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ABSTRACT

A project was conducted to develop and refine an adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education). (The CUBE system--a diagnostic/prescriptive system for individualizing competency based learning for students in ABE--provides a flexible and complete system of instruction for ABE students in the content areas of reading, math, English, and vocabulary; instruction on the topic of learning disabilities and the adult learner; and a system for complete program management.) Objectives of the program were to refine the goals of the system and package the materials, to conduct five regional workshops on the system, and to implement the system in four local ABE programs. These objectives were completed successfully in the following manner: (1) instructional materials in each of the four content areas were revised and organized into color-coded notebooks; (2) also developed were instructional and program administration manuals; (3) with the aid of project staff who made on-site visits, four local programs implemented the system; and (4) a series of regional meetings were conducted and resulted in additional requests for implementation of the system. (The project-developed materials and manuals are available separately--see note.) (MN)

FINAL REPORT OF

ABE TEACHING/LEARNING MANAGEMENT SYSTEM

81-8086-T

A special teacher training project

funded by a grant from

Indiana Department of Public Instruction

Division of Adult and Community Education

under Section 310 of the Adult Education Act, P.L. 91-230

as amended

Monroe County Community School Corporation, Grantee

Ann P. McDermott, Project Director

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ABSTRACT

The ABE Teaching/Learning Management System (currently known as CUBE) was funded by the Indiana Department of Public Instruction as a teacher training project. The project had three (3) major objectives:

1. refine the goals of the system and package the materials;
2. implement the system in four (4) local ABE programs;
3. conduct five (5) regional workshops on the system

The teaching/learning management system was named CUBE (Curriculum Continuity and Unity in Basic Education) during the project year.

CUBE is a diagnostic/prescriptive system for individualizing specific skills, competency based learning for students in Adult Basic Education. The system is divided into the content areas of reading, math English and vocabulary; the topic of learning disabilities and the adult learner is another componant of the system. Through use of the system, a teacher can diagnose a student's learning need and develop an individualized learning program allowing the student to learn at his own rate and to decrease dependency on the instructor as progress is made. The system, for the most part, is not dependent on specific materials for implementation. Taxonomies of materials according to level and skills are used to assist in matching student with appropriate instructional materials. Pre and post testing is done and assignments and progress are charted for the student in his folder.

All objectives of the project have been completed. The revised goals for each area are in color coded notebooks; also included is an instruction manual and a program administration manual. Four (4) local program implemented the system with the assistance of project staff who made on-site visits. The regional meetings were conducted and resulted in additional requests for implementation being made.

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I. INTRODUCTION

The ABE Teaching/Learning Management System was funded to provide teacher training. It is a diagnostic-prescriptive system of instruction for 0- GED grade levels in the areas of math, reading, English and vocabulary; the topic of learning disabilities is also included. The system is called CUBE - Curriculum Continuity and Unity in Basic Education. CUBE is unique in that it not only provides a flexible and complete system of instruction for ABE students, but it also provides for complete program management. Research indicates (ERIC, Adell, Education Index) that no other such systematic approach exists in Adult Badic Education.

In the fifteen years since the 1965 Adult Education Act, efforts toward meeting the academic needs of)-GED level students have been sporadic. Staff development has occurred intermittently and often has provided more of a philosophical background rather than a proctical approach. Actual classroom products have been rare. Because there is no recognized training and accredidation for ABE teachers, the responsibility for development of curriculum and classroom program management usually rests with the practictioners, the experts by default.

The primary goal of the project was to provide to local programs a unified system of instruction and classroom management, as well as to provide information about the system to other interested persons through regional workshops. Three objectives were identified to meet the goal: 1. package the teaching/learning management system now being used in Bloominton, Portland and Vincennes; 2. implement the teaching/learning management system in four ABE programs; 3. conduct five regional workshops to provide a comprehensive overview of the system to interested persons.

Based on the responses received from training sites and from regional workshops, a system for ABEinstruction has been needed. The willingness of programs to implement and the committment of interested programs/agencies for training (14) verify the importance of a projects such as CUBE.

II. Design

A. Audience

The project served two audiences: local programs and staff directly; and ABE students indirectly. Local programs were provided with the following;

1. a unified management and instruction system
2. a list of recommended instructional materials as well as taxonomies of materials classified according to concept/skill and grade level
3. assistance to four programs in implementing the system
4. participation in one of five regional workshops

B. Training Sites

There were four (4) local programs that participated as CUBE training/ implementation sites. Teachers from each site visited Bloomington for a one and one/half day workshop prior to the on-site implementation of CUBE. Sites then responded to the CUBE checklist (Appendix A), and inventory of materials available to the program. This was used to match site materials with recommended CUBE materials. A two day initial visit was then made by one project staff to each training site. The project staff filed a Program Implemantation Report (Appendix B) after the initial visit and after each successive visit. Two one day follow up visits were made to each program to observe the application and efficiency of the system and the process and to act as consultants to the

administrators and teachers at each site. After the final visit, the participants responded to two evaluation instrucments: CUBE Training Evaluation (Appendic C) for teachers and administrators to assess the effectivenesss of the training provided; and the CUBE Assessment (Appendix D) completed by the primary participants from each of the four sites and used to rate the effectiveness, manageability and accuracy of placement of the CUBE system.

