

student's attendance, motivation, and learning. The repetition of

previously taught material, each time a new student enters a class, to

equalize learning experiences is particularly detrimental to the

highly motivated student. Constant repetitions disrupt lesson continuit

resulting in boredom and irregular attendance in the previously enrolled

student. In fairness to those students a closed enrollment policy is

advised. After attending a series of lessons for a period of time, the

student should be administered a more formalized screening device and

placed according to his learning level. Likewise, a progress test
should be administered at the end of a learning cycle to determine the
student's advancement.

In Newark, unlike a traditional English classroom where the
method employs memorization of grammar, conjugation, spelling, and
diagramming, students are taught the immediate use of English through
an informal and direct technique. The aural-oral approach is the main
method of instruction; students learn how to answer and ask questions,
as in actual conversation. Extra related lessons in the laboratory
reinforce and supplement learning in group sessions. Some reading and
writing is included. Writing a pattern or a word on the board or on
paper helps the student with pronounication; it is an aid for remembering.
Furthermore, learning to read and write English enriches the student's
knowledge of the language.

From experiences gleaned at both Centers, it is felt that
regardless of whether or not an instructor is oriented by training or
experience to English as a Second of Languages instruction, linguist-
ically grounded, or knowledgeable in Spanish, an ESOL curriculum
should be developed or adopted to avoid non-parallel direction in
instruction. To be viable and relevant to adults it should correspond
to their age, interests, needs, and goals. Content-wise and instruct-
ionally, the Newark ESOL instructors emphasize sound, structure, and
vocabulary in a situational atmosphere so that automatic transference
of learning to life-like conditions occurs. For example, when
students are taught the pattern, "It's windy," they are encouraged to

see, feel, and hear the effect of wind on objects, including them-
selves. In other words, the real meaning of a sound, structure, and
vocabulary should be experienced. Through this method learning is
reinforced and becomes more meaningful.

One can query the advantages and disadvantages of the ESOL
instructor's speaking Spanish (or the native language predominant in
the group). Instructors at both Centers are unanimous in their feeling.
When meaning can be ascertained from the dictionary, visualized, or
demonstrated, the use of Spanish (or the native language) is out of
the question. However, when meaning cannot be seen, read, heard, or
dramatized, a brisk translation in the closed Spanish equivalent is
timesaving. Bright students ask questions when they do not understand
a word, phrase, or sentence. An example is teaching the noun and verb
forms of the word "watch." As a noun and as the verb form, meaning
"to see," "watch" is easily translated because the Spanish equivalents
are the same. Students see the word "watch" used in bus signs, "Watch
your step," or commonly hear the remark "Watch your language," whereas
in Spanish the verb form "to guard" is not a direct translation of
the word "watch." What more effective, quicker, and meaningful way
to explain the meaning of the latter expressions is there than to
give the equivalent in Spanish, "Cuidado con su escalon" and "Cuidado
con su lenguaje." Postponement of an answer or failure to give a
meaning can result in the student losing confidence in the instructor's
knowledge and competence. The use of Spanish should be minimal though,
only when it is a timesaving device or when it reinforces understanding
and learning.

A knowledge of verbal Spanish is not a guarantee of the instructor's competence; neither is an inability to speak the native language an index of one's incompetence. No doubt bilingual skill helps to establish rapport with non-English speaking students and contributes to a better understanding and awareness of learning problems and their solutions.

Creative and resourceful presentations incorporating audio-visual aids are felt to be necessary; what cannot be imparted through sounds, pictures, or the blackboard should be dramatized and mimed. Role playing creates a more realistic learning situation.

Where sounds and structure of the two languages differ the learning of English is most difficult. The learner's speech organs have been too long conditioned, so that in all possible situations he transfers or substitutes his Spanish for English. For example, he differentiates "b" and "v" only in writing; for the English words "best" and "vest," the "b" sound will be used for both. Likewise, he reverts to the Spanish noun-adjective word order, the reverse being true in English; hence, he encounters further confusion and difficulty. An English as a Second of Languages curriculum will be most beneficial for non-Spanish speaking, non-linguistics oriented ESOL instructors if its design includes prescribed content, probable errors, and procedures and methods (see Figure 4).

FIGURE 4
SAMPLE OF
ENGLISH AS A SECOND OF LANGUAGES GUIDELINE

CONTENT: Listening, Recognizing and Understanding, Speaking

A. Present tense, singular number of the verb "be" in question-answer
    pattern sentences in identification of classroom objects.

Pattern questions:	What's What is	this? that? it?	Is	this that	a an	desk? eraser?

Pattern answers:	This is That's It's	a an	desk. eraser.

Positive:	Yes,	it	is. (short answer)
	Yes,	it	is.

That's | a | desk. (long answer)
This is | an | eraser.
It's | the | desk (eraser).

Negative:	No,	it isn't. it's not.

	No,	it isn't. it's not.	It isn't It's not	a an the	desk. eraser. desk (eraser).

