The three-week institute covered five primary areas of instruction: English as a second language, behavioral objectives, individualized instruction-programmed materials, cultural awareness and sensitivity, and curriculum development and adaptation. Participants in the institute were teachers of Adult Basic Education from across the United States. In addition to this general introduction, the report includes a list of institute participants, responsibilities of the professional staff (director, assistant director, general consultant, technical assistant, and liaison), and a 10-page daily calendar of the institute's instructional program. A followup of the institute took the form of winter and spring conferences where institute participants returned completed questionnaires and exchanged further ideas. The general opinion of the participants was that the institute was excellent and another group could benefit from another institute. The questionnaire, with percent of participants responding indicated, and a brief budget allocation review are also included. (AG)
A FINAL REPORT

An Institute for 100 Teachers of Spanish-Surnamed Adult AND Students in the New Dimensions of Education

Office of Education, Department of Health, Education and Welfare. Grant Number: OEG-O-71-3405 (323)

Submitted:

Dr. Shelby L. Price
Assistant Dean
School of Education
Oregon State University
Corvallis, Oregon

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING THE POINT OF VIEW OR OPINIONS STATED. IT DOES NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY
The original proposal for the Adult Basic Education Institute was initiated by Mr. Robert N. Patterson, Director of Special Programs, Treasure Valley Community College, Ontario, Oregon.

The specialist from the Oregon Board of Education who worked closely with this Institute from the very beginning was Mr. Clifford C. Norris, Specialist in Adult Education.

The Federal Grant: OEG-O-71-3405 (323) was awarded to the School of Education, Oregon State University, and the Institute was under direct supervision of the Dean of the School of Education, Dr. Keith Goldhammer.

The Federal Project officer who provided guidance and assistance was:

Allen Apodaca  
Regional Program Officer for Adult Education  
Department of Health, Education and Welfare  
Office of Education, Room 6027  
Arcade Plaza Building  
1321 Second Avenue  
Seattle, Washington 98101

The Adult Basic Education Institute was held on the Oregon State University campus July 26 through August 13, 1971.

One hundred teachers of adult basic education were invited to the Oregon State University campus for an intensive three week Institute.
The primary areas of instruction were:

1. English as a second language
2. Behavioral objectives
3. Individualized instruction - programmed materials
4. Cultural awareness and sensitivity
5. Curriculum development and adaptation

UNIPAC (Learning activity packages)

The Institute was designed to provide a dual training experience for participants. The primary consideration was to upgrade teaching methods and techniques within the confines of the classroom instructional program. The basic emphasis for this phase was given to English as a second language, the bilingual curriculum, language experience approach to reading, curriculum materials, supporting technical equipment and teaching methods.

Phase two of the Institute provided for training in new dimensions in contemporary education. It included individualization of instruction through the use of programmed materials in the classroom and in learning centers. Behavioral objectives as a tool for evaluating teaching performance, curriculum materials, and student attainment was an integral part of this phase.

Throughout these phases, cultural awareness and sensitivity for understanding of psychological, social and economic problems was presented throughout the Institute by staff, consultants and the participants themselves.
Participants in the Institute, teachers of Adult Basic Education, from many regions in the United States are key people because their everyday work deals with a primary problem in America; that is, the aspects of cultural pluralism. Accordingly, a sound educational program for people of diverse cultural backgrounds was constantly stressed in this Institute.

As previously stated, the primary thrust of this Institute was for teachers of Spanish-surnamed adult basic education students. Federal reports show that unemployment, low wages, substandard housing, unattended health problems, and high crime rates are some of the characteristics of Spanish speaking American citizens. At the same time, educational requirements in the world of work have increased greatly, and more adults in our society are being classified as undereducated. The rapid advance of technology has eliminated many positions for the unskilled laborer.

Generally speaking, people who teach in adult basic education programs come from a wide range of training and educational experiences. The typical adult basic education teacher is a "moonlighting" elementary, secondary, or college teacher. They do adult basic education teaching "after hours" and usually have little or no experience in the teaching of adult basic education students. The average teacher usually comes from a different background than that
of the students and this is particularly true for adult basic education. Although the teacher is willing and eager to do a good job he is seldom equipped to appreciate and act in accordance with the characteristics and cultural differences separating him from the student. With this consideration, the cultural diversity aspect of the Institute was emphasized. For a teacher to be truly effective, he should have maximum knowledge and understanding of what he is expected to teach, what methods to use, and how to present his instruction so that it is meaningful and motivating to the learner. This is especially true for the adult learner.