A profile of each of the four training sites follows:

Site 1, is a small rural community in the central part of the state serving primarily CETA clients. The teacher has five years ABE teaching experience. The teacher serves surrounding communities by operating out of a van. Class size varies from a low of ten to a high of thirty. Materials were limited, which contributed to the lack of flexible approach to ABE instruction. The teacher enthusiastically implemented the CUBE apporach and purchased needed materials from the taxonomies and recommended materials list. This site currently uses the entire CUBE approach. Other teachers in this program who requested information and materials from CUBE also use the system.

Site 2, is a very small community located between two north-central urban areas serving primarily local people who are unemployed due to factory shut-downs and lay-offs. A few CETA clients and ESL students are also served. All instruction takes place in one room of the local vocational school and is staffed with one teacher who has six years of ABE experience. Class size averages ten to fifteen consistantly. The teacher had a diverse collection of materials, but sought a more systematic approach for instruction. The teacher carefully evaluated the CUBE system for its useability in the program and

and decided that the systematic approach was what was needed. She did eventually decide to purchase some of the recommended materials from the taxonomies to supplement what was already in use.

Site 3 is a small city in the northeastern part of the state serving approximately 20-30 students daily, primarily CETA clients. The teacher has six years ABE teaching experience and unofficially acts as director in a limited capacity. The dominant material in use in this program is EDL. Partitially due to this electronic approach, CUBE was not implemented as comprehensively as the other three participating programs. In spite of this, some aspects of the system and some of the teacher developed instructional materials from the color coded notebooks were adopted by this program.

Site 4 is a rural college community. It is a very small new program with a large number of volunteers. The teacher is also the administrator. The class size averages ten to twelve daily. The administrator of this program approached the Bloomington program in the summer of 1980 about implementing the CUBE system. After visiting the Bloomington Program and several others around the state, the decision was made to use the CUBE system. Consequently, when on-site assistance began in the fall, this program was the most prepared. Implementation assistance went very smoothly since the director was already knowledgeable of the CUBE philosophy and goals. A few months after the implementation had begun, the director conducted a workshop to train the tutors in the use of CUBE.

C. Regional Workshops

Five regional workshops were held around the state to acquaint interested persons in the CUBE system. All workshops were hosted by local programs.

Notice of the workshops was made possible through lettersand fliers to all local adult education directors and to other agency personnel (Appendix E), through presentations at conferences around the state, through the adult education newsletters and through word of mouth.

The format of the workshops was a hands-on approach with participants "playing teacher" and using componants of the CUBE system. (Appendix F). Each participant received a folder containing the CUBE philosophy, CUBE goals, artists interpretation of CUBE and an evaluation form (Appendix G). The CUBE staff attempted to ascertain the reason why each participant attended by including a checklist on the registration sheet requesting this information (Appendix H). At the conclusion of each workshop, four sign-up sheets were available at the registration table for participants' use. (Appendix I): a green sheet for requesting the CUBE system and implementation assistance, a red sheet requesting more information about CUBE before making a dicision, a blue sheet requesting any part of CUBE or anything else that had been mentioned by the workshop presenters, a yellow sheet for verification of those people who had received a math kit to take home from the workshop (dissemination of the math kit from a 310 special project conducted by Ellen Mize, Vincennes University, was handled throuhg the CUBE project.

The success of each workshop was gauged by the evaluation responses of the participants and by the number of people signing up for implementation of the CUBE system.

Project staff are of the opinion that some amount of implementation assistance in the use of the system would be the most appropriate was to disseminate the system.

A sixth unscheduled workshop was held near the end of the project at the request of a fairly large volunteer program in the nowthwest part of the state. A description of that workshop appears under workshop #6, follwoing.

Workshop #1 was held in CUBE's hometown, a south central college town. It was attended by over 30 people from many areas of interest: university professors, ABE teachers and administrators, social service agency representatives, college students, volunteer tutors, high school teachers and paraprofessionals. One representative from the Indiana Department of Public Instruction also attended. Interest in the CUBE system was high, although due to the diversity of the audience, only a few people were in a position to request CUBE implementation assistance. The evaluations of the workshop were highly favorable.

Workshop #2 was held in a large urban city in the central part of the state. Over 30 people, mostly from ABE program nearby, attended. Another representative from the Indiana Department of Public Instruction also attended. Interest in the system was highfrom the outset, although most of these participants knew little about CUBE prior to the workshop. Several teachers from one of the largest programs in the state enthusiastically signed up for implementation assistance. Five people requested implementation assistance at this workshop.