B. Classroom
    vocabulary:

desk	blackboard	pen	book
table	chalk	pencil	notebook
chair	eraser	paper	chart

C. Probable distortions of sound and structure (gross ones):

What's	this? that? it?	hwat	dis? dat? it?	hwat	dis dat it	is? is? is?

("It" is often omitted in Spanish.)

Is	this that it	a	desk? ? ?	dis dat it	is	a	dek (deks)?	is	dis dat it	a	dek (deks).

									is	dis dat it	is	a dek (deks)?

That's This is It's	a	desk.	dat dis it	a	dek (deks).	dat dis it	is	a	dek (deks).

Yes,	it	is.		jes	i	is.

		jes	i	is.
		yehs		

No,	it	isn't.		no,	iseng.		
					i	iseng.	
					it	iseng.	
					is		nat.
					i	i	nat.

METHOD: <u>Listening, Recognizing and Understanding, Speaking</u>

A. Repetition: Students repeat after teacher or tape.

    T:Ss   Teacher:Students (chorally)
    T:Ss'   Teacher:Students (in groups or by rows)
    T:S   Teacher:Student (individually)

  Note: Frequency of repetitions by student(s) depends on the
      desired degree of accuracy attained.

B. Transformation Drill: T:Ss (chorally)
                      T:Ss' (in groups or by rows)
                      T:S   (individually)

    T: That's a book.
    Ss: Is that a book?

C. Substitution Drill: Students/student substitute the word clue
    named by the teacher for the noun or object name in the
    pattern.

    T: That's a book.
    T: pen
    Ss: That's a pen.
    Ss': That's a pen.
     S: That's a pen.

D. Directed Practice: A student is directed (asked) to ask another
    student a question. The student asked is directed to
    answer. This method should be done in three stages:

    Stage I: Teacher: "X, ask Y, 'What's this?'"
               Teacher: "Y, tell X, 'That's a book.'"

    Stage II: Teacher: "X, ask Y, 'what that is!"
               Teacher whispers to X: "What's that?"
               X says aloud: "What's that?"

    State III: The teacher does not whisper the direct
              question (that is, do not prompt the students).

E. Conversation Practice: Generate conversation between two
students using vocabulary in conjunction with
the basic pattern question-answer sentences
learned.

II: Situational Teaching: All throughout the teaching-learning process
teaching and learning should be situational (that is, never
ask "What's this?" unless you are indicating an object
within touch. Likewise students should never answer without
indicating or pointing to the object in question.)

MATERIALS:

A. Software: *English 900* (MacMillan)
English Step by Step with Pictures (Regents)
Beginning Lessons in English (Regents)
*A Microwave Course in English as a Second of
Languages* (Lingoco Corporation)
Beginning American English (Prentice-Hall)
Pictures
Flash Cards

B. Hardware: Tape Recorder
Language Master
Chalkboard

APPENDIXES

APPENDIX 1:   JOB DESCRIPTIONS

Title: Supervisor of Instruction

Job Description: Under the direction of the director, will supervise and coordinate all aspects of the basic education and English as a Second of Languages educational programs; knowledge of programmed instructional materials, methods of its implementation, and adult basic education content areas are required background; professional training in teaching reading and reading skills is desirable.

Examples of Job Responsibilities:

Supervise all instructional personnel and their activities

Establish procedures for the effective operational functioning of the basic education and English as a Second of Languages components of the learning center; scheduling instructors and students and maintaining attendance records

Plan, supervise, and expedite coordination of group dynamic activities with self-instructional laboratory activities

Evaluate instructional needs of staff and plan, arrange for, and/or conduct pre-service and in-service training workshops

Provide resource instructional material, direction, and guidance to instructional staff as need arises

Assist, coordinate, and supervise the activities of the counselor, laboratory specialist, and student in diagnosis of students' weaknesses and development of "prescription plans."

Assist the director and supervise the ongoing internal evaluation of the staff's effectiveness, students' progress, and program's effectiveness. Expedite changes in procedure, method or technique as needed

Responsibility for selection, use, evaluation, and inventory control of instructional materials and equipment necessary to the functioning of the learning center

Supervise and coordinate development of instruments and procedures to implement evaluation of instructional materials, equipment, and techniques

Prepare reports, forms, and files necessary for efficient functioning of center

Assist in administrative activities at the direction of the director and in his absence

Carry on such activities as to provide for professional growth.

Title: Laboratory Specialist

Job Description: Under the direction of the director and the supervisor
of instruction, will manage and supervise the activities of the self-
instructional learning laboratory. Thorough knowledge of programmed
instructional materials and methods of implementation are required
background. Experience with the following hardware desired:

      Language Master
      EDL Controlled Reader
      EDL Controlled Reader Jr.
      Tach-X
      Flash-X
      Aud-X
      Llinc Mini-Systems
      audio-visual equipment: tape recorders, film strip and 35mm film
      projectors

Examples of Job Responsibilities:

Assume responsibility for the operational management and supervision
of activities within the laboratory, including scheduling of
students, instructors, and aides in the lab

Develop procedures and instruments aiding effective diagnosis of
students' instructional needs and provide appropriate learning acti-
vities utilizing an Item Analysis Index, an itemized listing of
instructional materials in the lab by skill area and reading level

