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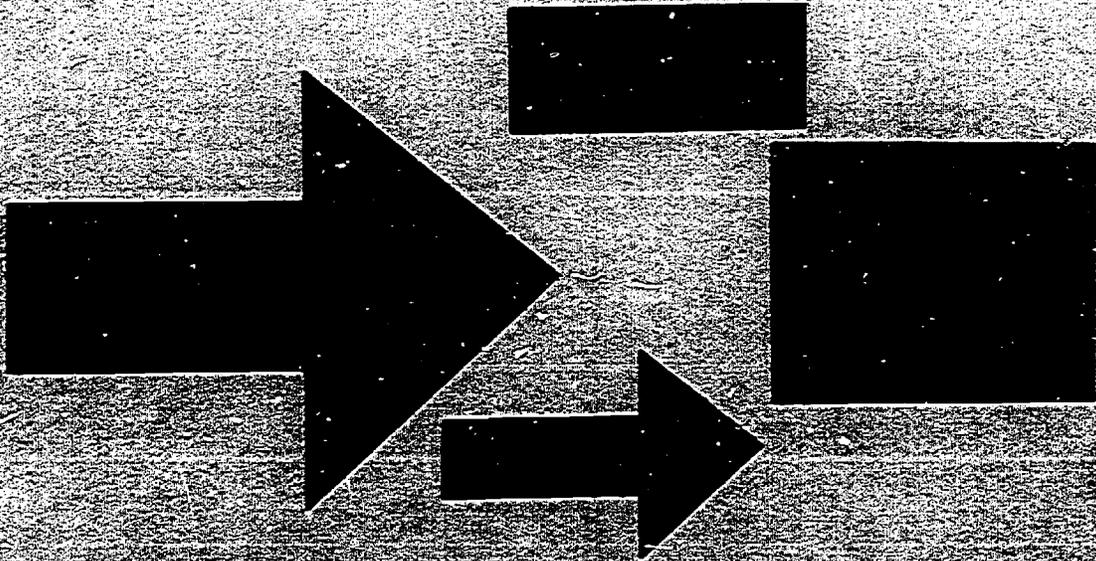
ABSTRACT

Interim information concerning the ABE III grants is provided in the three parts of this report. Part 1 (outline) describes the goals and objectives of each component; Part 2 describes accomplishments and problems to date; and Part 3 deals with coordination and supervision activities undertaken by the Lab. The components of the program are: (1) "Empleen Ingles" Television Video Tapes; (2) School of Education--University of California; (3) Proteus (Adult Education Center, Visalia, California); (4) MAPAR, McMinnville, Oregon; (5) Chandler Career Center; (6) Micro-Teaching Protocols; (7) Model Cities; (8) College of Education, University of Arizona--Resource Person; (9) Mobile Unit; (10) Materials Library; (11) Dissemination; (12) SWCEL Clearinghouse; (13) Steering Committee; (14) Human Resource Center; (15) Video Tape Reproduction; and (16) Coordination and Supervision. The report contains 20 appendixes. (DB)

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ABE PHASE III: PROGRESS AND PROBLEMS



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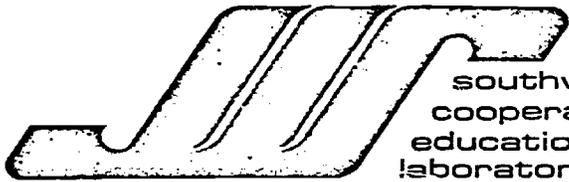
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**ABE PHASE III:
PROGRESS and PROBLEMS**

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April 1, 1970

Mr. Paul V. Delker
Division of Adult Education Programs
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Dear Mr. Delker:

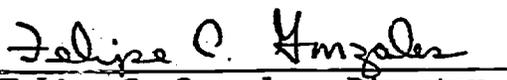
One of the problems in communication between the OE-ABE office and SWCEL has been, understandably, the complexity of the 309 Project at the Laboratory. From a simple four phase program in 1967-68, the project has evolved to a multi-state, many faceted program that, in all fairness to all concerned, is quite intricate.

Communication is always a problem but by interacting with each other as the need arises, we believe we can maintain necessary liaison so the people for whom the program activities are intended can obtain maximum benefits.

This interim report is an effort on our part to bring you a comprehensive picture of the ABE Project, and to keep you abreast of current events as they relate to the project.

Sincerely,


James L. Olivero
Executive Director


Felipe C. Gonzales, Director
Adult Basic Education Project

JLO:FCG:jj

A TOTAL SYSTEMS APPROACH ATTACKING THE EDUCATIONAL PROBLEMS
OF THE ILLITERATE SPANISH-SURNAMED ADULTS

Background

The Southwestern Cooperative Educational Laboratory has assumed the role of systems manager to develop and produce components for a prototype instructional package that will attack problems common to the undereducated and illiterate Spanish-speaking adult. The development, production, evaluation and dissemination of this instructional package has been promoted over a multi-state region with the Southwestern Cooperative Educational Laboratory serving as the current institutional base. The Laboratory has acted to identify and enlist the cooperative efforts on subcontractual bases of various agencies and institutions in the total undertaking.

One of the first major thrusts has been the development and production of basic oral English lessons for the Spanish-speaking adult who speaks little or no English. In September, 1967, under a grant from USOE an original television project was undertaken directed by the Southwestern Cooperative Educational Laboratory with the cooperation of the University of Arizona College of Education and Radio-TV Bureau to develop a sequential TV series of ESL lessons which would arouse and maintain the interest of the undereducated Spanish-speaking adult learner. The University of Arizona is responsible for development of the program which presents instruction in English by means of animation, choreography and other entertaining attention-getting devices. By August 1968 this project had produced 10 tapes.

In addition to the University of Arizona, the State Department of Public Instruction in Arizona, the California State Department of Education and the University of Colorado were enlisted to develop a total educational television package. However, several major events at the end of the first year

changed the direction of this entire project: (1) The University of Colorado and the Arizona State Department of Public Instruction did not participate in the program beyond the first year. (2) Under the direction of Mr. Felipe C. Gonzales, Project Director, the Laboratory expanded its philosophy to include a total systems approach to attacking the problems of the undereducated Mexican American adult. (3) Steps to develop a newly appointed National ABE Steering Committee into a viable mechanism for input and direction for the second stage of the ABE project were initiated. (4) A Conference of top Adult Basic Education leaders was held in Albuquerque, New Mexico on July 29-30, 1968. From this conference evolved some of the second year instructional elements and related activities associated with the video tapes. Among these were the development of paper and pencil materials by the West Texas Education Center, a delivery system by the Pan American Institute for Social Science and Educational Research that envisioned the use of mass media to promote and disseminate the video tapes, and the SWCEL ABE Clearinghouse specifically for materials relating to the Mexican American. Further, the ABE Conference proposed the introduction of training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs. Consequently, the Proteus Adult Training Center in Visalia, California, was enlisted by the Laboratory to explore and develop teaching protocols and learning materials relevant to the Spanish-speaking adult learner. In addition, the SWCEL, with the assistance of the Educational Service Center, supported the development and implementation of adult basic instruction and vocational education via mobile vans in Estancia and Mountainair, New Mexico.

The University of Arizona TV tape portion of the SWCEL ABE package also took a new direction during Phase II. At the end of the project year, attention was shifted to improving the technical quality of the video tapes in order

to increase their instructional effectiveness. The directorship of the project was shifted from one of co-directorship (Dr. Paul Daniels, College of Education and Frank Barreca, Radio-TV Bureau, had been co-directors) to the directorship of Mr. Frank Barreca. The Laboratory, further enlisted the College to develop course curricula in the College of Education specifically for ABE educators.

Specifics on past achievements and failures have been summarized in reports already presented to the Washington ABE office. The purpose of this report is to provide interim information about the ABE III grant (OEG-2-7-005081-5081). The outline of this report describes the goals and objectives of each component included in the \$800,000 grant that was awarded for the fiscal year beginning September 1, 1969 and extending through August 31, 1970. The second part of the report describes accomplishments and hang-ups to date, and the third section deals with coordination and supervision activities undertaken by the SWCEL.

Objectives

Objectives of ABE III which were proposed for funding from September 1, 1969 to August 31, 1970 were as follows:

I. "Empleen Ingles" Television Video Tapes

A. University of Arizona

The Radio-TV Bureau of the University of Arizona was to produce an additional fifteen finished video tapes, each a complete unit in itself, for a proposed home television course geared to the Spanish speaker who is illiterate in English. The lessons were to follow a continuous sequence and were to be produced in accordance with prevailing broadcasting standards. With the addition of fifteen new tapes the total series would now consist of 30 one-half hour lessons.