Workshop # 3 was held in a small town directly north of the capital. Sixteen ABE teachers from three different programs attended this workshop. Very few of the participants had any experience with 310 special projects, so many of the questions and concerns were of a general nature initially. Two people requested CUBE implementation assistance.

Workshop #4 took place in a small town, a suburb of the Gary/Chicago area. The host program is large and scattered geographically. Over 30 people

representing several areas and programs attended this workshop. This workshop was conducted in half a day rather than the usual whole day, but it had no effect on the rosponse on the part of the participants. Seven people signed up for implementation assistance.

Workshop # 5 was conducted in the north central part of the state. It is a medium size industrial city with a diversified adult education program. This was the smallest workshop held, with just nine people attending. They came from several different programs and generally had heard something about CUBE. They were eager participants with many questions. Perhaps the small number created an atmosphere more conducive to questioning than the larger workshops. Two programs signed up requesting CUBE implementation assistance.

Workshop #6 was conducted at the request of a large volunteer program in the northwest part of the state. The location was a medium sized industrial city that is also the home of a state univeristy. Attendance was limited to the program staff and tutors; thirteen perople attended. The group was well prepared for the CUBE presentation as they had requested and received advance informationabout CUBE and hadread the materials with their own program's goals and methods in mind. The program requested implementation assistance.

III. Results

A. The revised, edited and packaged CUBE system:

All of the materials developed by the Vincennes Univeristy program and which make up the CUBE system were edited (only the reading program was not edited), rewritten, revised and collected into a more manageable form by the project staff. The materials were then assembled into content area, color-

coded notebooks, representing one of each of the CUBE system's instructional goals. Packaging of the seven notebooks involved careful planning and detail since the entire system has to be comprehensive to include all CUBE materials, with the exception of the recommeded published materials, and at the same time, provide ease of use needed by ABE staff who were not located in one classroom location only. (Appendix J)

B. Training of participating programs:

Four local programs received implementation assistance in the use of the CUBE system. Two evaluation instruments were used with these programs to measure the effectiveness and desireability of the actual training (Appendix C) and to measure the worth of the actural CUBE system. (Appendix D). Responses from the training evaluation gave the following results:An overwhelming number of participants preferred the direct on-site training provided by the CUBE project; most participants felt they were able to provide input to the project staff whenever necessary; all participants had met and worked with all project training staff; and most participants had reservations about some aspect of the project which provided the trainers with definite directions for making improvements (AppendixC). Results from the CUBE assessment were varied.

Most participants indicated that the CUBE system was better than the instructional program they had been offering their students; all preferred the curriculum all in one system; most felt their students were more self-directed instead of teacher dependent when using CUBE; most felt that CUBE placement was quicker and more accurate that what they had been using, and more students were reaching their goals with CUBE.

A. Regional Workshop

Participant evaluations of the six regional workshops conducted around the state indicated that the presentation generated much interest in CUBE.

Most participants indicated that they wanted more information about CUBE. The majority of participants indicated that the techniques and approaches used in the workshops were helpful in illuminating the idea of the CUBE system. Comments were made on the organization of the workshops, the clarity with which the system was presented, the impact of the visuals, and the benefit of the hands-on approach. Comments were also made on the enthusiasm of the projects staff. The ultimate proof of the acceptance of the idea of CUBE came from participants signing up to request implementation of CUBE. Requests were collected from all workshop locations, with a total of fourteen (14) different programs represented.

D. Sources of Funding for Continued Training

The CUBE project staff submitted a continuation proposal under section 310. The porposal will not be funded. Thus, unless ABE programs find other sources of funding, implementation assistance will not be available to them as they had requested. Other education programs sponsored by other agencies are exploring the possibility of funding the training for their staff out of their program funds. Some ABE programs in the same geographic area discussed joint training and sharing the cost. Other programs are considering sending teachers to Bloomington or Vincennes for preparation in using the CUBE system. Funding is also being sought from private industry, social service agencies, the military and educational consulting firms.

IV. Conclusions/Recommendations

A. Final Product CUBE System;

Since the organization of the CUBE system was so well received by those who saw it, i.e. the color-coded, subject area arrangemen of a curriculum into on comprehensive, yet flexible package, it is suggested that future

projects involving curriculum design consider this approach. It is further recommended that the modular componant approach for assembling the materials by considered by other designers since using only what is needed from a total system, without loss of effectiveness, makes the entire product more appealing. While the contents on the CUBE system were highly rated, the carrying case itself would not be recommended to anyone considering the selection of a sturdy, visually exciting product. When materials receiving a high acceptance by ABE staff and with proven effectiveness with ABE students are packaged, it is recommended that the cost of packaging be considered a high enough priority to encure a product that will withstand more than a limited lifetime.