Assist counselor and supervisor of instruction in diagnosing students'
weaknesses and preparing "prescription plans" by suggestion of
appropriate programmed or self-instructional materials

Develop procedures for evaluation of students' needs and achieve-
ment, including record-keeping system necessary

Assist supervisor of instruction develop instruments and procedures
to implement the evaluation of instructional materials, equipment,
and techniques

Assist supervisor of instruction in the selection, use, evaluation,
and inventory control of instructional materials and equipment
necessary to the functioning of the laboratory

Prepare such records, forms, files, and reports necessary for the
efficient functioning of the center

Supervise the activities of the laboratory aides

Provide pre-service and in-service training experiences for
instructors and aides in the effective utilization of laboratory
instructional materials, hardware and software

Carry on activities to provide for continual professional development
and growth.

Title: Counselor

Job Description: Under the direction of the director and supervisor of
instruction, will administer the enrollment procedure; initial, interim,
and terminal achievement testing; and vocational and personal counseling;
will coordinate recruitment and follow-up procedures and assist in
diagnosis and "prescription plan" development. Background in guidance,
educational testing required. Experience with vocational and employment
counseling desirable.

Example of Job Responsibilities:

Supervise and conduct the enrollment procedure: initial interviewing
and testing; assist the supervisor of instruction and lab specialist
in diagnosis of students' weaknesses, development of instructional
"prescription plans," and placement

Supervise all testing procedures and advise staff of students'
progress on standard achievement tests administered

Evaluate staff's knowledge and expertise in educational testing
and counseling; plan, arrange for, and conduct pre-service and
in-service training in the same

Counsel students on educational goals, progress at the learning
center, vocational plans, and personal problems

Advise staff on informal counseling of students during instructional
sessions

Design, supervise, and conduct group counseling workshops for students
in areas of counseling and social living skills

Supervise collection of students' financial, educational, vocational,
personal data by administering appropriate forms

Supervise recruitment procedures and follow-up activities for
students leaving program

Refer students to health, social, psychological, legal service
agencies when necessary

Supervise and plan evaluation of counseling program

Carry on such activities to provide for continual professional
development and growth.

Title: Instructor

Job Description: Under the direction of the director and supervisor of instruction, will plan and conduct individualized learning experiences and group learning activities for students in the laboratory or seminar rooms. Background in adult basic education content areas of reading, math, and language arts desired.

Example of Job Responsibilities:

Implement the "prescription plan" designed jointly for the student by supervisor of instruction, counselor, lab specialist, and, where possible, the student

Change and revise "prescription plan" as needed, utilizing programmed and individualized instructional materials suggested by lab specialist or supervisor of instruction

Develop individualized or group dynamic activities to supplement and/or support students' individualized "prescription plans"

Responsible for evaluation of student's interim progress as seen through unit, chapter, and instructor designed tests in coordination with formal interim evaluation with a standardized achievement test administered by the counselor

Advise student of his progress through use of records of achievement kept in the Student Work Folder and through informal counseling sessions between the instructor and student

Assist supervisor of instruction in selection and inventory control of programmed and individualized instructional materials

Assist supervisor of instruction develop instruments and procedures to implement the evaluation of instructional materials, equipment, and techniques

Carry on such activities as to provide for personal professional growth

Provide opportunity for and encourage student-instructor counseling sessions to document student's reaction to course of study and to glean problems or difficulties impeding student's progress.

Title: Learning Center Aide

Job Description: Under the direction and supervision of the lab
        specialist or supervisor of instruction, will perform such
        activities as assigned to help maximize the effectiveness
        of the student's learning experience opportunity.

Example of Job Responsibilities:

        Assist in the collection, recording, and reporting of data
        necessary to the effective awareness of student's needs and
        progress

        Assist lab specialist or instructor in the operation and
        scheduling of the laboratory facilities insuring optimum
        effectiveness and use of the facility.

Title: Secretary

Job Responsibilities:

Serves as receptionist for learning center office

Answers center's office telephone, takes and relays messages
for learning center, places calls as directed by center director

Types order forms for supplies and materials; checks invoices
of supplies, equipment, and material upon arrival at learning
center; maintains inventory of office supplies for reordering

Maintains staff daily attendance records

Receives and distributes mail to learning center personnel

Operates office machines and equipment as directed by learning
center director

Organizes and maintains office files for center director

Types center correspondence and reports as directed by the
center director.

APPENDIX 2: SELECTED MATERIALS EVALUATION

Reading

Grollier: *Reading Attainment Kit*

Self-directional graded (3.5 - 4.5) reading selections correlated with
skill cards, color coded and numbered, indexed in manual's appendix
by drill areas; antonyms, homonyms, prefixes, suffixes, punctuation,
and capitalization. Skill card directions not always clear and
vocabulary, at times, not in agreement with reading selection. Limited
range of reading level inhibits much contiguous use of material by
many students, forcing them to switch to other materials too soon.
Recommended with reservation.