Since it is generally recognized that the teacher is the determining factor for the success or failure of any adult basic education program, the Institute at Oregon State University was designed and conducted to improve the teaching skills of those already engaged in adult basic education.
wingConstants

Participants of A.B.E.

Jose R. Abeyta
845 North 4th
Montrose, Colorado
(303) 249-9833

Tito J. Aguirre
209 1/2 Thorpe Street
Independence, OR 97351
(503) 733-1398

Ralph Arellano
2405 N Chevrolet
Flint, Michigan 48504

Curt Arrington
Rt 5, Box 203
Blackfoot, Idaho 83221

Diane Black
C/o 4423 Francis Ave N
Seattle, Washington
(206) 839-3950

Sharon Breit
504 Idaho
Santa Monica, CA 90403
(213) 394-0991

Ruben Calderon
4012 N 47th Dr.
Phoenix, Arizona 85031
(602) 934-0455

Jane Clark
705 Smith Street
Vale, Oregon
(503) 473-2749

Virgil W. Cline
4523 West 5570 S.
Salt Lake City, Utah 84118
(801) 295-4068

Merril Clough
Pingree, Idaho 83262
(208) 884-4766

Krisie Cordova
429 Monroe Street
Monte Vista, Colorado
(303) 852-2804

Angeline M. Cormier
2116 Patricia
Billings, Montana
(406) 656-5707

Rosamond E. Counter
2220 North Shore Rd
Bellingham, WA 98225
(206) 533-3583

Robert L. Deputy
1229 West Oakdale Dr.
Fort Wayne, Indiana 46807
(219) 745-3283

Marcella Diaz
3365 25th Street
Boulder, Colorado 80302
(303) 443-6920

Harriet Dickensen
3824 Evans Street
Los Angeles, California
(213) 664-0129

Delia Gamboa
1132 Alderwood Dr.
Moses Lake, WA 98837
(509) 675-4864

Armida Garcia
1337 Hillside Pl.
Yuma, Arizona 85364
(602) 782-4967

Pat Garcia
P.O. Box 244
Squaw Creek, Colorado
(303) 655-2650

Antonia Garza
Rt 1, Box 164A
Sunrise, WA 98944
(509) 837-4427

Bruce Gazaway
181 Barons Avenue
Juneau, Alaska
586-2245
Ada Gibbon
1473 Cove Avenue
Dallas, Texas 75216
(214) 374-8649

Donald F. Colstein
2707 West Norwood Pl.
Alhambra, CA 91803
(213) 241-1549

Norma Gonzales

Paul R. Gonzales
4017 Butte Circle
Las Vegas, Nevada 89110
(702) 737-5146

Viola Gonzales
2443 S. Peoria Circle
Aurora, Colorado
(303) 343-8448

Virginia Gonzales
172 North Main Street
Pocatello, Idaho
(208) 322-3573

Rigoberto Cuajardo
830 South Walnut St
Pasco, WA 99301
(509) 547-7837

Frank Hernandez
155 Booth Street
Reno, Nevada 89502
(702) 322-0694

Jennita Hernandez
702 150 West
Tremonton, Utah 84337
(801) 328-5574

Janice Holder
1402 Craig Avenue
Moses Lake, WA 98837
(509) 762-2139

James L. Holton
635 206th Road
Grant Junction, COLO 81501

Reita Hribernick
3556 George Court
Eugene, OR 97401
(503) 342-1013

Sister Jeanne Jette
424 North 15th Street
Kansas City, Kansas 66102
(913) 321-5197

Donna Johnson
P.O. Box 422
Kingman, Arizona 86401

Oma W. Jones
Rt 4, Box 112
Blackfoot, Idaho 83221

Mrs. Michael Kavanagh
P.O. Box 561
Flagstaff, Arizona 86001

Anna Kinnison
2415 East 12th
Cheyenne, Wyoming
(307) 638-8288

Heidi B. Klessing
1807 East Kenwood
Milwaukee, WISC 53211
(414) 962-4392

Viki Light
5636 Sorrel
Pocatello, Idaho 83201
(208) 237-1256

Jean L. Lind
1304 Steele Street
Butte, Montana 59701
(406) 792-3119

David Loera
2206 NE 11th
Portland, OR
(503) 282-8057

Kay Lorence
321 South Fifth
Coos Bay, OR 97420
Jimmy D. Lovato  
Box 113  
Costilla, N.M. 87524  
(505) 586-0089

Joe L. Lucero  
P.O. Box 63  
Cloth, COLO 81425  
(303) 325-3299

Maria Lynette  
200 Polk Street  
Cary, IND 46402

Katherine Magoutas  
5417 Maryland Street  
Cary, IND 46409

Janice M. Martin  
3202 North 53rd  
Phoenix, Arizona 85031  
(414) 331-4333

Antonia J. Martinez  
233 Teller Avenue  
Grande Junction, COLO 81501  
(303) 243-7977