B. Training of Participating Programs

The results of the Training Evaluation suggests that future teacher training projects similar to CUBE provide direct, son-site, in-class training when possible. A thorough assessment of the optimum length of training should be made, so sufficient time will be provided to avoid teacher frustration and to ensure the most effective use of the product. Trainers should relate to participants in such a way that a free exchange of attitudes and ideas can take place.

It is recommended, from an examination of the results of the CUBE Assessment, that future materials developed for classroom use be compactly organized, providing clear instructions for administration and use with an emphasis on ease and accuracy of use.

C. Regional Workshops

It is recommended that workshops similar to CUBE by of appropriate length

(one half day to one day depending on the audience). Those programs desiring additional training or information could then make such a request. An enthusiastic, organized, clear presentation by workshop leaders is essential. Workshop techniques and approaches that will illuminate the subject and/or materilas being presented are recommended. The hands on approach is well accepted. Visual aides that enhance understanding of the materials and concepts are desireable.

Workshop participants should feel free to discuss and/or argue the benefits of the materials and/or techniques; and workshop presenters who make themselves available for later discussion and consultation gain the confidence of workshop participants.

D. Sources of Funding and Continued Training

When a number of local programs, through awareness of the project from a dissemination effort commit themselves to be traind in the project as indicated by the administrator's signature on an implementation request list, it appears appropriate to provide funding necessary to train the practioners making the requests. When funding for continuation projects with such wide local program support is not approved, it is suggested that alternative sources for funding be sought to satisfy the demad for the training.

Appendix A

CUBE Information Checklist

1. Location of class or classes in which we will be assisting _____

_____

2. Schedule of class or classes in which we will be assisting _____

_____

3. Percentages of students: Level I, Phase 1 _____
Level I, Phase 2 _____
Level II _____

4. Average daily attendance _____

5. Special population? Specify _____

_____

6. Open to public? _____

7. Number of teachers in this class _____

8. Number of paraprofessional or aides _____

Check the materials listed below which your program now owns:

9. Math

_____Number Power
_____Steps I & II to Math
_____Pentagon
_____Hexagon
_____Heptagon
_____Octagon
_____Algebra
_____Refresh
_____Basic Essentials of Math 1 & 2
_____Triangle & Rectangle

10. Reading

_____Reading Attainment Kits 1 & 2
_____Kaleidoscope Readers, 1-8
_____Specific Skills, El. & Sec.
_____Mott 301-304
_____Mott 601-604
_____Target Blue, Yellow & Red
_____Cambridge Reading, 1 & 2
_____Mott 1300-1306
_____Sullivan Readers, 1-8
_____Cambridge Reading for Survival

CUBE Information Checklist (continued)

11. English

_____Mott 1607-1610

_____Mott 1911-1914

_____Cambridge Skills in Language, 1 & 2

_____Cambridge Basic Skills in Grammar, 1 & 2

12. Vocabulary

_____Base

_____Wordcraft

13. Teaching Aids

_____Cyclo-Teacher

PARTICIPATING PROGRAM IMPLEMENTATION REPORT

DATE: _____

VISIT #: _____

PARTICIPATING PROGRAM _____

ADDRESS _____

PHONE _____

TEACHER CONTACT _____

ADDRESS _____

PHONE _____

NUMBER OF HOURS PER WEEK TEACHING ABE _____

NUMBER OF YEARS TEACHING EXPERIENCE _____

NUMBER OF YEARS ABE EXPERIENCE _____

CLASS CHARACTERISTICS (NARRATIVE DESCRIPTION)

LOCATION: _____

_____

_____

TIME: _____

SIZE: _____

LEVELS SERVED: _____

NUMBER OF TEACHERS, TUTORS, AIDES (RESPONSIBILITIES):

DIRECTLY ASSISTED WITH STUDENTS: YES_____NO_____

DESCRIBE:

TO WHAT EXTENT IS CUBE BEING USED IN PROGRAM? ASSISTANCE GIVEN IN EACH AREA: DESCRIPTION, DEMONSTRATION, ANSWERED QUESTIONS, ETC.

READING LEVEL 1, PHASE 1:

PHASE 2:

READING, LEVEL II:

MATH:

ENGLISH:

VOCABULARY:

LD MATERIAL:

OTHER PROGRAM PERSONNEL ASSISTED (DESCRIBE)

DID YOU MEET/WORK WITH DIRECTOR/COORDINATOR OF PROGRAM (DESCRIBE CONTACT, IF ANY)?