B. Field Testing

In order to assess the effectiveness of the video tapes developed by the University of Arizona, the Southwestern Cooperative Educational Laboratory proposed to field test the first fifteen video tapes in six different settings:

1. Rural-Migrant
2. Rural-Stationary
3. Two Urban Areas
4. New York City with Puerto Ricans
5. Miami, Florida with Cubans

The purpose of the field testing would be to determine how much the tapes teach under varying conditions and with different population groups.

C. Supplementary Materials

To further strengthen the teaching techniques of the video tapes, the West Texas Education Center contracted to prepare paper and pencil materials to use in conjunction with the fifteen video tapes produced by the University of Arizona. This activity is a continuation of the paper and pencil materials begun in ABE II. The materials are to be used in both classroom situations and in the home. They consist of variation to the pattern drills in the tapes, dialogue adapted from the tapes and practical application of the language (e.g., weights and measures, telling time). All must be simple enough to allow a second or third grade child to assist when necessary. The materials are geared to both illiterates and literates in Spanish.

II. School of Education - University of Southern California

The University of Southern California..proposed to develop, in cooperation with other agencies in the area (including Proteus) the following four-point program:

1. Seventy-two TESOL television lessons for both classroom and home viewers plus accompanying lesson guides for ABE teachers.
2. Eighteen Spanish language programs about Mexican American cultural heritage designed to develop a stronger feeling of pride and self-worth among Mexican Americans.
3. Nine inter-cultural dialogues in English oriented to the middle-class Anglo population in an effort to promote understanding between the two cultures.
4. Teacher education in-service television programs in which educational resource teams would answer specific questions from classroom teachers, thus providing expert consultant help to teachers in isolated rural areas.

The four phases of this program would be aired without cost on an educational television station, KQED in San Francisco and on Fresno County School television facilities at nominal cost.

III. Proteus

Proteus Adult Education Center in Visalia, California, proposed (1) to design an innovative system which would enable teachers to plan and develop courses and programs which will effectively relate ABE instruction to the adult learner's vocational aspirations, continuing education and participation in community affairs, (2) to demonstrate that this system can produce a change in the

learner's behavior enabling him to secure a better job and/or to pursue advanced education, (3) to plan the system so as to be flexible and capable of replication by ABE programs in other areas, and (4) to make provision for learner mobility, teacher capability, variation, incentive, and resistance to a new form of curriculum planning.

IV. MAPAR - McMinnville, Oregon

To cope with the inadequacies in instructional materials in a concentrated effective manner, the MAPAR Project proposed a contract with the Southwestern Cooperative Educational Laboratory to produce learning materials for the Mexican American educationally disadvantaged adult. For the 1969-70 fiscal year, three exemplary educational packages were proposed.

Unit I

This unit would teach the ESL student the visual, auditory and speech production skills necessary to (a) obtain and use a sight vocabulary--minimum of 30 English words, (b) recognize and pronounce letters and sounds of the English alphabet, knowledge of sequencing included, and (c) effectively use numerous basic English word attack skills to pronounce additional English words and sounds they encounter in their every day experiences. Instruction for this unit would be primarily in Spanish.

Unit II

This Unit would teach the student basic consumer education. Comparative buying and other shopping techniques, as well as money management, would be introduced with appropriate experiences provided to insure student competency. This unit would be presented in both Spanish and English.

Unit III

This Unit would teach the Mexican American in ESL III how to apply for a job by (a) finding employment information from various sources, (b) completing the necessary employment application forms, and (c) providing instruction in preparing for a job interview through practice in a variety of simulated job interview situations. Instruction in this Unit would be primarily in English.

V. Chandler Career Center

The General Learning Corporation in Tempe, Arizona, has contracted to modify the SWCEL Oral Language program lessons, which were designed for use with children, so that they can be used with adults. This involves changing the vocabulary and learning scenes so that they are adult and work oriented, and developing ten video lessons using the split-screen technique.

VI. Micro-Teaching Protocols

During the past two years the Laboratory has developed a series of micro-teaching protocols for adult education teachers. Workshops have been held at the Laboratory which emphasize how ABE teachers can use micro-teaching as a device to change teaching behavior. Without ability for effective and flexible teaching, teachers can affect little change in student performance and progress regardless of available curriculum materials. The Laboratory proposed micro-teaching seminars and workshops throughout the Southwestern states, as well as other states which might request them.

VII. Model Cities

To assess the needs of the people in the Model Cities area, SWCEL proposes to establish a pilot program for its first year of operation. The mothers of children in the Model Cities area would be taught the basic elements of the Oral Language Program and Entry Skills to Reading. They would participate in micro-teaching and cultural sensitizing sessions to enable them to teach the Laboratory's Oral Language Program. Hopefully their children would then be prepared to meet the many challenges on the first days of school.

VIII. College of Education - University of Arizona - Resource Person

The United States Office of Education has made a commitment to the University of Arizona to support a Resource Person in Adult Basic Education for three years. This is the second of the three-year agreement. There are four main objectives to this program, (1) the establishment of a model Mexican American adult basic education center, (2) the development of a Master's Degree program in Adult Education beginning the Spring Semester of 1970, (3) the exploration of needs for special programs such as brief ABE workshops and (4) the review and submission of reports on textbooks and materials pertaining to ABE.

IX. Mobile Unit

The Laboratory proposed to extend the Mobile Unit project and increase the number of mobile units from one to three for the next contract period. In addition to the courses already being offered it was anticipated that other alternatives such as auto servicing, drafting and surveying might be explored. This program

was projected as a joint effort between Title III Service Center in New Mexico and Vocational Education Department of New Mexico, Adult Basic Education Department of New Mexico and the Southwestern Cooperative Educational Laboratory. The vocational students would use the van during the day, and the adult basic education division would use the van during the evening. The vans are already available as a former purchase made by the Educational Service Center (Title III) and would need only slight modification to meet the requirements anticipated.

X. Materials Library

The Laboratory believes that the identification of relevant adult basic education curricula is an important service to personnel participating in ABE projects. The Laboratory also recognizes a need for a library of adult basic educational instructional material to be made available for review, observation and study. Those interested in these materials might visit the Laboratory and review teaching protocols along with the curricular alternatives for Spanish-speaking adults.

XI. Dissemination

The development of printed materials related to the needs of Spanish-speaking adults is seen as a necessity by the Laboratory. A multi-media presentation to illustrate the work of the participating agencies of the adult basic education program was also seen as a need.

XII. SWCEL Clearinghouse

The recent increase of interest in the educational needs of the Mexican American has resulted in much information being published

on this subject. It is of many varieties; books for the teaching of English to Spanish-speaking, curriculum guides, films, proposals, reports on on-going projects dealing with Mexican Americans, scholarly studies, newsletters, bibliographies, newspaper and magazine articles and conference proceedings. The function of the SWCEL Clearinghouse is to collect this material into an ERIC type facility so that it can be disseminated to anyone who may need it. Although SWCEL will be unable to furnish the actual copies of books, films, proposals, etc., it will provide the information on sources, cost and other data necessary for obtaining the materials. The abstract retrieval program has been recently transferred from the 360 computer at the University of New Mexico to take advantage of SWCEL's IBM 1130 direct access capability. Efficiency has been gained by rewriting the basic program and redesigning the disk storage facilities to accommodate 2,300 disk cartridge.

XIII. Steering Committee

The role of the Steering Committee is to act in an advisory capacity for the programs in which the Laboratory is currently involved, providing input as to the ABE needs in different regions. Its organization revolves around a Chairman and Vice-Chairman both residing in New Mexico where they have ready access to information about SWCEL ABE projects.

XIV. Human Resource Center

SWCEL and other related educational agencies have found a great need for consultants and specialists who have expertise in the field of education, employment, community action, cultural awareness, etc. relative to the Mexican American. The Laboratory proposes a Resource Center Consultant Bank of specialists and

consultants on the different fields mentioned. School districts, organizations and individuals requesting consultants would write to the Laboratory and receive the names of two or three people in their area who could provide the assistance requested.

XV. Video Tape Reproduction

This is a special budget category for the purchase of video tapes to be used for field testing.

XVI. Coordination and Supervision

Based upon the current operating procedures, approximately 20% of the total budget was projected as being required for coordination and supervision of this project. This includes salaries as well as direct operating costs for the ABE project which functions within the laboratory facility.