Rose Martinez  
1142 34th Place  
Yuma, Arizona 85364  
(602) 726-1321

Betty G. Masters  
234 Rosebay Dr.  
Encinitas, CA 92024  
(714) 753-9170

School address  
c/o Donald Goldstein  
Arizona State University  
Polo Verde Box 185  
Tempe, Arizona 85281  
(602) 965-2054

Donnie McNiel  
R. 1, Box 442  
Alamosa, COLO  
(303) 581-2142

Carol L. McBride  
610 Oleander Way  
Sterling, COLO  
(303) 522-1421

Ruth McPherson  
Pingree, Idaho

Juan Medrano  
853 South Nevada Way  
Mesa, Arizona 85204  
(602) 964-5184

Christina Mejia  
921 Park Avenue  
Nyssa, OR 97912  
(503) 372-2770

Pam Meyer  
1541 1/2 West First  
Scottsdale, Arizona  
(602) 945-7361

Sandra K. Miller  
208 Elm Street  
Eaton, COLO 80615  
(303) 454-2871

Ann R. Montano  
151 West Ohio Street  
Tucson, Arizona 85714  
(303) 294-9394

Michael D. Montoya  
771 East Eighth  
Salt Lake City, Utah 84182  
(801) 328-2211

William Mauel  
915 North Lake Road  
Oconomowoc, WISC 53066

Norma O. Montoya  
506A South Second  
Walla Walla, WA 99362

M. Herman Nava
DIRECTOR - Peter A. Garcia

RESPONSIBILITIES OF THE DIRECTOR

1. He will be directly responsible to the Assistant Dean of the School of Education and conduct all communications with outside agencies through the Assistant Dean of the School of Education.

2. He shall administer and be responsible for all phases of the Institute program, excluding follow-up and evaluation which shall be the direct responsibility of the Dean of the School of Education.

3. He shall select personnel for employment in the program subject to the concurrence of the Assistant Dean of the School of Education.

4. He shall see that adequate provision is made for meeting all terms of the proposal, all relevant guidelines related thereto, and all policies of the University.

5. He shall personally supervise all phases of the Institute and provide leadership for assuring its being conducted on an appropriate level and in accordance with satisfactory professional standards.

6. He shall be responsible for all of the records and reports required and shall submit them through the Assistant Dean of the School of Education.

7. He shall be accountable for the expenditure of all funds within the budget of the project, in accordance with the purposes for which they have been allocated, and shall maintain adequate records and controls in accordance with the policies and regulations of the University and the State System of Higher Education.

8. He shall prepare schedules of all activities involved in the Institute for approval of the Assistant Dean of the School of Education. All such schedules shall be submitted for the Dean's approval by July 15, 1971. He shall report any proposed changes in the schedule to the Dean in ample time for approval to be given.
RESPONSIBILITIES OF THE ASSISTANT DIRECTOR

Specifically, the Assistant Director will be charged with the responsibility to:

1. Act as the coordinator of the daily program of the . . . Institute. He will be under the direct supervision of the program director and will act as his liaison between the staff and Institute participants.

2. Assist the director to see that adequate provision is made for meeting all terms of the proposal, all relevant guidelines related thereto, and all policies of the University.

3. Assist in keeping proper records and reports. He will assist in the development of schedules of activities involved in the Institute.

4. Act as the agent to terminate the Institute and submit necessary final reports.

5. Coordinate the activities of the five group leaders and four clerk typists.

General Consultant, Technical Assistant and Liaison - William Wimmer, Marilyn Robinson

Mr. Robert Patterson generated the proposal for this Institute and was hired to serve in the capacity of General Consultant, Technical Assistant and Liaison person. He was actively involved in the Institute from the outset. A few days after the Institute began, however, Mr. Patterson was injured in an accident not related to the Institute and was unable to return to his position. At this critical point, it was decided to employ William Wimmer and Marilyn Robinson to assume these responsibilities for the remainder of the Institute.
RESPONSIBILITIES OF GENERAL CONSULTANT AND TECHNICAL ASSISTANT
AND LIAISON

Specifically, the General Consultant and Technical Assistant will be charged with the responsibility to:

1. Be directly responsible to the Director of the AB Institute and conduct all communications with outside agencies through the Director of the AB Institute.