Merrill Publishing Company: *Building Reading Power*

Linear programmed reading selections designed for junior high school
students with low reading levels (4.5). Appropriate for adults, books
contain excellent reinforcement and application exercises; individual
book can be read in one sitting. Weak points: Book Two, picture clues
not applicable for adult use; prefix and suffix instruction in structure
analysis sections brief. Print excellent. Recommendation: very good.

Portal Press Publishers: *Springboards--Biography and Social Studies*

Graded (4-6) reading selections; lively, interesting, and easy to read,
material holds attention of student. Weakness: provides a check for
reading comprehension but no instruction in it. Highly recommended.

Portal Press Publishers: *Springboards--The Negro in American History*

Reading selections on the Negro in American history; easy to read and
interesting. Lacking are comprehension questions at end of articles.
Recommendation: excellent.

Science Research Associates: *Reading for Understanding Kit*

Self-directional, graded (2-12) series of reading selections designed to
improve comprehension skills. Much drill in identification of "key words."
Reinforcement exercises are excellent; however, some question-answer
exercises are ambiguous. Recommendation: very good.

Barnell-Loft: *Following Directions*

Self-directional, graded (1-6) series of books with exercises in
following directions. Some lower level lessons are too childish;
materials present reinforcement exercises but lack instructional
sections. At times confusing, not recommended for most students.

Continental Press: *Continental Press Reading Miniatures*

Ditto master samples of reading exercises (graded 1-6) including brief
reading selections. Designed for children, with childish illustrations
and references to "mother," "father," "animals," etc; materials not
recommended for adult use.

Appleton-Century-Crofts: *Programmed Vocabulary*

Linear programmed book containing mnemonic approach to prefixes and
word roots. Concepts developed in first chapter, abstract requiring
a higher level of thinking skill than reading skill. Word association
may refer to words beyond the grasp of the student.

Science Research Associates: *Word Books*

Linear programmed books instructing basic word concepts: prefixes,
suffixes, roots, general structural analysis, etc. Emphasizing
reading comprehension and vocabulary, materials organized about four
basic steps: careful reading, careful thinking, response, and checking.
Independent student work is fostered by very good built-in reinforcement
devices. Highly recommended.

Language Arts

California Test Bureau: *Lessons for Self-Instruction*

Graded, branching programmed series of books in English and grammar.
English series can be used in conjunction with other materials. Adult
oriented, the material is sometimes confusing and tiresome because much
reading necessary to check answers. Grammar series appropriate as review
or preparation for other grammar work. Should be used for short time
spans.

Follett Publishers: *Individualized English (Set J)*

Programmed (linear and branching) kit of instructional language skill cards covering parts of speech, capitalization, punctuation, and sentence structure. Separate cards each with one lesson, easy to understand. Weak point: card organization urges student to cover lesson too quickly. Students must be cautioned to go slowly.

Grollier Publications: *Spelling*

Linear programmed workbook designed to teach spelling through a phonic approach. Good explanation of programmed instruction with appropriate reinforcement exercises. Weak point: format confusing; printing on both sides of paper but printed in same direction; student can easily work on wrong frame. Questions ambiguous. Starting at beginning of book required. Not recommended for self-instruction.

Science Research Associates: *Cracking the Code*

Book (reader) format, including teacher's manual and workbook, covering linguistic approach to spelling. Material progresses in complexity and irregularity of spelling patterns. Varied, high interest exercises in reader and workbook; reinforcement patterns of reader correlated with workbook. Weak point: juvenile pictures and sentence structure. Not recommended for adults.

Mathematics

Follett Education Corporation: *Figure It Out (Math)*

Teacher-directed workbook providing instruction, examples, and exercises in math problems; adaptable for self-instructional use, especially when student provided answer sheets. Gives lucid explanation of how to do different problems. Easy to read; has given satisfactory results.

McGraw-Hill Book Company: *Sullivan Associates Programmed Math for Adults*

Programmed series of books covering basic math skills, addition of whole numbers to algebra. The designed repetition in series helps students master skills being taught. Provides immediate response, has constant reviews and checks, is excellent for self-instruction but requires limited reading ability in Book One and Book Two.

English as a Second of Languages

Macmillan Company: *English 900*

Seri℮s of six textbooks, workbooks, tape recordings, and teacher's manual progressing in difficulty from beginning to intermediate levels. Provides repetition of patterns within each lesson and from one lesson to another. Weak points: in one unit too many new constructions introduced and difficult structures presented incidentally instead of as part of 15 basic patterns.

Grollier Publishers: *English for Spanish-Speaking*

Programmed book teaching English reading but not conversation. Appropriate only for students who read Spanish. Not recommended for ESOL instruction.

Educational Developmental Laboratories: *(DA) Listen Tapes*

Series of tapes; each tape presents a different story, does not require sequential use, and is designed so that small segments are presented at a time. Comprehension questions are specific and applicable to content. Reading skills required for most advantageous use of tapes. Weak point: student is told that his answer is either correct or incorrect; no further explanation of correct or incorrect answer presented.

Educational Developmental Laboratories: *(EA) Listen and Read*

Series of tapes developed for individual or group use to build listening and reading skills; interestingly presented. Designed so that each tape may be used exclusively of others. Exercises and answers provided while student listens to tape.