Appendix A illustrates the fiscal projections for each of the anticipated components. The reader should take special note of these projections as subsequent events after the initial proposal (events both at ABE-OE and SWCEL) have caused modifications of some components and complete elimination of others. The following section of this report more clearly defines the action (or in some cases inaction) of the components.

Progress and Problems

I. "Empleen Ingles" Television Video Tapes

A. University of Arizona

Toward the end of the 1968-69 contract year the Radio-TV Bureau was besieged with numerous problems. Although production was on schedule, a series of events disrupted the development of the tapes. The project was seemingly running smoothly when a group of Mexican American educators who were attending an EPDA conference in Tucson asked to preview the tapes. The group walked out of the screening, and sent a telegram to Washington expressing their concern at the lack of "Chicano" input and certain elements they considered offensive in the tapes.

After a series of meetings between SWCEL staff, Radio-TV Bureau staff and the Tucson militants, an Advisory Committee was formed to make recommendations to the Radio-TV Bureau as to how the series might be made more relevant and to insure that nothing in the tapes was offensive to the Mexican American. In addition, the SWCEL created the position of coordinator to work as a local liaison between the Radio-TV Bureau and the Tucson community.

The new contract for the development of 15 additional tapes at a cost of \$210,588 was to have gone into effect in September of 1969. In anticipation of immediate funding the University continued the uninterrupted development of the TV tapes.

In November of 1969, Dr. Carmen Timiraos, a nationally recognized ESL specialist, joined the SWCEL staff. She was assigned to monitor the Radio-TV Bureau project. The first order of business

was the clarification of operational procedures. A process whereby the scripts would be reviewed for correctness in Spanish by two University script readers and for content by the Advisory Committee, the Tucson Coordinator and Dr. Timiraos was initiated. Any of the reviewers had the option of making changes, suggestions and/or comments if they objected to the lessons as proposed. If the Radio-TV Bureau got no response within two weeks from the reviews they were to proceed on the assumption that the scripts had been approved.

The position of Tucson coordinator was not filled until December of 1969. The delay in hiring was due to the fact that SWCEL wanted to make certain that adequate consideration was given to the hiring of an individual who could work successfully with all segments of the Tucson community. Mrs. Anne Lopez was selected (with the approval of the Tucson Committee) from a group of three to serve as SWCEL liaison between the community and the University (see Appendix B--Tucson Coordinator Job Description and minutes of Tucson Advisory Committee meeting).

Early in January the SWCEL-University of Arizona contract was approved and sent to SWCEL to be signed by the University and SWCEL. Prior to the notification that the contract had been approved the University had financed the total operation with no guarantee of contract approval. The contract was signed and returned to Washington in mid-January. However, because of a change in USOE personnel the signed contracts have not been returned to SWCEL or the University of Arizona. The University has expended in excess of \$135,000 and has received only \$35,000 to date.

Despite the numerous constraints the University is keeping fairly close to schedule. The final delivery date for fifteen thirty minute videotapes is July 1, 1970. However, it appears that that delivery date may have to be extended by a month. Upon completion of the 15 video tapes in July or August, a complete series of 30 lessons will be available for field testing.

Phase IV of the video tape development will consist of the revising of the tapes according to field test findings, where necessary. Because of the overwhelmingly positive reception to the video tapes by the target viewing audience, the Tucson Committee and the SWCEL are very seriously exploring funding sources and alternatives to continue the development of additional "Empleen Ingies" lessons. It is interesting to note that two of the members who were part of the Tucson Walkout are now actively supporting further development of the tapes. This substantiates the notion that active community involvement in developmental activity is imperative.

B. Field Testing

The field testing of the first 15 video tapes was coordinated by SWCEL staff. Dr. Atilano Valencia developed the test instrument, and coordination of the actual field testing was accomplished by Mr. James Jaramillo of the ABE staff.

The purpose of the test instrument was to ascertain cognitive learning effectiveness of the 15 lessons, (oral English usage and comprehension) and to determine cultural relevancy of the lesson content. Only one type of treatment condition was included in the 69-70 field testing. All viewing by participants was done in the home.

The test design involved five different population types:

1. Rural Stationary-Brownsville, Texas
2. Rural Migrant-Santa Maria, California
3. Urban Centers - Denver, Colorado and San Antonio, Texas
4. Other Spanish-speaking Ethnic Groups
 - a. Puerto Ricans - New York
 - b. Cubans - Miami

Fifty people were randomly selected from each geographic area. The criteria for selection was a score of 50% or below on a pre-test designed by SWCEL to measure oral English usage and comprehension.

A time factor was examined in this year's field testing, and two different time dimensions were used. In all but one location, the video tapes were shown in a series (day by day program excluding Saturdays and Sundays). In Denver, Colorado, the tapes were shown on a distributed time base pattern (every other day excluding Saturdays and Sundays).

The initial step in setting up of the field testing mechanism was the identification of local coordinators to do the actual testing. One coordinator and three interviewers were identified in each of the target areas. Under the direction of Mr. James Jaramillo the coordinators contacted local television stations explaining the purpose of the field testing and requesting the use of TV time as a public service.

As soon as the TV time had been secured, members of the SWCEL ABE staff were assigned to conduct training of interviewers in the various geographic areas. Once the training of the interviewers was complete, the pre-test was administered to

eligible participants. Upon selection of 50 in each site each viewer was asked to watch in the home the series as a community service. Upon completion of the series on TV the interviewers administered the post-test. Criteria for scoring the post-test was the viewing of at least 10 lessons. Those who had viewed fewer than ten lessons were interviewed to determine why they had not watched the complete series.

After completion of the testing in the target geographic area, the results were mailed back to the Laboratory where the information was transferred to the Computer. Preliminary data indicates very positive results. Each of the interviewers was asked to comment on the video tapes, the test design, etc. Copies of the comments are available in Appendix C. When the information has been compiled, Dr. Atilano Valencia will begin analyzing the data and preparing the results for publication. The target date for completion of the field test publication is May, 1970.

C. Supplementary Materials

The paper and pencil materials are designed to be used in conjunction with the video tapes being developed by the University of Arizona.

The materials are set up so that the presence of a teacher is not necessary for their use. According to the program design, the learner will be helped at home by children (second or third grade level) or other members of the family who have some training in the English language. The materials can also be used in classroom situations and are complete with teacher's manuals.

Audio tapes are available with each lesson. The paper and pencil materials follow the lesson format of the "Empleen Ingles" TV tapes and include variations to the drills and dialogues presented in the tapes.

As was the case with the other sub-contractors, the West Texas Education Center has not received a signed contract from USOE in Washington. However, they have proceeded to work on the development of lessons 6-20. (Lessons 1-5 were completed as part of ABE II;)

In order to coordinate the efforts of the Radio-TV Bureau and the West Texas Education Center a meeting was held at SWCEL on March 31, 1970. Purposes of the meeting were to provide instruction in the writing and implementation of behavioral objectives and to discuss development of materials with SWCEL, West Texas and the Radio-TV Bureau. The meeting was successful in that it provided an opportunity for the exchange of ideas between the agencies.

The West Texas Education Center is presently running about three lessons behind schedule. However, they expect to complete lessons 6-20 by the end of May for review by the University of Arizona and SWCEL. Lessons will then be revised, and final copies and a final report will be delivered to the Laboratory on or before July 31, 1970.

To test the effectiveness of the Paper and Pencil Materials the materials will be included in the test design for next year's video tape field testing.

II. School of Education - University of Southern California

The initial contract to the SWCEL included the USC proposal as a component, and the project was never officially funded. New directions from Washington have prohibited the continued sub-contracting of this effort. (The goals and objectives of the total system were outlined in Section 1 of this report.)

Earlier encouragement from D.C. and from the SWCEL to USC resulted in an expenditure of approximately \$15,000. While no legal ramifications for payment of expenditures were implied, from ethical and professional points of view avenues for salvaging important products from the USC program were discussed frequently by representatives from USC and the Laboratory.

As a result of these discussions, three products were judged of sufficient importance to be worthy of fiscal support. These include:

1. A systematic technique for exploring community resources.
2. The development of a community-centered curriculum.
3. The development of a curriculum which features Mexican American cultural heritage.

A unique feature of these products is their use of a community in Tulare County, California for their development through a joint effort involving the University, Mexican Americans from a migrant community, representatives from the Teacher Corps and Vista Volunteers.