2. Make all of the necessary preliminary arrangements for the Institute.

3. Contact and brief State Board officials.

4. Assist in the recruiting and hiring of Institute staff and consultants.

5. Make arrangements for necessary printing.

6. Meet with the Director and key staff to develop the schedule for the Institute and will assist in the coordination and training of staff.

7. Assist the program Director and staff during the Institute in any way which may enhance the ultimate success of the Institute.

8. Assist in the development of the scope and sequence of the program.


Group Leaders - Shirley Vendrell
Genevieve Burnap
Juan Guzman
Eloy Apodaca
Frank Loera

The 100 participants were divided into five groups of 20. The above people served as group leaders and the major portion of the instructional program occurred in these group settings.
The Institute provided an opportunity for participants to get "Hands On" experience in curriculum development and actual teaching. Micro teaching techniques and video tapes of teaching were an integral part of the experiences in these groups.

Consultants

Marjorie Brooks, UNIPAC Consultant, Northwest Training Laboratory, Portland, Oregon

Dr. Salvador Flores, Consultant for ABE, Chula Vista, California

Dr. Rex Reynolds, Industrial Education, LAP Consultant, Chicago, Illinois

Richard Zazueta, Operation LEAP, Phoenix, Arizona

Resource Personnel

Gilbert Anzaldua, Assistant Director, Inter-Group Human Relations Commission, State Board of Education, Salem, Oregon

Ramon Chacon, Assistant Director, Educational Opportunities Office, Oregon State University

Joe Garcia, Analyst for OEO, Washington, D.C.

Juan Juarez, PhD Graduate Student in Education, University of Washington, Seattle, Washington

Gene Marin, PhD Graduate in Education, United States International University, San Diego, California

Barry Noonan, AMIDS Consultant, Northwest Training Laboratory, Portland, Oregon
Alicia Ramirez, ESL Specialist, Northwest Training Laboratory, Portland, Oregon

Louis P. Rodrigues, Administrative Assistant, Phoenix Elementary School, Arizona State University

Jim Stevens, Graduate Student in Education, Oregon State University

Izaac Ortega, Principal, Alamosa Public Schools, Alamosa, Colorado
INSTRUCTIONAL PROGRAM

WEEK 1

July 26, Monday

Morning

8-10  Registration
Get-acquainted Session
Staff: Ernesto Lopez
      Bob Patterson

Coffee

10-12  Welcome
Introduction of Guests

        Gilbert Chavez
        Allen Apodaca
        Hank Lopez
        Dr. Shelby Price
        Clifford Norris
        Dr. Garcia
        Hank Diaz

12-1  Lunch

Afternoon

1-2  Small Group Organization
Staff: Ernesto Lopez
      Bob Patterson

Coffee

2-4  Project Assignments
Staff: Group Leaders

4-5  Film: Soy Chicano
Discussion in small groups
July 27, Tuesday

**Morning**

8-10 Large Group Meeting and Meeting with Consultants
   Staff: Dr. Garcia

Coffee

10:30-11:30 Small Group Analysis and Consultants Meeting

12-1 Lunch

**Afternoon**

1-4 Group 1 Industrial Instruction/Programmed Materials
   Adult Learning Center
   Staff: Dr. Rex Reynolds

Group 2 English as a Second Language
   Staff: Richard Zazueta

Group 3 Math
   Staff: Salvador Flores

Group 4 LAP - Unipac
   Staff: Marjorie Brooks

Group 5 Culture and Sensitivity
   Outreach follow-up retention
   Staff: Gilbert Anzaldua

4-5 Film: Yo Soy Joaquin
   Discussion in small groups

July 28, Wednesday

**Morning**

8:20-8:45 Large Group Meeting
   Staff: Dr. Garcia

9-12 Group 1 Culture and Sensitivity
   Outreach Follow-up Sensitivity
   Staff: Gilbert Anzaldua
Group 2  Industrial Instruction/ Programmed Materials Adult Learning Center
Staff: Rex Reynolds

Group 3  English as a Second Language
Staff: Richard Zazueta

Group 4  Math
Staff: Salvador Flores

Group 5  Unipac
Staff: Marjorie Brooks

12-1  Lunch

Afternoon

1-4  Group 1  Unipac
Staff: Marjorie Brooks

Group 2  Culture and Sensitivity
Outreach follow-up and Retention

Group 3  Industrial Instruction/Programmed Materials Adult Learning Center
Staff: Rex Reynolds