APPENDIX 3: CASE STUDY – DIAGNOSIS AND PRESCRIPTION PLANNING

Background: Separated from her husband, mother of three children, and receiving public assistance, Mrs. Frances Judge enrolled at the Newark ABE Learning Center in January 1969. Initial testing results indicated sufficient deficiency in math for admission into the ABE Center: she had earlier completed the ninth grade. Having well defined goals, she focused her efforts on achieving a high school equivalency diploma and ultimately on acceptance into the MDT Skills Center for vocational training in secretarial skills.

Testing Results with the California TABE – Level "D":

	Initial Test Jan.10,1969	Interim Test April 7,1969	Termination Test June 30, 1969
Reading Grade Level	10.6	10.8	10.9
Math Grade Level	7.6	8.8	11.0
Language Grade Level	8.6	9.5	10.3
Hours in Program	---	108	209

With average intelligence confirmed by a Slosson Intelligence Test, a "prescription plan" was designed emphasizing remediation in math and language skills particularly grammar and spelling.

Informal diagnosis and instruction: Advised of Mrs. Judge's formal achievement testing results and the suggested "prescription plan," the instructor then proceeded with informal diagnosis. Using the SRA: *Computational Skills Kit*-Diagnostic Test, review of addition, subtraction, and multiplication of fractions and instruction in division of fractions were deemed necessary. For review, *Computational Skills Kit and Basic Operations*, Fractions II were prescribed going on with Fractions III and *Sullivan Programmed Math: Book Six* for instruction in division of fractions and word problems.

Self-test information from Fractions III material and *Computational Skills Kit's* diagnostic tests, used as progress tests here, indicated when Mrs. Judge was ready for instruction in decimals. *Basic Operations, Decimals and Percentages, Book One* was prescribed to be followed by *Computational Skills Kit, Decimals.*

Mrs. Judge adapted well to the self-instructional approach of the learning lab and to programmed material after instruction in its use. Growing in confidence, she was administered work with the EDL Controlled Reader and Tach-X to build reading speed and perceptual ability. These skills would assist her in future typing training where rapid left-to-right eye movement and accurate perception of numbers and letters are requisite.

Favorable results in math and grammar on retest administered in April after one hundred and eight instructional hours, validated the appropriateness of the initial "prescription plan." Increased reading speed and perceptual accuracy are not measured by the TABE test. However, Mrs. Judge's informal record sheets showed progress from sixth grade level material reading at one hundred and fifty words per minute to ninth grade level material reading at two hundred words per minute after being in the program only three months. Comprehension remained the same.

A second "prescription" was developed stressing reading speed and perception (Controlled reader and Tack-X) and GED preparation. For instruction in algegra and geometry, the following were assigned: Holt, Rinehart, and Winston: *Advanced Math,* Cowles: *How to Pass High School Equivalency Examination,* and General Learning Corporation: *General Education Curriculum.*

Mrs. Judge terminated before the summer to take care of her children. However, before the summer ended she took and passed the GED and returned to the Center in October for vocabulary drill needed for future secretarial training. Her goal coming to fruition, Mrs. Judge enrolled at the MDT Skills Center in December 1969 for training in typing and office skills.

Commenting on the ABE Learning Center's program, she said,

> "It has helped me to be more sure of myself.... You can take your time or advance as quickly as you want to. The material is very easy to follow. Everyone is very helpful. It is better than a regular classroom because you do not have the pressure of keeping up with everyone else."

PRESCRIPTION SHEET

NAME ___Mrs. Frances Judge___

DAYS _____ TIME _____

(Initial)

READING	MATH	ENGLISH	OTHER
	SRA:Computational Skills Kit McGraw-Hill:Basic Operations-Fractions II,III McGraw-Hill:Sulliven Programmed Math, Bk. 6 (Word problems)	LSI:Punctuation-C-D,E-F D.C. Heath: "Commas" McGraw-Hill:Spelling Improvement Cowles:GED Review Book-Spelling Tests	
*EDL:Controlled Reader-FA	*McGraw-Hill:Basic Operations Decimals&Percentages, Bk. 1 *SRA:Computational Skills Kit-Decimals	*Follett:Individualized English Cards, Set J	
(Second Prescription)			
EDL:Controlled Reader-IJ-K	Holt,Rinehart,Winston: Advanced Math, algebra & geometry	Follett:Individualized English Cards, Set J	
EDL:Tack-X,DEF	Cowles:GED Review algebra & geometry		
EDL:Listen & Write	GLC:General Education Curriculum,basic algebra & geometry		

*Items added to 'prescription" resultant from informal testing procedures by instructor.