The first package determines the types of questions that should be asked if an ABE program is to be built on the desires and needs

of the local participants. The second package illustrates how a community-centered curriculum can be developed, and the third describes how important emphasis can be given to the development of materials which reflect the culture of the peoples for whom the program was intended. (This is a highly significant factor and one which receives much emotional rhetoric without clear-cut procedural steps for putting it into practice.)

The completion of the package is only the first step in the total development cycle. After pilot testing the materials in SWCEL sponsored summer institutes, the materials will need to be packaged and prepared for dissemination to State ABE Directors, and, ultimately, to local project directors. Funds for accomplishing these activities are not available, apparently, at the present time from either ABE-OE or state agencies, but the matter needs to have attention and prompt action.

A complete outline of the rationale for the packages and the fiscal arrangements for accomplishing same is included in Appendix D.

III. PROTEUS

The Proteus Project was planned to effectively relate adult basic education instruction to the adult learner's vocational aspirations, continuing education, and participation, by the development of an innovative system for teaching and to show that this system in operation would produce changes in the learner's behavior to enable him to obtain better jobs and/or advanced education. This project, like the USC project, was never officially funded. (See goals and

Because of the need to obtain three components from the Proteus Project a request to amend the SWCEL contract OEG-2-7-005081-5081 was forwarded to ABE-OE on February 18, 1970. As of this date final approval that the amendment has been accepted has not been received although verbal assurances from OE officials have been given indicating a "support in principle" for the project.

Salvagable from the intended program are the following elements:

1. Video tapes to complete the ESL teacher training package.
2. Transparencies and other visuals to accentuate curricular components of a total systems design sequence in ABE.
3. A planned outline with relevant discussion points for assisting ABE directors and teachers to become aware of and act with the systems approach.

Only upon receipt of an acceptable product will awards for payments be made. (See Appendix E for a complete description indicating expectations and guidelines for acceptable products.)

We have some cause for concern about the development of these products. A large turn-over in personnel--some due to the fact that we were unable to refund the project at the \$70,000 level--including the Director, have caused a loss of articulation and continuity in the program. Whether the agency that now exists has either the horsepower or the competency to complete the prescribed packages, with the criteria established for quality, remains to be seen.

The products are definitely needed (see chart in letter dated February 18 addressed to Gilbert Chavez in Appendix F) and the SWCEL anticipates providing whatever substantive support possible. If acceptable products are not obtained from Proteus, we recommend that funds be transferred to an agency that can deliver.

IV. MAPAR

MAPAR has undertaken the development of a three unit bilingual approach to English that will provide various levels of entry for the Spanish speaking adult.

The first program (Unit I) is directed at the Spanish-speaking adult who has minimal understanding of the English language. Briefly, the ESL I Unit is designed to give basic instruction in oral language. The ESL Unit I package has been delivered, and a field test format is in the process of being developed. The package consists of audio tapes, overhead transparencies, sight vocabulary cards, student workbooks and a teacher's manual. All materials are color coded for easy identification and are designed so that they can be used by teacher aides in the classroom.

Unit II is essentially a consumer education, comparative buying program and is currently in the design stages.

Unit III is envisioned as a vocational exploration unit, i.e., job seeking, applying for a job, interviewing, job availability, etc. Each of the units incorporates a teacher and an aide who are responsible for the basic instruction.

V. Chandler Career Center

The General Learning Corporation, Tempe, Arizona, was enlisted to modify the Oral Language lessons (presently child oriented) so that they may be used with adult classes. This involves (1) changing the vocabulary so that it is both adult and work centered, (2) changing the learning scenes so that they, too, are adult

oriented, and (3) developing ten video lessons teaching correct anatomical techniques for reproduction of English sounds.

To date the work on the project has not begun. Because of internal procedural policy, General Learning Corporation cannot begin work on a sub-contractual basis until the executed documents are in their possession. Since this remains to be accomplished, a target date for beginning the project cannot be guaranteed. In order that the project be completed an extension of program dates will be necessary. It is the intention of the SWCEL to request that USOE extend the SWCEL-General Learning contract through November 30, 1970 to allow the completion of the 147 OLP lessons.

VI. Micro-Teaching Protocols - Mini-Institutes

Mini-Institutes, which are two day on location programs, are designed to provide supplementary follow-up preparation to the Teacher Training Institutes. At this point eight Mini-Institutes have been conducted: Las Vegas, Nevada; San Antonio and Laredo, Texas; Albuquerque, Las Cruces and Artesia, New Mexico; Juneau, Alaska, and Union City, California. At least four more are scheduled at this time: two in Oregon (Portland and Ontario), one in Arizona, and one in Idaho.

There are four components to the Mini-Institutes:

1. English as a Second Language
2. Micro-Teaching
3. Behavioral Objectives
4. Cultural or Human Awareness

The SWCEL ABE staff offers all four or any parts thereof. All four parts have been done in Las Vegas, San Antonio and Laredo. In Albuquerque, Las Cruces and Artesia only Cultural Awareness and ESL were presented, in Alaska, only ESL and in Union City, only ESL and Micro-teaching. The decision on the components to be used is made by the State ABE Director. No Mini-Institutes have been conducted without the consent of the State ABE Director.

All four components will be offered in California and Oregon.

The format varies according to local demand. (See Appendix G.) We have gone from a "cast of thousands" to almost a one man show.

The Behavioral Objectives presentations have been given by Dr. George Carnie, Denver, Colorado, and Harry Wigderson and Earl Cornwell from ADAPT in Visalia, California. The Cultural (Human) Awareness has been handled by James Jaramillo, Ralph Dominguez, Felipe Gonzales and Gilbert Villarreal. ESL and Micro-teaching have been presented by Carmen Timiraos with assistance from Gilbert Villarreal and Cleto Duran (a specialist from T-VI in Albuquerque). In addition, the Mini-institutes serve as both a location for testing newly developed material and providing a sounding board for the purpose of determining what new materials should be developed.

The ESL and Behavioral Objectives packages are being developed to be completely self-contained. The individual or group using them will require only a tape recorder and/or other projector. Hopefully, the packages will be finished by June 1, 1970. They are to be field tested during the two anticipated summer institutes. The packages

will be evaluated during the course of the first institute and revised and modified as needed. They will again be subjected to evaluation during the second institute. Assessment of the completed packages will be done by an outside evaluator.

The Mini-Institutes have capitalized on local clientele; that is, personnel who were trained at SWCEL-sponsored summer institutes are asked to participate in the mini-institutes as discussion leaders. This serves two purposes; (1) the people who go to summer institutes have a follow-up obligation to themselves and to their colleagues who could not attend a summer institute, and (2) the sponsors of summer teacher training institutes are able to ascertain which summer participants were in attendance for the purposes of a paid vacation and which, indeed, expected to take something back to the people with whom they work.

While State ABE Directors give the Mini-Institutes very high priority, the SWCEL staff believes best use of fiscal resources could probably be expended on a minimum of institutes where the need is greatest but with primary attention given to the development of institute materials. Secondly, it is anticipated that State ABE Directors will participate, to a greater degree, in the financial aspect of the Mini-Institutes, e.g., transportation and per diem of participants.

VII. Model Cities

In response to the national mandate to coordinate resources to resolve problems in the Model Cities effort, the Laboratory proposed the establishment of a pilot program for mothers of children in Model

Cities areas who would be taught the basic elements of the Oral Language Program and Entry Skills to Reading.

Model cities identified as possible program development areas were: Trinidad, Colorado; Albuquerque, New Mexico, and Tucson, Arizona.

After several planning sessions with Trinidad Model Cities officials and Mr. Hugh Linn, Superintendent of the Trinidad Public Schools District No. 1, the areas in which SWCEL and Trinidad Model Cities might best be able to work were determined to be:

1. Teacher and teacher aide training in the OLP for pre-school and primary grades. The cost of this project would be incurred by the Trinidad Public schools or the Model Cities agency.
2. Teacher and/or teacher aide training in ABE via a two-day workshop in Trinidad.
3. The Laboratory might assist in the establishment of an ABE program in the "barrio".

These were the three areas in which the Laboratory offered assistance. However, there has recently been a change in the membership of the Citizen's Education Committee of Model Cities. We are not sure how this is to affect the status of the projects proposed. In addition, the SWCEL coordinator assigned to monitor the Model Cities project has recently accepted another position. His successor has notified the Trinidad City Demonstration Agency (CDA) that SWCEL still has available the resources discussed previously and that if Model Cities funds are not spent before August 30 they will be returned to the Federal Government.