Group 4  English as a Second Language
Staff: Richard Zazueta

Group 5  Math
Staff: Salvador Flores

4-5  Film: Salt of the Earth
Discussion in small groups

July 29, Thursday

Morning

8-8:45  Large group meeting

9-12  Group 1  Math  Staff: Salvador Flores

Group 2  Unipac  Staff: Marjorie Brooks

Group 3  Culture and Sensitivity
Staff: Gilbert Anzaldua

19
Group 4  Industrial Instruction/Programmed Materials Adult Learning Center
Staff: Rex Reynolds

Group 5  English as a Second Language
Staff: Richard Zazueta

12-1 Lunch

Afternoon

1-4 Large Group Presentation
Instructional Objectives

Group 1  English as a Second Language
Staff: Richard Zazueta

Group 2  Math
Staff: Salvador Flores

Group 3  Unipac
Staff: Marjorie Brooks

Group 4  Culture and Sensitivity
Outreach Follow-up Retention
Staff: Gilbert Anzaldua

Group 5  Programmed Materials
Staff: Rex Reynolds

4-5 Independent Study

July 30, Friday

Morning & Afternoon

8-8:15 Large Group Meeting

8:30-5 Field Trip
Learning Center - Lane Community College, Eugene
Staff: Juan Guzman, Frank Loera

or

Learning Center - Portland Community College,
Portland  Staff: Shirley Vendrell & Eloy Apodaca
August 2, Monday

**Morning**

8-10  Large Group Meeting and Consultant Presentation  
      Curriculum Development and Evaluation  

Coffee

10:30-11:30  Consultants Meeting, part in small group the same as first week

12-1  Lunch

**Afternoon**

1-4  Group 1  Curriculum Development and Evaluation  
     Staff: Louis P. Rodrigues

Group 2  Instructional Objective (AMIDS)  
        Staff: Barry Noonan

Group 3  Counseling and Testing  
        Staff: Gene Marin

Group 4  Reading  Staff: Juan Juarez

Group 5  Multimedia  Staff: Jim Stevens,  
         Ramon Chacon

Film: Chicanos in the Southwest  
Discussion in groups

August 3, Tuesday

**Morning**

8:20-8:45  Large Group Meeting  Staff: Dr. Garcia

9-12  Group 1  Instructional Objective (AMIDS)  
       Staff: Barry Noonan

Group 2  Counseling and Testing  
        Staff: Gene Marin

Group 3  Reading  Staff: Juan Juarez

21
Group 4  Multimedia  Staff:  Jim Stevens,  
          Ramon Chacon

Group 5  Curriculum Development  
          Staff:  Louis P. Rodrigues

12-1  Lunch  

                      Afternoon

1-4  Group 1  Counseling and Testing  
          Staff:  Gene Marin

Group 2  Reading  Staff:  Juan Juarez

Group 3  Multimedia  Staff:  Jim Stevens,  
          Ramon Chacon

Group 4  Curriculum Development  
          Staff:  Louis P. Rodrigues

Group 5  Instructional Objective (AMIDS)  
          Staff:  Barry Noonan

4-5  Film:  La Cabeza de Pancho Villa  
          Discussion in groups

August 4, Wednesday

                      Morning

8:20-8:45  Large Group Meeting  Staff:  Dr. Garcia

9-12  Group 1  Reading  Staff:  Juan Juarez

Group 2  Multimedia  Staff:  Jim Stevens

Group 3  Curriculum Development  
          Staff:  Louis P. Rodrigues

Group 4  Instructional Objective (AMIDS)  
          Staff:  Barry Noonan

Group 5  Counseling and Testing  
          Staff:  Gene Marin

12-1  Lunch
**August 5, Thursday**

**Morning**

8:30-9:30  Large Group Meeting "Problems in ABE"
Staff: Dr. Garcia, Bob Patterson

10-11  Regional Department of Labor

11-12  WIN - Welfare

12-1  Lunch

**Afternoon**

1-2  Higher Education/Supportive Services
Staff: Ramon Chacon

2-3  Community Development: "The Role of O.E.O."

3-4:30  Discussion Leaders will be available for small group discussion.
(To be arranged by the Group Leaders)

August 6, Friday

**Morning & Afternoon**

8-8:30  Large Group Meeting
8:30-5  Field Trip  
Learning Center - Lane Community College, Eugene  
Staff:  Juan Guzman & Frank Loera  

or  

Learning Center - Portland Community College, Portland  
Staff:  Shirley Vendrell & Eloy Apodaca  

WEEK 3  

August 9, Monday  

Morning  

8:20-8:45  Large Group Meeting  
Staff:  Dr. Garcia  

9-12  Group 1  English as a Second Language  
Practice & Evaluation (Video-tape)  
Staff:  Alicia Ramirez  