APPENDIX 4: FORMS

MATERIALS USED

NAME _____

NAME OF MATERIALS	DATE STARTED	DATE FINISHED	COMMENTS

ACTIVITY SHEET

DAYS _____ TIME _____

DATE	READING	MATH	ENGLISH	OTHER	INSTRUCTOR
					87

LAB RECORD

NAME _____

STARTING DATE _____

TEACHER _____

DATE	AUD-X		TACH-X		LANGUAGE MASTER	CONTROLLED READER			TAPES	
	Story S/R	Word Study	S/R Strip	Speed(s)	S/R Cards	S/R Strip	Speed(s)	Comp.	S/R Story	Comments

Daily Time Sheet

Name_____

Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____
Date_____	In_____	Out_____	Date_____	In_____	Out_____

DAILY ATTENDANCE SHEET

DATE_____

NAME	TIME IN	TIME OUT

RECORD SHEET

R E A D I N G

VOCABULARY

LITERATURE

SCIENCE

SOCIAL STUDIES

FINDING INFORMATION

UNDERSTANDING
WHAT YOU READ

FOLLOWING
DIRECTIONS

EVALUATIONS USED

SKILL	TITLE OF MATERIAL	PAGE	DATE

RECORD SHEET

ENGLISH

SPELLING

VERBS, NUMBER & CASE

VERBS, MODIFIERS & PRONOUNS

SENTENCE PATTERNS

PUNCTUATION

CAPITALIZATION

EVALUATIONS USED

SKILL	TITLE OF MATERIAL	PAGE	DATE

85

ARITHMETIC

RECORD SHEET

STEP 4
PERCENT

STEP 3
DECIMALS

STEP 2
FRACTIONS

STEP 1
WHOLE NUMBERS

$+ \quad - \quad X \quad \div \quad + \quad - \quad X \quad \div \quad + \quad - \quad X \quad \div$

EVALUATIONS USED

	X	÷	SKILL	MATERIAL	PAGE	INSTRUCTOR'S COMMENT
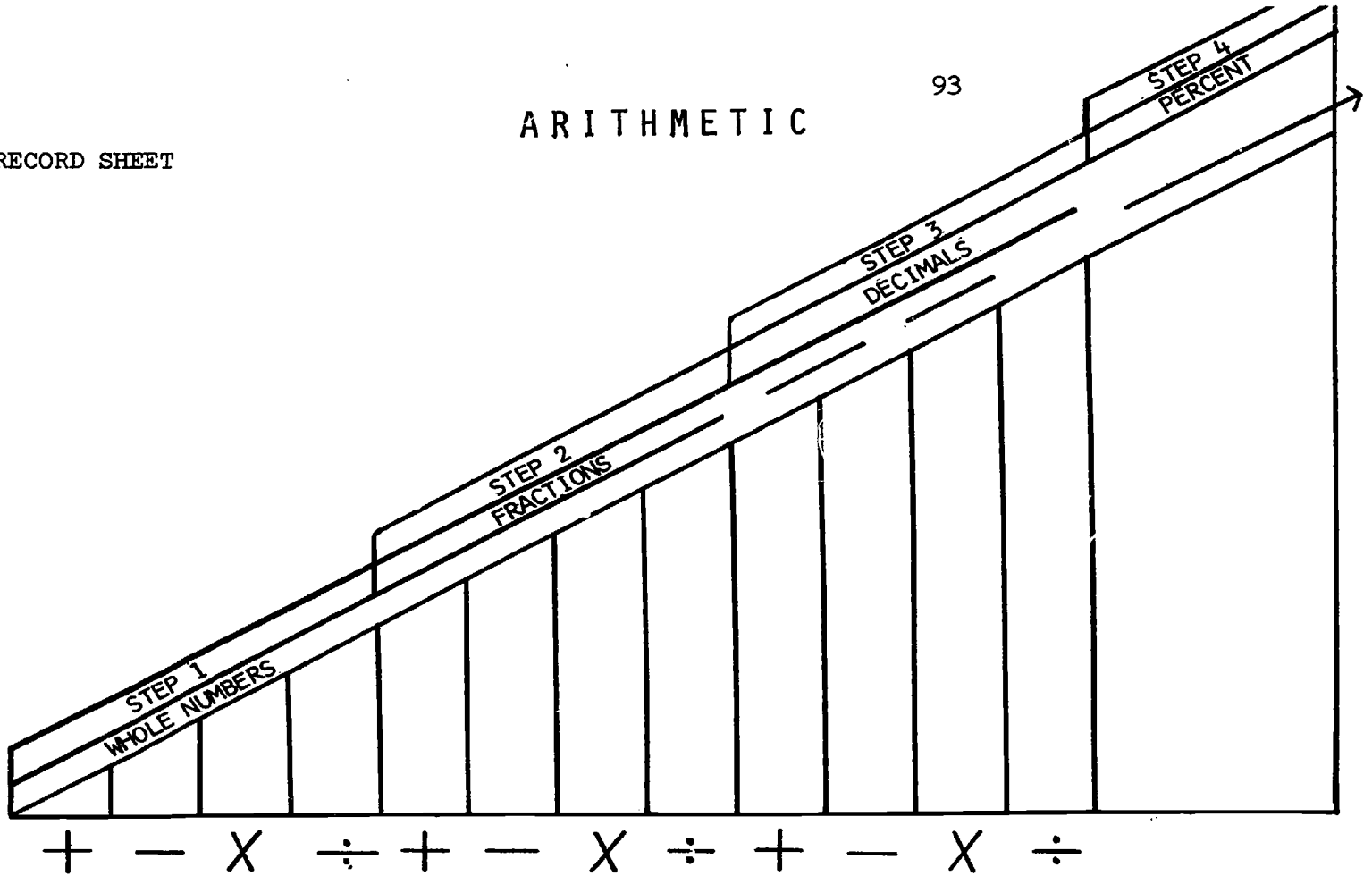
CAMPS MANPOWER COORDINATING COMMITTEE
PARTICIPANTS DATA