The format for a SWCEL-Albuquerque Model Cities program has taken many directions. Initially, representatives of the Model Cities staff contacted the Laboratory to request that the Laboratory research available materials relating to consumer education. This was done and the materials were turned over to Mrs. Amalia Payne of the Model Neighborhood Area (MNA) Health and Welfare Committee. Nothing ever came of the project, and the materials were returned to SWCEL.

Two possibilities still remain for involvement in the Albuquerque Model Cities program:

1. The Day Care Component of MNA has been contracted to UNM-Institute for Social Research and Development. A director has been named and discussion continues on the possibility of training mothers in the OLP program or providing a liaison staff member from SWCEL to work with the project staff.
2. The possibility of a project in Consumer Education still remains. The Health and Welfare Committee will soon be hiring a director for the educational component which should generate activity in the development of potential ABE materials.

The possible use of SWCEL's Oral Language Program on local television has been discussed with members of the Tucson Community. In addition to the showing of the materials on television, an OLP training program for mothers is also envisioned. Specifics on this project are not yet available as the program is still in the negotiation stages.

In summary, the SWCEL has pledged available resources to the Model Cities programs discussed. Although the general response to theoretical involvement has been good, none of the programs has yet come to fruition. Attempts are being continued to get some kind of program off the ground. However, if funds are not committed before August, 1970, the funds will be returned to the Federal Government.

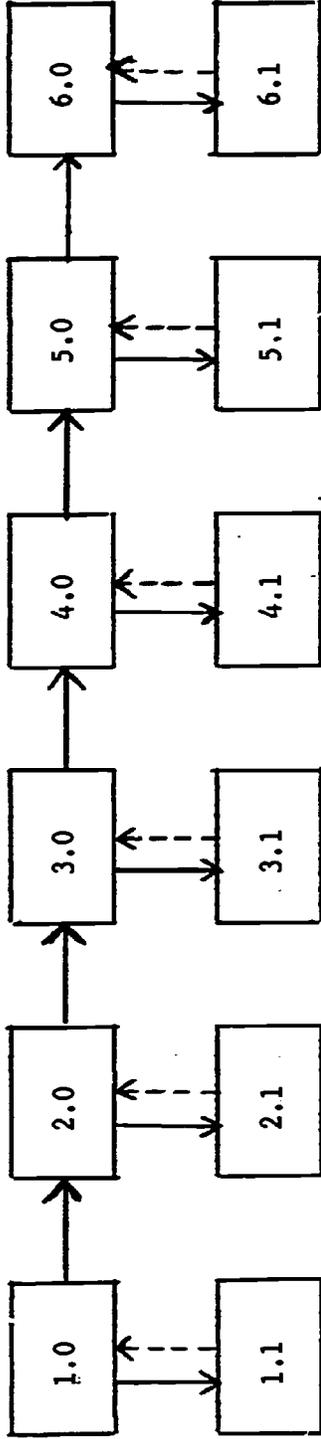
VIII. College of Education - University of Arizona - Resource Person

This project has gone through considerable revision since the idea of a Resource Person at the University of Arizona was initially conceived. Rather than going into detail about the original proposal, we point out the six anticipated major objectives which are described on the flow-chart accompanying this section.

To date, no official reports of accomplishments can be stated. Although the contract has been signed by the University of Arizona, official approval via a signed contract from D. C. has not as yet been received. This fact has prevented the SWCEL staff monitor, Mr. Ralph Dominguez, from exerting pressure; the University of Arizona is working on faith and on the knowledge that neither the SWCEL nor the ABE-OE representatives have recommended the continuance of this project.

Although the picture appears pessimistic at this time, Mr. Dominguez continues to stress the importance of the objectives and presses for their completion.

THE UNIVERSITY OF ARIZONA
College of Education - Adult Education Resource Project
Work Program for Fulfillment of Contract



- 1.0 Review curriculum materials available in SWCEL Library.
- 1.1 Write a report on above materials and make it available to: Sterling Johnson (Jim Showers); ABE Directors in Arizona; Appropriate people at the University; and to other Community Action Programs.
- 2.0 Obtain copies of program formats on Mini-Institutes and work through Sterling Johnson to get these into the right hands.
- 2.1 The above would capitalize on Arizona teachers who participated in SWCEL Teacher Training Institutes last summer.
- 3.0 Obtain copies of Pre-Service and In-Service Training Model for TESOL/ABE Teachers and Teacher Aides and plan an institute illustrating how these could be used.
- 3.1 Mini-Institute to be held at Central Arizona College on May 15-16.
- 4.0 Prepare a report, on the basis of interviews and discussions, indicating the type of Mini-Institutes in Arizona.
- 4.1 The above must focus on Spanish-speaking populations.
- 5.0 Identify additional library curriculum materials.
- 5.1 Obtain copies of ABE curriculum materials (especially teacher made) evaluate these on SWCEL forms and forward to SWCEL.
- 6.0 Report on the frequency, places, and personnel where consultancy services take place.
- 6.1 The above must focus on Spanish-speaking populations.

IX. Mobile Unit

This project was anticipated as a continuation of a part of the Phase II ABE proposal and would have illustrated a cooperative effort between a Community Action Program (Vista), Education Service Center (funded by Title III of the ESEA) and a materials development agency--SWCEL.

Unfortunately, the ESC was not refunded by the State of New Mexico, and the mobile van that was used for the project--available from the ESC--was turned over to another agency.

When it became apparent that the project could not be extended, the SWCEL made immediate efforts to establish dialogue with leaders of a nearby Navajo Indian Community with the thought of establishing an ABE work-study demonstration project at Canoncito, New Mexico. The program at Canoncito has long been recognized as one which should have high priority.

To run the project, the SWCEL had planned to enter into a sub-contract with the Leo Kramer agency, the organization which was funded to develop an imaginative program through Special Project monies in Columbus, Ohio. The purpose was to illustrate how a program developed via 309 monies could be transported and succeed, with some modifications, in a different location with a different population (American Indian vs. Black).

Because the SWCEL is funded to emphasize programs for the Spanish-speaking people and because other mitigating circumstances too numerous to mention in a report of this type entered the picture,

the negotiation on this proposal finally came to a halt. The \$40,000 that was initially allocated for the Mobile Van Project has, therefore, not been tapped.

In the near future, the SWCEL in cooperation with the ABE Steering Committee, and the ABE-OE leaders will submit a proposal for extension of the current contract and will recommend another option for the effective use of the fiscal resources. One discussion between these groups has already been held and final decisions are anticipated on May 8-9 when the groups--along with others interested in the needs of Spanish-speaking people--meet in Albuquerque.

X. Materials Library

The Materials Library now has in excess of 300 specific types of ABE materials that have been promoted by textbook publishers as being appropriate materials for the Spanish-speaking adult learner. An instrument has been developed to appraise these materials (see Appendix H).

The purpose of this evaluation is to help those ABE directors in charge of local programs know what materials are available, what populations of students can benefit from the materials, and what teacher training activities are appropriate for their using the materials. This evaluation instrument has already been employed for a careful assessment of each published work by two carefully trained ABE teachers who work almost exclusively with undereducated Spanish-speaking adults. They have determined that most of these available materials do not meet the needs of the adult learner.

Their evaluations are available upon request to the Laboratory. Project directors and interested persons may visit the Laboratory for a more comprehensive review.

State ABE Directors have been particularly helpful in identifying sources of materials. For example, Tom Trujillo in New Mexico, acting ABE Director Sterling Johnson in Arizona, Robert Calvo in California, and Ralph Mack in Texas have loaned materials or evaluations to the Lab and have offered important leads in other areas.

The next step is to identify and assess "teacher made" materials. In the long run, based upon information already gathered, teacher prepared materials may be more closely oriented toward the needs of the adult learner than the commercially prepared materials.

While the evaluations have been very helpful to a number of users, e.g., project directors, the review of what is currently available emphatically points out the necessity for the development of relevant materials that contain at least the following elements:

1. Specific Objectives
2. Relevant Content
3. Reasonable Teacher Instruction Strategies
4. Appropriate Evaluation Criteria

Those who have been engaged in on-going ABE programs have long called for this type of development activity--particularly in the curricular areas of reading and mathematics--but the fact has seldom been driven home as forcefully as it has by the comprehensive review of what exists.