RECOMMENDATION TO PARTICIPATING PROGRAM IN UTILIZING CUBE:

MATERIALS:

CURRICULUM PROCEDURES:

RECORD KEEPING (IF DISGUSSED, OR APPLICABLE):

CLASSROOM MANAGEMENT (STAFF USE, PHYSICAL CONSIDERATIONS, ETC.):

LENGTH OF YOUR VISIT (GIVE DATES): _____

OTHER COMMENTS:

(Signed) _____

CUBE TRAINING EVALUATION

NAME _____

PROGRAM(LOCATION) _____

YOUR POSITION _____

1. Have you ever participated in a 310 special project before (not one of your own)?

   2 YES 5 NO

2. How did you become aware of the CUBE project?

   2 From participating teacher(s) in my program

   ___ From my program's director

   3 From direct contact from CUBE personnel (letter, call)

   3 Through informal conversations, meetings, etc.

   2 Other (specify)

3. Which of the CUBE personnel through your involvement with this project have you met?

   5 Ann McDermott 7 Sandy Bender 7 Sherry Dick

4. Have you actually worked with the personnel or observed the work they did with your program staff?

   5 Worked with 2 Observed 1 Neither

5. Which situation(s) describe(s) your answer to question 4 most completely?

   5 (a)Worked directly with personnel in seeing demonstration of CUBE system

   4 (b)Worked directly with personnel in using CUBE system with students

   7 (c)Had meeting(s) with personnel about the project or the CUBE system

   5 (d)Have had phone communication with personnel about some aspect of the project

   1 (e)Have met some personnel but have not actually worked with them on project

   ___ (f)Other(Please describe on back)

6. How would you rate the training provided by CUBE personnel in bringing the CUBE system to your program?

5 (a)would prefer direct, on-site training like this to some other approach

1 (b)would prefer reading through a project and its plans and implementing it myself

____ (c)would prefer some other form of training altogether (specify on back)

2 (d)liked the training provided but would like to see more visits to the participating programs

2 (e)liked the training provided but would like to see more of my program's staff involved

7. My expectations of the CUBE project were that training might lead to:

5 (a)less teacher-directed classroom instruction and more student independence

3 (b)less teacher preparation time inmeeting needs of students

5 (c)greater student progress as measured by increased student goal attainment

2 (d)increased student retention and contact hours

3 (e)greater teacher confidence in student placement and instruction

4 (f)increased cost effectiveness in allowing teacher to meet needs of more students within a given class

____ (g)other(specify on back)

8. Please check below those expectations that were realized through training in the CUBE project (refer to question 7):

5 a.	____ d.	____ g.
1 b.	3 e.	
3 c.	4 f.	

9. How would you rate your involvement with the CUBE project?

3 (a)wholeheartedly support the approach and the project

5 (b)have reservations about some aspect(s) of the project (specify on back)

____ (c)found the project to be of little value to my program

10. Suggestions for future teacher training projects like CUBE (use back, if necessary):

THANK YOU!

CUBE ASSESSMENT

Name_____
Location_____

A. Manageability of system

1. Compared to the instruction you have been offering your students, how would you rate the CUBE system?

11 better
3 can't see any advantage of one over the other
_____ not as good

2. How do you feel about having the curriculum all in one system, i.e., all areas of instruction in CUBE included in one package with uniform procedures?

14 prefer it
_____ do not find a system significantly better
_____ do not like it

3. How does CUBE affect the time you spend with your students?

11 frees me to have more student contact and work with more students
3 doesn't make any difference
_____ takes up more time I would usually spend with students

4. How has CUBE affected your students?

11 they are more self-directed instead of teacher-dependent
2 no change
_____ they require more of my time

B. Accuracy of placement and progress of students within the system

1. What is your opinion of the step-by-step instructional approach in CUBE's content area placement goals (Math, English, etc.)?

10 placement is quicker and more accurate than what I did use
2 don't see much difference from what I usually use
_____ do not like CUBE's placement goals

2. Does the CUBE progress sheet do the following for you? (yes or no)

12 clarify areas of instruction
10 show a student's strengths and weaknesses
12 plots sutdent achievement in the program

3. Have you noticed any change in student goal attainment since using CUBE?

11 yes, more students are reaching their goals
3 no, there has been no change
_____ fewer students are reaching their goals with CUBE

C. Accuracy and appropriateness of reference component

1. Do you use the reading and/or math taxonomies?

6 often
7 some
____ never

2. Do the taxonomies help you in remediating student deficiencies?

7 very much
7 some
____ not at all

3. Do you prefer using the taxonomy to other methods you have used in finding appropriate materials for students?

10 yes
3 no preference
____ no

4. Do you find that you usually have some of the materials listed in the taxonomies?

12 yes, Reading	8 yes, Math
1 no, Reading	3 no, Math

D. Efficiency of record-keeping component

1. Have you seen the CUBE record-keeping materials (attendance sheets, ledger book, card file)?

9 yes
5 no (Explain)_____

2. Does it suit the needs of your program?

9 very much
1 could use some of it
1 couldn't use it

3. Are you familiar with the system your program presently uses?

13 yes
1 no

4. Do you file your own end-of-unit and quarterly reports?

7 yes
7 no

E. CUBE usage

In the areas mentioned below, check those from the CUBE system that you are now using or will be using in the future.