1. CAMPS PROJECT NUMBER	2. PROJECT NAME	3. DATE PARTICIPANT ENTERED PROJECT
		MO. — DAY — YR.

4. SOCIAL SECURITY NUMBER (THIS MUST BE FILLED OUT)	5. NAME	6. DATE OF BIRTH
☐☐☐ - ☐☐ - ☐☐☐☐	LAST (MAX 15 CHAR) FIRST (MAX 10 CHAR) MIDDLE INITIAL	MO. — DAY — YR.

7. ADDRESS OF PARTICIPANT (WHERE HE CAN BE REACHED)

NUMBER	STREET (MAX 15 CHAR)	APARTMENT NO.	CITY (MAX 10 CHAR)	STATE	ZIP CODE

8. SEX

MALE ☐ 1
FEMALE ☐ 2

9. MARITAL STATUS

DIVORCED ☐ 3
NEVER MARRIED ☐ 1   WIDOWED ☐ 4
MARRIED ☐ 2   SEPARATED ☐ 5

10. IS PARTICIPANT FAMILY'S PRIMARY WAGE EARNER?

YES ☐ 1
NO ☐ 2

11. IS HE THE HEAD OF HOUSEHOLD?

YES ☐ 1   NO ☐ 2

12. NUMBER OF DEPENDENTS EXCLUDING PARTICIPANT ☐☐

13. NUMBER LIVING IN HOUSEHOLD INCLUDING PARTICIPANT ☐☐

14. ESTIMATED FAMILY INCOME

0 – 999 ☐ ∅
1000 – 1999 ☐ 1
2000 – 2999 ☐ 2
3000 – 3999 ☐ 3
4000 – 4999 ☐ 4
5000 & OVER ☐ 5

15. MILITARY STATUS

NOT APPLICABLE ☐ ∅
1A ☐ 1
1Y ☐ 2
4F ☐ 3
VETERAN ☐ 4
OTHER ☐ 5

16. PRIMARY OCCUPATION   DOT CODE ☐☐☐☐☐☐

17. PRESENT OCCUPATION,   DOT CODE ☐☐☐☐☐☐

18. IS PARTICIPANT RECEIVING PUBLIC ASSISTANCE?

YES ☐ 1   NO ☐ 2

UNEMPLOYMENT INSURANCE?

YES ☐ 1   NO ☐ 2

19. HIGHEST GRADE OF SCHOOL COMPLETED

∅ ☐ ∅∅	6TH GRADE ☐ ∅6	12TH GRADE ☐ 12
1ST GRADE ☐ ∅1	7TH GRADE ☐ ∅7	1ST YR COLLEGE ☐ 13
2ND GRADE ☐ ∅2	8TH GRADE ☐ ∅8	2ND YR COLLEGE ☐ 14
3RD GRADE ☐ ∅3	9TH GRADE ☐ ∅9	3RD YR COLLEGE ☐ 15
4TH GRADE ☐ ∅4	10TH GRADE ☐ 1∅	4TH YR COLLEGE ☐ 16
5TH GRADE ☐ ∅5	11TH GRADE ☐ 11	5TH & BEYOND ☐ 17

20. RACE

WHITE ☐ 1
NEGRO ☐ 2
ORIENTAL ☐ 3

21. ETHNIC GROUP

MEXICAN ☐ 1
PUERTO RICAN ☐ 2
OTHER ☐ 3

22. LANGUAGE SPOKEN AT HOME

ENGLISH ☐ 1   OTHER ☐ 3
SPANISH ☐ 2

23. TEST RESULTS PROGRAM BEGINNING (COMPLETE IF APPLICABLE) (ENTER NUMERIC GRADE ONLY)

TEST 1 _____   TEST 2 _____   TEST 3 _____

INTERVIEWER AND LOCATION

24. Place of birth_____
                            State   Country

25. Instructional Level Placement
    American Born Student   Bi-Lingual Student
        Beginning (1-3) ☐   Beginning (1-3) ☐
        Intermediate (4-6) ☐   Intermediate (4-6) ☐
        Advanced (7-8) ☐   Advanced (7-8) ☐
        G.E.D. ☐   G.E.D. ☐

26. Previously enrolled in an ABE Program
        yes ☐   no ☐   in other states ☐
        Level 1-3 ☐   Level 4-6 ☐   Level 7-8 ☐   Bi-Lingual ☐

27. Type of Program
        Welfare ☐   Prison ☐   Migrant ☐
        MDT ☐   OEO ☐   Manpower ☐
        Public School ☐   Other_____

28. Materials Used By Student

TITLE	PUBLISHER

29. Student Attendance Record

From	To	Total Hours Attended	Days	Evenings	Reasons for Leaving

30. Counselor Meetings

DATE	COMMENTS	COUNSELOR

31. Referred by:_____

32. Instructor's Comments:_____

Evaluator's Name_____
Title_____
Date_____

Materials Evaluation Form

Objective: The materials evaluation form is designed for use by the staff of adult
basic education learning centers in their evaluation of commercially and independently
developed instructional materials. Its purpose is multi-faceted in that it is both an
analytical device and an instructional instrument directing and broadening throught on
how a particular teaching design can be integrated with other existent materials.