XI. Dissemination

The problem of helping individuals become aware of already existing programs, materials, etc. with the intent of prohibiting the "reinvention of the wheel" syndrome so prevalent in American education has been the major principle on which dissemination activities have been based. Therefore, all publications of projects and research conducted by the SWCEL, such as "The Chicano is Coming out of Tortilla Flats--One Way or Another" and "A New Look at the Attributes of the Mexican American" have been freely disseminated to interested parties.

In addition to materials available from inhouse sources, which includes films and filmstrips, etc., identification of external sources of relevant dissemination items have been made. Examples are films such as "The Invisible Minority" and "Black America" which the SWCEL is making available to requesting groups. Materials developed via other agencies such as the USOE Mexican American Affairs Office and the Proteus Project (teacher aides) are forwarded to individuals who make requests.

Other dissemination activities include the mail-out of materials made available via the curriculum materials library and the computer clearinghouse discussed elsewhere in this report. Additional efforts will be made to establish contacts with other agencies that have similar interests in order to establish a collaborative effort in the sphere of dissemination.

OE-ABE's help in this regard is particularly useful. One such endeavor, for example, was promoted by Mr. Gil Chavez of the ABE-OE office. Knowing of a conference at the University of Minnesota--

"Needs of the By-Passed Populations," Mr. Chavez arranged for the University of Minnesota and SWCEL collaboration on the conference format as well as the "papers" that were presented. Nationally recognized authorities on the needs of the Mexican presented papers at the conference and this wide dissemination via the collaborative effort should be quite beneficial. The SWCEL staff opinion is that this particular activity represents an ideal way for building into a given effort competency, fiscal support and dissemination expertise. We anticipate more of these types of activities in the future.

XII. SWCEL Clearinghouse

The ABE Clearinghouse is a computerized information retrieval system which now stores author, title, availability, and abstracts of over 1,500 books, articles, brochures, films, etc. which deal with Mexican American Adult Basic Education. Each entry is indexed under one or more primary descriptors as identified in Appendix I.

The need to help practitioners know what materials are available, what programs are underway, what groups are involved in action programs is paramount; the Clearinghouse is designed to meet this need. (See Appendix J.) Unlike the ERIC system which has as its focus research conclusions, the SWCEL Clearinghouse focuses on people and programs where others engaged in similar activities can receive assistance.

Contacts throughout the United States forward to the Clearinghouse Research Assistant, Mr. Ralph Dominguez, information that might be included in the retrieval system. The information is abstracted into a comprehensive, concise form, key-punched and stored on the

computer's magnetic tape. (As the computer is rented via a separate SWCEL account, the cost to ABE includes only preparation time for the documents and actual computer run time.)

A brochure (see Appendix K) has been prepared and distributed to State and National ABE agencies which describe work of the Clearinghouse. In addition, mention of the service is made at each mini-institute conducted by the Laboratory and via the American Library Associations's Newsletter (see Appendix L).

When requests from the field are obtained, the necessary processing is initiated, and the results promptly forwarded. This usually takes from 1-3 days unless the material requested is not contained inhouse. If this should occur, every effort is made to obtain the requested information and then promptly forward it to the requestee as well as placing the information in the retrieval system. (See Appendix M for the type of requests received.)

Staff members anticipate an eventual listing of 15,000 to 20,000 documents, although the SWCEL may not be the agency to complete this project. The system has been designed in cooperation with the ERIC personnel in Las Cruces with the thought in mind of ultimately transferring all documents either to the Las Cruces or Syracuse systems. At this point in time, however, the ERIC systems are not staffed to handle the types of documents that are listed. But in the future, rather than having two systems, every effort will be made to have all documents contained at a single reference point.

XIII. Steering Committee

The need in our country for "involvement" in establishing priorities and program thrusts has probably never been as great as it is at this time, and this is as it should be.

A National ABE Steering Committee was established as Phase II of the contract between ABE and the SWCEL was negotiated. Unfortunately, lack of communication on such topics as the role of the Steering Committee, the relationship of the ABE State Directors to Special Projects and even the lack of some necessary follow-through by the SWCEL prevented the Steering Committee from operating as effectively and as efficiently as possible.

During Phase III, a renewed effort was made to re-establish the constituency of the Steering Committee, to re-open communication lines, and to more clearly define the role of the ABE Steering Committee.

Names and positions of those who are currently included on the Steering Committee are listed in Appendix N. The list reflects an effort to include State ABE Directors, local project directors, and other personnel who are involved in adult education training programs and who are not, necessarily, a part of the State ABE program. Mr. Tom Trujillo, Director of the New Mexico State ABE program, is the current Chairman of the group. Vice-Chairman is Mr. Enrique Naranjo, coordinator of the HELP program. Through these men and others on the committee, improved coordination and communication with other agencies has resulted.

Quarterly meetings are held during which time the committee discusses old and new action items. In attendance at these sessions--in addition to the regular members--are representatives from the Regional Office of Education (usually George Blassingame from the Dallas office) and from OE-ABE (usually Mr. Gil Chavez). The involvement of individuals covering the continuum extending from the local level on one end to the national level on the other end helps at the early discussion stages to avoid both misunderstandings and spinning of the wheels.

Not only do we strongly support the role and necessity of the Steering Committee, but our experience would urge us to advocate such bodies for all Special Projects. (See Appendix O for an example of the minutes which reflect the substantive discussions which take place at the Steering Committee sessions.)

Members of the Steering Committee receive transportation and per diem allowances for their assistance, but each has agreed to aid without expectancy of additional remuneration.

XIV. Human Resource Center

To eliminate perpetuation of the consultant who "blows in, blows off and blows out" and at the request of the ABE Steering Committee, the SWCEL has attempted to establish a human resource bank which has identified specialists in the areas of, but not totally inclusive of, community action, curriculum performance criteria development, human awareness, economic development as it relates to ABE, and teacher aides. At this time over 150 experts in these and related fields have been identified, and requests from varying agencies are being honored. Requests for appropriate personnel have been made

to State ABE directors, Regional Program Officers, Mexican American agencies throughout the United States, Office of Education, and local ABE directors.

Follow-up activities by the SWCEL include the completion of a report by the using agency in order that the "best" consultants--as indicated by the users--can be recommended for future consultations. Reports will be placed in an annotated reference listing. SWCEL provides the listing only--no resources are available to pay for the consultant's services.

A major remaining need in this area is to complete compilation and cross-referencing of available bibliographical information and disseminate information about the available services to potential users. (See Appendix P for a format which illustrates one technique for obtaining commitments to list in the Human Resource Bank.)

XV. Video Tape Reproduction

Resources in money and materials have been allocated for the purpose of making additional copies of the video tapes produced at the University of Arizona. The reproductions are of two types and are used for two purposes. Some of the monies are used to make duplicates of the original fifteen tapes--developing those tapes that can be used both at commercial television stations and those that can be used on small, less expensive equipment for local programs. Other monies will be directed to the production of kinescopes which are used when 16 mm movie projectors rather than video playback equipment is available.

XVI. Coordination and Supervision

Since the initiation of Phase I of the SWCEL-ABE Project, a major role of the Laboratory has been to identify, support and monitor ABE programs in the Southwest that focus on the Spanish-speaking undereducated adult. For the past two years the Project Director has been Mr. Felipe C. Gonzales, former Director of the night school division at the Albuquerque Technical-Vocational Institute and President of the New Mexico Adult Basic Education Association.

When the proposal for this fiscal year was written, the SWCEL staff anticipated a continuation of its coordination and supervision functions through a series of sub-contracts with other educational agencies located throughout the Southwest (extending from California in the West, to Oregon in the North, to Midland, Texas in the East and El Paso in the South). In addition the SWCEL expected to tool up and staff up to expand internal operations.

While much of the previous discussion has outlined progress to date, we would opt in this section to point out some of the major difficulties that have been encountered and to illustrate, when possible, what corrective actions have been taken to help resolve the problems.

As one can plainly see from the descriptions of the various projects the SWCEL project en toto is quite complex. Each piece of the various packages fits together into a total system, but no system is stronger than the weakest part. Taken as a whole, the total system makes sense, and we strongly recommend that ABE-OE consider other such arrangements whereby what might occur as

fragmented, isolated program thrusts can be pulled together in a sensible, viable total endeavor. (It is our understanding that OE has decided to focus sub-contracting from a single agency and there may be good arguments for this point of view. We believe careful review should be given to this program decision.)