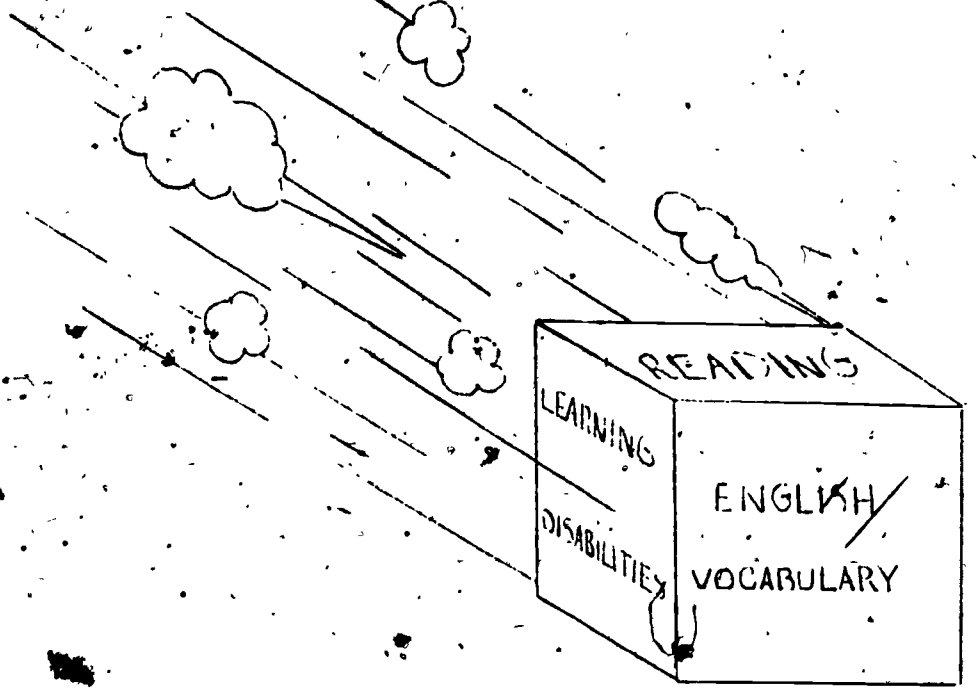
____ individual student folders
____ attendance sheets
____ math placement inventory and/or math kit
____ math guide sheets

_____ABLE reading test
_____CUBE reading step tests (1-10 or any part)
_____Mott English placement tests
_____Wordcraft placement test
_____Wordcraft guide sheets
_____Base tests
_____CUBE math handouts (any or all)
_____CUBE reading handouts (any or all)
_____CUBE English handouts (any or all)
_____Materials and tests from the CUBE Learning Disabilities notebook
_____Recommended CUBE materials in the following content areas:

_____Math
_____Reading
_____English
_____Vocabulary

11--use all of system
3--use over half of system

CUBE is coming!



It's a system!
It's flexible!
It's student - oriented!
It's a teacher's delight!
It's a director's dream (cost-effective and productive)!

AND IT'S PLAYING IN A TOWN NEAR YOU SOON!

March 6, Friday Bloomington
March 20, Friday Indianapolis
April 3, Friday Logansport
April 10, Friday Portage
April 24, Friday Ft. Wayne

For more information, contact:

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* Curriculum Continuity and Unity in Basic Education

A curriculum system including reading, math, English and vocabulary that is flexible and individualized AND includes an easy-to-use record keeping component.

CUBE WORKSHOP AGENDA

Bloomington, In.

Mar. 6, 1981

9:00-9:30	Introductions Around Questions/concerns you have about CUBE: reading, math, English vocabulary, learning disabilities, student orientation
9:30-10:00	Math kit explanation Participants' questions Ellen Mize, Vincennes ABE program
10:00-10:10	Let's Have Another Cup of Coffee--BREAK
10:10-11:30	"Wanna Play School?" Taking CUBE apart: how it all works in the classroom--separately or as an entire system. Participants will use CUBE.
11:30-12:30	Munchies around town--LUNCH
12:30-1:00	PAM notebook, loose ends, straggling diners, hunkering down, morning "Huhs?" (Questions)
1:00-1:45	The Wheel of Change A true story; plotting your own attitudes and chances for change
1:45-2:00	Evaluations, freebies, afternoon "Huhs?", and good-byes

THANK YOU FOR COMING!

WHAT IS CUBE?

(Curriculum Continuity and Unity in Basic Education)

Everything you need to know in order to start an ABE student on a course of study from the moment he walks through the door until goal completion is in the CUBE system. While we urge you to read the entire manual to see how efficient and successfully the whole system works, we have constructed it so that you may use only the sections you need at the moment. Each area of student-teacher contact is referred to as a goal (e.g., orientation, math, reading). Each section will be identified by goal number and title. The format for each section includes procedures and materials needed for working in that area.