Title of Material:_____ Series:_____

Publisher:_____

Format: (check where appropriate)

_____Hardware   _____Filmstrip(s)
_____Software   _____Tape(s) or cassette(s)
_____Text(s) - No. of texts____   _____Consumable (not reusable)
_____Workbook(s) - No. of workbooks____   _____Non-consumable (reusable)
_____Content cards in library   _____Other: specify_____
     module (kit)

Other hardware necessary for implementation of this material:_____

_____

Skills Taught: (be specific - ie. word attack, comprehension, phonics, addition, etc.)

_____

_____

_____

Method of Instruction: (check appropriate item)

_____Programmed -- _____linear
                   _____branching
_____Self-directed
_____Teacher-directed activity only

Reading Level:_____

Obtained from what source: (teacher's manual, readability formula, teacher's judgment)

_____

Designed for what "grade level" student:_____

omments:

   1. Strong points of the material (be specific)

           _____

           _____

           _____

           _____

   2. Weak points of material (if certain pages provide problems, list them)

           _____

           _____

           _____

           _____

   3. Administration of material (Are there any difficulties in the implementation of the material? Ease of initiating student to its use? Can material be used independently by student?)

           _____

           _____

           _____

           _____

   4. Recommended for use with students having what characteristics? (sex, environmental, cultural and ethnic background)

           _____

           _____

   5. How is this to be used in conjunction with other materials? (name them)

           _____

           _____

           _____

   6. If a sample, do you recommend that Center purchase?

           _____

   7. In what quantity?

           _____

Materials Evaluation Form

Subject Matter: (answer yes, no)

A. Questions   ___Adult oriented
        ___Clearly stated
        ___Pertinent

B. Directions   ___Clearly stated
        ___Complete

C. Problems Presented ___Adult
        ___Clearly presented
        ___Current

Format - Other Materials: (answer yes, no where appropriate)

A. Audio Transcription
    ___Good quality of sound
    ___Child's voice
    ___Male voice
    ___Female voice

B. Visual Presentation
    ___High quality of picture
    ___Color
    ___Black & White

Format-Printed Material: (answer yes, no)

A. Illustrations ___Adult oriented
        ___Multi-ethnic
        ___Photographs
        ___Pertinent

B. Print   ___Large
        ___Too small
        ___Size appropriate for student's reading level
        ___Quality good - easy to read
        ___Single column page
        ___Double or multi-column page

C. Size of Material
    ___Pocket size
    ___Workbook size
    ___Textbook size

D. Durability
    ___Will withstand normal use

Material: (answer yes, no)

___A. Is flexible (can be reorganized within itself and/or with other materials)
___B. Provides a successful learning experience
___C. Provides for differences in learning rate
___D. Is meaningful to student
___E. Contains a complete list of all skills covered in text

Skill Development: (answer yes, no)

___A. Sequential
___B. Gradual
___C. Logical
___D. Reinforced through text

Evaluation of Student Progress: (answer yes, no)

___A. Provides adequate testing of skills presented
___B. Requires means other than tests to evaluate progress

Comment:_____

Teacher's Manual: (answer yes, no)

___A. Packaged with materials
___B. Directions for use of material easy to understand
___C. Provides suggestions for diagnosis of specific skills
___D. Contains a placement guide for material
___E. Is necessary for the daily use of materials
___F. Contains supplementary or supportive suggestions on application

PLACEMENT TEST: ESOL 99
(English: 900)

lete ence	Phrase	Word	Nothing	The tester reads the questions and the student replies:
3)	(2)	(1)	(0)	**General Questions: Group One:**
				1. What is your name?
				2. What time is it?
				3. Where do you live?
				4. Where do you work?
				5. When were you born?
				6. When did you come to the United States?
				7. Can you come to class everyday?
				If the student understands all the questions in Group One, continue with Group Two; if the student fails to understand **all** the questions, turn to Section One, Comprehension, reading the questions to him and marking his comprehension.
				General Questions: Group Two:
				1. What do you want to do?
				2. What time do you get up every day?
	.			3. What time did you go to bed last night?
				4. What did you say?
				5. Did you use to go out every night?
				6. You live right here in the city, don't you?
				7. What were you doing about 4:00 yesterday afternoon?

Student Name:_____

T____ By:_____

If the student understands all of Group One and Group Two questions, turn to Section Two, Comprehension, reading the questions to him and marking...