Group 2  Exhibitors Display  
Dormitory Lounge  

Group 3  Work on Group Projects  
Staff:  Isaac Ortega  

Group 4  Work on Group Projects  
Staff:  Bob Patterson, Joe Garcia  

Group 5  Video-tape Techniques  
Staff:  Jim Stevens  

12-1  Lunch  

Afternoon  

1-4  Group 1  Exhibitors Display  
Dormitory Lounge  

Group 2  English as a Second Language  
(Video-tape)  
Staff:  Alicia Ramirez  

Group 3  Video-tape Techniques  
Staff:  Jim Stevens  

Group 4  Work on Group Projects  
Staff:  Isaac Ortega  

Group 5  Work on Group Projects  
Staff:  Dr. Garcia, Joe Garcia  

4-5  Independent Study
August 10, Tuesday

**Morning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-8:45</td>
<td>Large Group Meeting</td>
<td>Staff: Dr. Garcia</td>
</tr>
<tr>
<td>9-12</td>
<td>Group 1 Work on Group Projects</td>
<td>Staff: Isaac Ortega</td>
</tr>
<tr>
<td></td>
<td>Group 2 Video-tape Techniques</td>
<td>Staff: Jim Stevens</td>
</tr>
<tr>
<td></td>
<td>Group 3 Work on Group Projects</td>
<td>Staff: Ernesto Lopez, Joe Garcia</td>
</tr>
<tr>
<td></td>
<td>Group 4 English as a Second Language Practice and Evaluation</td>
<td>Staff: Alicia Ramirez</td>
</tr>
<tr>
<td></td>
<td>Group 5 Exhibitors Display</td>
<td>Dormitory Lounge</td>
</tr>
<tr>
<td>12-1</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>

**Afternoon**

| Group 1 Video-tape Techniques | Staff: Jim Stevens |
| Group 2 Work on Group Projects | Staff: Isaac Ortega |
| Group 3 English as a Second Language Practice and Evaluation | Staff: Alicia Ramirez |
| Group 4 Exhibitors Display | Dormitory Lounge |
| Group 5 Work on Group Projects | Staff: Dr. Garcia, Joe Garcia |

4-5 Independent Study

August 11, Wednesday

**Morning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-8:45</td>
<td>Large Group Meeting</td>
<td>Staff: Dr. Garcia</td>
</tr>
</tbody>
</table>
9-12  Group 1  Work on Projects  
       Staff: Dr. Garcia, Isaac Ortega

         Group 2  Work on Projects  
       Staff: Joe Garcia, Eusneto Lopez

         Group 3  Exhibitors Display  
       Dormitory Lounge

         Group 4  Video-tape Techniques  
       Staff: Jim Stevens

         Group 5  English as a Second Language  
       Practice and Evaluation  
       Staff: Alicia Ramirez

12-1  Lunch

Afternoon

1-4  Joe Garcia, Isaac Ortega and Alicia Ramirez  
   will be available for individual appointments  

   All small groups should meet and prepare  
   evaluation to be presented to the entire group

Finish Projects

August 12, Thursday

Morning

8:20-8:45  Large Group Meeting  
       Staff: Dr. Garcia

9-12  Group Evaluation  
       Large Group

12-1  Lunch

Afternoon

1-2  Film: "The Invisible Minority"  
       Small Group Discussion

6:30-8  Banquet  
       Speakers: Dr. Garcia, Dr. McVicar  
       Entertainment (dances, music, skits)

9-12  Dance - Chicano Band
August 13, Friday

**Morning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9</td>
<td>Large Group Meeting</td>
</tr>
<tr>
<td>9-9:30</td>
<td>Evaluation of the Institute - Preliminary in Small Groups</td>
</tr>
<tr>
<td>9:30-12</td>
<td>Large Group Evaluation</td>
</tr>
<tr>
<td>12-1</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

**Afternoon**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ---</td>
<td>Closure of Institute - Handled in Small Group Sessions</td>
</tr>
<tr>
<td></td>
<td>(Board and Room Billings, etc.)</td>
</tr>
</tbody>
</table>
The follow-up of the Adult Basic Education Institute was conducted by Dr. Shelby Price, Assistant Dean of the School of Education at Oregon State University, and Mr. Ernesto Lopez, Assistant Director of the Institute.

Follow-up conferences were held during the winter and early spring of 1972. Locations were chosen on the basis of proximity for the greatest number of Institute participants. Because of distance and winter travel conditions, a few participants were unable to attend.

Prior to each conference, Institute participants completed the enclosed questionnaire and returned it to us.

Follow-up conferences were coordinated and arranged with the State Department of Education in the state where the conference was to be conducted. State directors of Adult Basic Education attended these conferences and often times they brought their education specialists with them.