We believe that adult educators, among all educators, have a rare opportunity to make a difference in the lives of the student who comes through their program. Because we can make a difference and possibly set a student on a new course in life, it is essential that we provide the most effective instruction possible. Through use of the CUBE system you can:

*make accurate placement of students at all levels and in all areas of material

*individualize instruction in both heterogenous and homogonous class situations

*improve tetention through student satisfaction and progress

*increase the number of students who can be assisted at any one time

*make students self-directed and responsible for their own progress and success

*help students realize their goals

The CUBE system is a diagnostic-prescriptive approach in the areas of math reading, language and learning disabilities that can be used with students from 0-GED grade levels. The system is programmed and individualized, so it is as convenient and efficient for the teacher as it is for the student. The aim of CUBE is to make instruction student-directed rather than teacher-

dependent. Through use of the folder and progress sheet which every student should have, uniquely, the student as well as the teacher is able to monitor progress in instruction through goal completion. At a glance, the student can tell at any time what is left remaining to complete his instruction and his own goal. The progress sheet reflects the efficiency and wide applicability of CUBE: a student or teacher may move to another program employing CUBE without retesting, loss of instruction, success or new found confidence.

While CUBE is a complete system for ABE instruction and management, it is in no way inflecible. On the contrary, using the CUBE system allows a teacher more time to individualize and be creative since less time will be spent on placement and selection of a basic curriculum for each student. While CUBE does recommend some books, in most cases, a program can find some of its own materials listed in the taxonomies of reading and math. There is no inclusion of APL material specifically in CUBE, but you will find much of it listed in the taxonomies, too. It is not difficult to "plug in" APL material or most any other material into the CUBE system. All that is needed is an identification of the skills covered and an approximate grade level (See CUBE Level Placement in PAM, p. RK-5).

While the teacher should always be available for consultation and explanation when the student needs it, the teacher should start right away getting the student in the habit of taking responsibility for his own learning. He should be aware that the progress sheet is his point of reference as much as the teacher's. As each student comes in for class, he should get his folder, look at the progress sheet and see if there's any test, book, or material he deeds. This is ideal. The teacher, though, should always get around to each student to check the folder (progress sheet) to see if there's something the student needs. This is the time when social contact can be

made with the student. Even if he will not be needing your help directly that day or night, you should always manage to speak with every student every time he comes to class.

The mood of an ABE classroom should always be informal, with the teacher acting more as a facilitator rather than a traditional authority figure presiding over learning. As the name state, ABE is an adult program, and that should always be evident in the respect shown to students.

HOW TO USE THE CUBE SYSTEM:

CUBE offers a convenient and proven system of curriculum in ABE instruction. All of the notebooks in CUBE are color coded by subject area. You will find in this system:

*Yellow notebooks-Math: contain placement goal instructions; placement tests, mastery tests, list of recommended books, answer keys, supplementary materials, guide sheets.

*Red Math Kit; sequential math program containing taxonomy of math skills cross referenced with all math materials used in reporting ABE programs throughout Indiana; math screening surveys from 0-GED grade levels; diagnostic inventories; answer keys; standardized test guides; and instruction manual.

*Red notebook-Reading: contains placement goal instruction, all placement materials, reading step tests for 0-GED grade level; taxonomy of reading skills cross referenced with all materials in use in reporting ABE programs in Indiana; prescription sheets and guide sheets.

*Blue notebook-English/Vocabulary: placement goal instructions; placement tests; mastery tests; worksheets; guidesheets; supplementary materials.

*Green notebook-Learning Disabilities: placement goal instructions; screening test; suggested approaches for instruction; teachers' case studies.

*White notebook-PAM(Program Administration Materials): pre-GED test information; state forms; professional readings; attendance sheets; record-keeping system; all student orientation materials (progress sheet, enrollment form, student release form and learning center information sheet); recruitment/retention materials; materials list.

In the CUBE Contents at the front of this manual, you will find listed all the materials included in the CUBE system. This works two ways: as a guide to what is available and as an inventory of your complete system. We recommend using the inventory NOW before you get started to insure that your

kit is complete. We have made every effort to be precise, but should you be missing something in any section, please contact us immediately, and we will send it to you right away.

On the following pages, you will find all the goals for every student teacher contact area. The appropriate goal is also included at the beginning of each subject area notebook for ease in using the system. Reading the entire set of goals before you begin using CUBE will give you a complete picture of the CUBE system's approach; reading each individual goal in the notebook will assure proper placement and instruction with the student. Remember, we have arranged the goals in the order that a student should be placed in each area. The one exception is the learning disabilities materials. It has been included as the last (6th) goal since not all students will need it. To anticipate an often-asked question, we start with math because that's the area where most students have forgotten the most due to little use. Consequently, they often have the most to catch up on in math too. Also, by placing in math first, using the CUBE math placement inventory (MPI) or math kit, a student can be insured of getting a gook during the first class contact since CUBE math diagnosis and placement is so easily accomplished.