When an agency is given permission to sub-contract, fiscal resources should be made available promptly in order that the monitoring agency has the leverage of using the "dollar" as a motivating device for quality products. At this time, for example, final approved sub-contracts have not been received by SWCEL, although verbal approval for rewarding sub-contracts fiscally has been given (we make here no effort to lay blame on any individual or agency--we simply point out this factor as one which needs to be eliminated). One can hardly expect to require a quality product from a sub-contractor, demand that the sub-contractor meet his time commitments, and expect real cost effectiveness if the sub-contractor is taking the development costs out of his hide rather than from the fiscal arrangements that have been agreed upon.

This lack of resources, while still attempting to have sub-contractors develop their wares, resulted in numerous telephone conversations, many unanticipated trips, and in some cases rather ambiguous and arbitrary decisions based more on anticipated than actual outcomes.

In spite of these handicaps, significant progress has been made. To accomplish this, considerable internal re-organization and direction of work assignments has been necessary. For example, each program has been systematically defined in such a fashion that the roles of

Laboratory personnel in many cases are inter-changeable (see Appendix Q for an example of this type of programming outline). Check sheets for many activities requiring planned and continuing action have been and are being compiled. (See Appendix R for an example.)

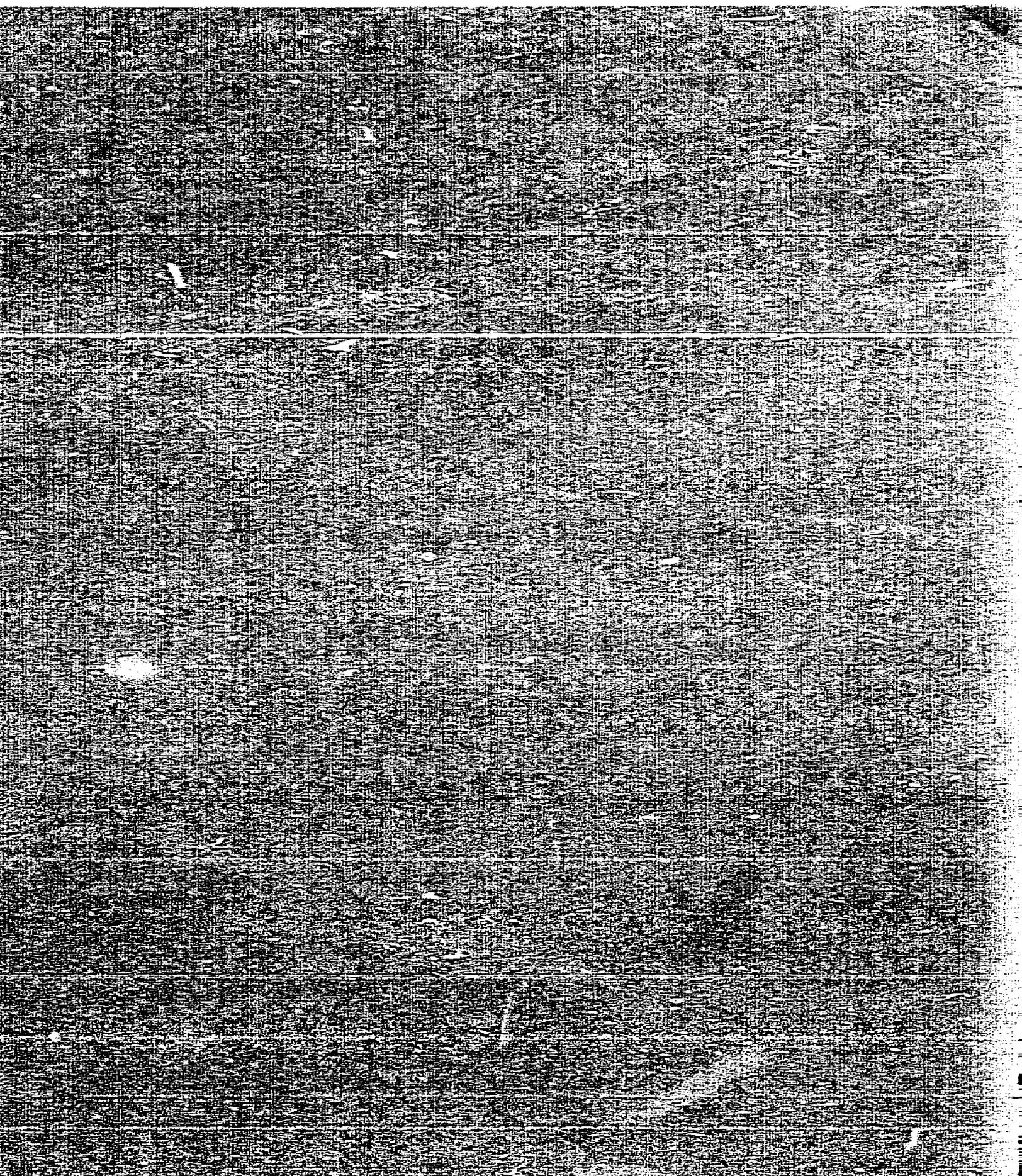
Inhouse personnel are responsible for a variety of activities including development of packaged, self-contained materials, monitoring of sub-contracts, conducting mini-institutes, disseminating appropriate printed and visual materials, sponsoring and receiving advice from both the Tucson Advisory Committee and the National ABE Steering Committee, and the packaging of a large number of products into a total system. The tasks are great!

As Project Director, Mr. Gonzales has the responsibility for making all systems "go." Working with him are Irene Sikelianos, Administrative Assistant; Ralph Dominguez, Research Assistant, in charge of internal operations related to the Clearinghouse, Human Resource Center and the Curriculum Library (as well as other monitoring duties); Dr. Carmen Timiraos, a nationally recognized ESL expert, responsible for developing the ESL packaged materials, designing and implementing mini-institutes, and constructing a Behavioral Objectives Package (along with other monitoring chores on such important projects as the University of Arizona video tapes and the Paper and Pencil Material under construction at the West Texas Education Center); Gil Villarreal, responsible for development of the cultural awareness materials and lending support on the mini-institutes (and other monitoring duties).

Accountability and cost-effectiveness have become key concepts in the ABE section. With assistance from the Business Manager, Duane Sours, a cost-accountability system which provides immediate information about program expenditures and encumbrances has been designed and implemented (see Appendix S for an example of the data sheet which reflects current expenditures for the Coordination and Supervision budget).

The role and concomitant functions of the Laboratory are changing; these changes require new and different kinds of thinking and staff competencies. The months ahead will reflect these factors. There is much to do in the months ahead if the goals and objectives of the current contract are to be recognized, but the SWCEL staff is committed and dedicated toward those ends (as an indication of the purposes and intent please refer to Appendix T which outlines priorities for the staff at this point in time).

APPENDIX A



ABE PROJECT
1969-70

BUDGET

University of Arizona - TV tapes	\$210,588
University of Arizona - Resource Person	10,000
Model Cities	15,000
Materials Library	30,830
West Texas Education Center - Paper & Pencil Materials	15,000
Mini-Institutes	35,000
Dissemination	10,000
Human Resource Center	15,000
Canoncito Indian Project	40,000
Field Testing	35,000
Steering Committee	4,000
Clearinghouse	25,000
Video Tape Reproduction	33,214
MAPAR	60,000
University of Southern California	76,368
Proteus	60,000
Chandler Career Center - OLP Conversion	25,000
Coordination and Supervision	100,000
Teacher Training Institutes	133,162
	<hr/>
	\$933,162

APPENDIX B

COORDINATOR FOR CULTURAL AFFAIRS AND COMMUNITY RELATIONS

SWCEL-University of Arizona Radio-TV Bureau

1. Works with the Bureau Director, project directors and production staff on the SWCEL program production activities.
2. Serves as the liaison between the Southwestern Cooperative Educational Laboratory, the Radio-TV Bureau, representatives and community organizations of the Tucson Mexican American Community; and advises the Bureau Director, project directors and production staff of significant target audience opinions and attitudes regarding Bureau activities in this area.
3. Assists the Bureau with selection of personnel for work on SWCEL programming.
4. Has a particular concern for:
 - a. Maintaining open and rational channels of communication to facilitate information exchange between the Bureau and the Tucson Mexican American community.
 - b. Assisting in the coordination of appropriate cultural and lexical input into the SWCEL programming.
 - c. Significantly contributing to the on-going evaluation of the programming to assure that:
 - (1) Program content is relevant and beneficial to the target audience.
 - (2) The target audience is adequately considered in terms of general need and content preference.
 - (3) The information contained in the programming is academically and culturally acceptable.
5. General qualifications should be:
 - a. Strong and current involvement with the Mexican American community and an understanding of their needs, attitudes and cultural heritage.
 - b. A demonstrated competency in linguistic and instructional skills especially appropriate for the Mexican American population.
 - c. Ability to work within and comply with existing contract and Bureau production schedules and to adequately function within the Bureau's general administrative organization.