In addition to the two day conference, visits were made to the school or teaching setting of the Institute participant.

Follow-up conferences were held at the following locations:

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Conducted By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland, Oregon</td>
<td>January 21,22</td>
<td>Ernesto Lopez and Shelby Price</td>
</tr>
<tr>
<td>Lansing, Michigan</td>
<td>January 27,28</td>
<td>Shelby Price</td>
</tr>
<tr>
<td>Denver, Colorado</td>
<td>February 3,4</td>
<td>Ernesto Lopez</td>
</tr>
<tr>
<td>Phoenix, Arizona</td>
<td>February 18,19</td>
<td>Ernesto Lopez</td>
</tr>
<tr>
<td>Los Angeles, Cal.</td>
<td>March 17,18</td>
<td>Shelby Price</td>
</tr>
</tbody>
</table>
In addition to the questionnaire, the two day working conferences revealed tremendous amounts of feedback and helpful information. The general opinion of the participants was that the Institute was excellent. Participants indicated that their instructional skills had been sharpened and that the cultural awareness aspect of the Institute had developed their awareness of cultural differences in their students. Accordingly, they, as teachers, were better prepared to deal with people and they were of the opinion that a greater degree of learning was taking place as a result of their instruction.

Participants stated that they thought that another Institute of the same nature should be held for a new group of participants. They did indicate, however, that the same outcomes could be achieved in a two week Institute if ample planning and organization were to occur.

Critical, yet positive and helpful comments about the Institute were collected and the following summary captures the major thoughts expressed.

1. The problem of American citizens living in a cultural pluralistic society is very real, but participants needed greater background information prior to the Institute so that a historical perspective could be acquired. Participants indicated that they really didn't understand the nature of the problem until the Institute was well under way.

2. Greater emphasis should have been placed on adult learning problems.
3. Adult education is a growing field in American education and experts should be present to explain programs and procedures for implementation.

4. The consultants were an outstanding group of educators. The most dynamic and valuable group were those from AMIDS in Portland, Oregon.

5. The weakest part of the Institute was the counseling and testing portion.

6. English as a second language was a very valuable part of the Institute, but the focus was too narrow. Spanish speaking people are not the only people who experience difficulties with the English language.

7. Instructional groups of 20 were a little large. It was recommended that an ideal group size would be 12.

If the School of Education at Oregon State University were to conduct a similar Institute in the future, these helpful suggestions would certainly be incorporated in the basic design.
1. Are you presently involved in some capacity with Adult Basic Education? Circle one
   a. Yes
   b. No
   Response
   a. 92%
   b. 8%

2. In what capacity are you presently involved with Adult Basic Education? Circle one
   a. Administration
   b. Full-time teacher
   c. Part-time teacher
   d. Volunteer teacher
   e. Teacher aide
   Response
   a. 23%
   b. 8%
   c. 62%
   d. 8%

3. Are you working with Spanish-surnamed adults? Circle one
   a. Yes
   b. No
   If yes, how many?
   Response
   a. 92%
   b. 8%

4. In what ways was the Institute most helpful to you? Circle one
   a. Provided information
   b. Provided methods and techniques
   c. Provided exchange of ideas
   Response
   a. 31%
   b. 31%
   c. 38%

5. In the area of Mexican-American culture are you now more knowledgeable than you were before the Institute? Circle one
   a. Not at all
   b. Fairly knowledgeable
   c. Extremely knowledgeable
   Response
   a. 87%
   b. 58%
   c. 35%
6. After the institute the problems of the Spanish-surnamed adult were. . . 
   Circle one
   a. Not all evident  38%
   b. Fairly evident  62%

7. After the institute the cultural strengths of the Spanish-surnamed adult were. . . 
   Circle one
   a. Not all evident  85%
   b. Fairly evident  15%
   c. More pronounced  46%

8. Merely teaching English as a second language can do more harm than good if it does not involve the Spanish-speaking adult as he relates to general community living, job training, job placement and consumer education.
   In this manner English as a second language can be. . . 
   a. Very profitable  92%
   b. Fairly profitable  8%
   c. Not profitable

   Circle two
   a. Develop a positive attitude toward basic education  4%
   b. Learn to speak English and use it appropriately  17%
   c. Gain necessary reading, writing and mathematical skills prerequisite to cultural upward mobility  42%
   d. Be supportive in an informal counseling role to others in the same ethnic group who feel uncomfortable about educational growth and occupational pursuits based upon educational know-how  33%
   e. Other - Explain  4%
10. The instruction on use of audio-visual equipment that was presented during the institute increased my effectiveness in teaching adults. 
   Circle one
   a. Significantly 15%
   b. Some what 54%
   c. Not at all 31%

11. Teacher-aides who speak Spanish can be instrumental in developing student-teacher relationships. Therefore these individuals should. 
   Circle one
   a. Assist teachers in leading discussion groups 36%
   b. Be trained as counselor-aides 43%
   c. Act as interpreters for teachers 21%

12. Student cooperation in developing a curriculum aids the teacher in. 
   Circle one
   a. Developing a more meaningful curriculum 31%
   b. Satisfying the students' needs 56%
   c. Alleviating conflicts in the class 13%

13. In order to measure the academic achievement of the Spanish-speaking adult, teachers should use. 
   Circle one
   a. Standardized tests 23%
   b. Teacher-made tests 25%
   c. Teacher-student made tests 75%
   d. Student-made tests

14. Have you changed your methods or materials as a result of Institute influence? 
   Circle one
   a. Very much 23%
   b. Some what 69%
   c. Not at all 87%
15. Since the Institute have you been able to help another ABE teacher become a more effective teacher?
Circle one

a. Frequently 46%
b. Sometimes 31%
c. Seldom 23%

16. Which of the following areas of the Institute have been of most value in upgrading your instruction of Spanish-surnamed adults?
Circle two

a. Handout materials 13%
b. Resource materials 30%
c. Cross cultural contact activities 43%
d. Visits to ABE Learning Centers

17. Please rate the following consultants as follows: E (Excellent), G (Good), A (Average), F (Fair), P (Poor). Use as your criteria their effectiveness in their assigned area.

    a. Mr. Gilberto Anzaldúa h. Mrs. Marjorie Brooks
    b. Dr. Salvador Flores i. Dr. Rex Reynolds
    c. Dr. Gene Marin  j. Mr. Barry Noonan
    d. Mr. Louis P. Rodriguez k. Mr. James Stevens
    e. Mr. Ramon Chacon  l. Mr. Issac Ortega
    f. Miss Alicia Páirez m. Mr. Richard Zarzueta
    g. Miss Esperanza Alonza n. Dr. Peter Garcia
18. There will be an attempt to locate local consultants to direct the workshops during the follow-up activities. Which areas should we include? Circle two

   a. Teaching English as a second language 21%
   b. Counseling Spanish surnamed adults 89%
   c. Adult Basic Education Curriculum 13%
   d. Language experience approach to reading 13%
   e. Programmed materials and individualized instruction 17%
   f. Cultural sensitivity 25%
   g. Other - explain 4%

19. There will be a two-day workshop in each region. In order to facilitate our planning please state your preference on the following items. Kindly indicate the state you are working in. Circle one

   -- a. I would prefer to attend a workshop on Thursday and Friday
   -- b. I would prefer to attend a workshop on Friday and Saturday
   -- c. Other - Explain

20. This space is provided to give you the opportunity to identify additional areas of the Institute, influence of the Institute staff, or other Institute activities which have improved your instruction of ABE students.
The Adult Basic Education Institute and follow-up conferences were conducted within the original budget allocation. There were, however, deviations because of the nature of the Institute. Budget adjustments were made after consultation with Mr. Allen Apodaca, Project Officer.

An overexpenditure in salaries was a result of two primary factors. 1. Mr. Robert Patterson was injured after the Institute was in progress and was unable to return to work and complete his assignment. This responsibility was critical to the Institute and as a result, two individuals with special skills were employed to replace him. They were Mr. William Wimmer and Ms. Marilyn Robinson. 2. It was determined at the outset that a follow-up was essential to the Institute and no allowance was originally provided for clerical and professional personnel as well as consultants to conduct the follow-up conferences.

Travel overexpenditure was directly related to the follow-up conferences. As previously stated in this report, conferences were conducted in five centrally located geographical areas: Portland, Oregon; Denver, Colorado; Phoenix, Arizona, Los Angeles, California; and Lansing, Michigan. Conferences were held at these locations for two primary reasons: 1) It was more economical and 2) it permitted a majority of the participants to attend. Most
of the travel expenses were charged directly to travel farther than participant travel.

An overexpenditure in communications was also directly related to the follow-up conferences. Communication with State Directors of Adult Basic Education, the mailing of questionnaires with prepaid return envelopes to all participants and the arrangements necessary for conference sites resulted in the overexpenditure in this category.

It was also necessary to overexpend in the area of supplies. It was determined that the Institute would be more meaningful and have greater long lasting effects if more funds were expended in the area of curriculum development and printed materials. At the same time it was agreed that fewer dollars would be spent in the area of equipment rental.