6. Maintains a continuous dialogue with the SWCEL Monitor of the Bureau's program as well as with the ABE Director and SWCEL Director to keep SWCEL informed of current activities.
7. Will work closely with the Tucson Advisory Committee to insure that the channels of communication between the Tucson Mexican American Community and the Bureau's SWCEL program reflect appropriate cultural input and needs of the target population.
8. Provides feedback to the Southwestern Cooperative Educational Laboratory following each Advisory Committee meeting.
9. Provides monthly written reports to the Laboratory.
10. Is an employee of the Southwestern Cooperative Educational Laboratory and subject to all its policies and regulations.

Approved 1-15-70

Thursday, September 25, 1969
KUAT Studio
University of Arizona

The meeting was called to order by Maria Urquidez, Chairman, at 7:30 p.m.
Members present were:

Miguel Bernal, Bernardo Cajero, Ramon Lopez, James Officer,
Cecil Robinson, Felizardo Valencia, Manny Garcia, Adalberto
Guerrero, Maria Urquidez, Frank Barreca and Rosita Cota.

Maria explained the composition of the committee and how every effort had been made to have good representation of all groups concerned with the Mexican-American community.

Mr. Barreca then went to give an explanation of the need for this type of an advisory committee. He said that basically he saw two things that had made the work of the previous advisory committee's work not possible; that of "communication and misunderstanding". Mr. Barreca explained his own personal commitment, when he took the job as the Director of KUAT and that was "to get involved with the community". He also explained the station's interest for minority groups. Several steps are being taken to establish communication. The "Fiesta Programs" were explained. These will be weekly programs starting November 2 for the community. They will be produced for and with the cooperation of Mexican-Americans. There has been some research done as to what the community wants, what types of programs do they want, etc. MASA has made it one of their goals to help in the production and evaluation of these "Fiesta Programs". MALC, when approached said they would wait and see if they liked them. If they didn't like the programs, they would protest, same way they did with SWCEL.

Mr. Barreca explained, next, the SWCEL Project, this being an experimental program, in which the University has been charged with the production of taped lessons that would teach adults, at home, how to speak English. Mr. Barreca gave a brief history of the reasons for the misunderstanding that arose. In the early part of 1968 an Advisory Committee was formed to help in the planning of these tapes. Several meetings were held and two approaches, as to the method of instruction were developed. In the Spring of 1968, the Mexican-American Steering Committee in Albuquerque, after doing some in-depth testing, realized that there was not enough money to tape with two different approaches. The original method, using animation, was decided upon. In the meantime, during the summer and fall, there was more field testing done and finally in January 1969 the tapes were produced and by February 1, the first five were ready. As of now, the first phase of the project is complete, with 15 tapes finished.

Now, the second phase of the project should begin. Not only will this new Advisory Committee have these programs to look at, but will also guide the progress of the "Fiesta Programs". The group could take up differences arising as the work progresses and make decisions and recommendations that would assure the success of tasks being undertaken. There would be some new personnel added. As of now, they have Mr. Bill Morrison, the producer, Carlos Carlisle, linguist; and Mrs. Sanchez-Navarro, as producer-writer. Mr. Barreca also sees the need for two persons who would be able to take the scripts home and translate them (Mr. Morales from Catalina has been suggested); also another very important person who would act as coordinator for cultural-affairs and community relations.

At this point, Maria made the suggestion that Mr. Barreca write a job description of this person and have it ready for our next meeting.

Mr. Felizardo Valencia then went on to explain about the controversy that had arisen over the tapes. He said that the main goal has been "to seek improvement". This he saw already happening and was pleased. He would also attend the next meeting, but feels that he cannot serve on the committee because of so many other commitments.

The last point that was brought, by Mr. Valencia, was that maybe there should be more representation from members of groups that represent the barrios and other Mexican-American groups. After looking over the names of the whole committee, it was agreed that the organizational part of our meeting be withheld until next time, when we would have everyone present.

A new meeting date was set for Thursday, October 2 at 7:00 p.m. same place.

The meeting was adjourned at 9:30 p.m.

Respectfully submitted,

/s/ Rosita Cota
Rosita Cota, Acting Secretary

APPENDIX C

Dorsey Cassell
Santa Maria, California

Coordinator

Resume of Recommendations:

We were certainly impressed with the improved quality of the new tapes. We had several phone comments and one letter concerning the series this year. Of those with whom I talked, there seemed to be a strong feeling that this is an excellent training tool and should be in use much more. I do believe the series would have been more effective if it had been run the second time. I believe it would now be possible to try tapes in other fields than Language. I have in mind some household skills for women and possibly job skills for men.

General Remarks:

It was my responsibility to coordinate the overall field test for the Santa Maria area. I did this by arranging with the Television Station (Chanel 3 KEYT, Santa Barbara, California) to run the provided tapes starting on January 5, 1970 and running through January 23, 1970. It was necessary for me to travel to Santa Barbara twice for this coordination. Each time I was interviewed on live Television about the program. I used as reference materials, that which Mr. Jaramillo had forwarded to me. I also arranged for the interviewers, who would be doing the field work of pre-testing and post-testing. We had some problems during the testing phases due to the severe flu which had hit our locale and as result, two of the interviewers were unable to participate on a full program basis. The bulk of the load then fell on Mr. Sanchez.

and his wife who managed to complete the post-test phase. Both are well qualified for this task. The mortality rate was less this year even though the weather conditions here were such that a number of the participants were able to leave the area for a short visit to Mexico and had returned before the post-test phase had been completed. About 2/3 of the participants were transient farm workers. That is they are mobile to the general area of the Santa Maria Valley and the Santa Ynez Valley of central California. They all seem to have relatives in Mexico and visit them frequently. Age groups were from 18 years to 83 years; however, the average was about 38 years of age. It was difficult to establish the type of television program that is most watched in the home. Most said that they (parents) watched what the children had turned on the set. They did not seem to have any particular likes or dislikes about watching a particular program. All the test participants liked the "Empleen Ingles" series and said they would like to see more. Some explained they would have done better if they could have watched them again before they were tested. From purely the field testing portion of the program, I believe the series was much better organized, presented and produced this year. Hopefully, we will be able to work with you in the future on these and other programs.

David J. Sanchez
Santa Maria, California

Interviewer

Resume of Recommendations:

Tapes were excellent. We should try to get these 15 tapes on TV again and over three times. Some of the people that I talked to said that one running was not sufficient for them to learn. They may be correct. I think that an effort should be made to keep these tapes before the people on TV for at least three showings.

General Remarks:

Also if films of these tapes are available they should be put to use immediately, as I feel that the tapes were excellent. I also think that the content of the lessons was excellent and that this material should be made available to organizations working with Mexican American adults.

Carmen Alejandre
Santa Maria, California

Interviewer

Resume of Recommendations:

Program should be in the afternoon so that more people could see it. The Channel 3 was not too good in Guadalupe. Next time get Channel 6 or 12.

General Remarks:

I saw people and explained the reason for the program. I checked with the participants to be sure that they were seeing the program. Program was excellent and we should have something like this going on for a longer period of time.

Julian Garza
Denver, Colorado

Coordinator

Report on Evaluation of Video Tapes

I. Technical Aspects of the Test:

The program was televised by Channel 6, KRMA TV Educational station, starting January 12, 1970. The lessons were televised on Monday, Wednesday, and Friday for five weeks. Due to station schedules, the programs were televised at 10:03 PM for eleven (11) lessons and the last three at 10:33 PM. The total number aired was 14 lessons.

On January 21, the station experienced a malfunctioning video recorder and were not able to telecast lesson # 5. The program director tried to contact me and I returned his calls, but were not able to get in touch till Monday, January 26. The station had already proceeded with the sequence omitting lesson # 5 in the process.

Field interviewers were sent out that same evening, January 26, before lesson # 7 was shown; to insure that the participants had not gotten confused. They stated a slight confusion at first but were relieved when lesson # 6 appeared the next viewing day. They had no trouble as a whole in jumping from lesson # 4 to lesson # 6, or so they stated. They were rather glad to see us anyway--I guess to show us that they were learning the lessons.

I hope the data from the computer shows up any problems due to the omission of that lesson, to see if it was detrimental or not.