The order of placing a student, then , into materials is as follows:

* Goal II-Math placement-yellow notebook

*Goal III-Reading placement-red notebook

*Goal IV-English placement-blue notebook

*Goal V-Vocabulary placement-blue notebook

*Goal VI-Learning Disabilities placement(if needed)-green notebook

If you have any questions or concerns about diagnosis, placement, instruction-anything at all about the CUBE system, please contact one of the programs listed below. Your reactions and suggestions about the system will be solicited by the CUBE staff. Once a program initiates use of any

or all of the CUBE system, that program will be kept in touch with us. We recognize the need for change and growth, and we want your ideas as much as we want to share our own. Congratulations and good luck! You are on your way to becoming a CUBE site.

You may get assistance from CUBE personnel by contacting the following programs:

MCCSC Adult Education
3901 Kinser Pike
Bloomington, IN 47401
Phone: 812-336-6831
Ann McDermott, Coordinator

The Vincennes program may also be of assistance since staff from Vincennes developed most of the initial materials.

Adult Basic Education
Vincennes University
Vincennes, IN 47591
Phone: 812-885-4145

LaVon Coate, Director

NEW STUDENT ORIENTATION

NOTEBOOK - WHITE

Note: All forms referred to in this section, except the math placement inventory, are found in the white notebook, PAM (Program Administration Materials).

MATERIALS:
-attendance sheet
-folders
-progress sheet
-enrollment form
-student release form - Optional
-learning center information sheet - Optional
-GED information sheet - Optional
-math placement inventory/math kit
-ABLE student answer form (available from publisher)

PROCEDURES:

1. Teacher will prepare student folders prior to class time. Each folder will contain the following:

   -ABLE student answer form
   -progress sheet, stapled to inside front cover of student folder
   -enrollment form
   -student release form - Optional
   -learning center information sheet - Optional
   -student name written by teacher on tab of folder
   -math placement inventory
   -GED information sheet - Optional

2. Teacher will explain that:

   -the ABE program is ungraded; that is, no grades are given, and no student can fail
   -all tests are for the purposes of placement and monitoring progress
   -attendance is voluntary and monitored by means of a sign-in, sign-out procedure

3. Student will complete the following:

   -enrollment form
   -student release form -Optional

Note: Some ABE students are unable to read and write. It is suggested that at the time of enrollment, the teacher say to the new student, "If you need some help with this, I'll be happy to assist."

GOAL II

MATH PLACEMENT

NOTEBOOK - YELLOW and/or RED MATH KIT

Note: CUBE has two good approaches for instruction in math. You may choose to use one approach alone, both approaches together (OUR RECOMMENDATION), or even to combine one or both with the approach you are presently using. The taxonomy in the Red Math Kit provides a skills list of all math materials being used in ABE programs throughout Indiana. Chances are, unless your program is new, you'll have at least some of the materials listed.

MATERIALS:
- -Math Placement Inventory and answer key
- -Steck-Vaughn Series, "Working With Numbers", "Steps to Mathematics", "Number Power" books, or see taxonomy, Red Math Kit
- -Math Guidesheets
- -Math supplementary handouts
- -Math Kit

PROCEDURES: -Identify the skills needing remediation by administering:

Math Survey I
for
(Math Kit)

1. For use with all new students, see "Instructions for Use", Pg. 6, Manual (Math Kit). All new students start with Survey I.
2. For use with currently enrolled students, see "Instructions for Use", Pg. 6, Manual (Math Kit). Students may use any or all of the surveys, depending on teacher's descretion.
3. For use with returning students, (same as Step 2).

Math Placement Inventory
for
(Steck-Vaughn Series)

1. A student is placed in the "Working With Numbers" series according to the Math Placement Inventory Answer Key. A student missing 50% or more of any one skill area should be placed in the corresponding book listed on the left-hand margin of the answer key. The table of contents will direct you to the needed sections.
2. A math guidesheet is used to monitor progress in each "Working With Numbers" books.
3. Supplementary handouts are given as indicated on guidesheet and are recorded on progress sheets.
4. Mastery tests are given upon completion of each book.
5. Upon completion of a book and successful completion of the Mastery Test, information is recorded on the progress sheet.

*See PAM Notebook for complete list of materials, publishers, and prices in all subject areas.

6. Upon successful completion of a Mastery Test, student is placed in the next book.

7. We have in our program the Steck-Vaughn Algebra book and a geometry handout. However, you may wish to give your student the Pre-GED math test upon completion of the Heptagon book, depending on that student's goals and abilities.

Note: For percentages of skill areas covered in math test of GED, see "New GED Test Information" in the white PAM notebook.

PART I - READING ASSESSMENT

COMPLETION OF ABLE III TEST

NOTEBOOK - RED READING
GREEN LEARNING DISABILITY (LD)

Note: All reading answer keys and explanations of reading step tests are found in the Red Reading Notebook. All LD materials are found in the Green LD Notebook. All student step test materials are found in the Red Reading Notebook.

MATERIALS:
- -ABLE III Form A testbooks
- -ABLE III Guidebook
- -ABLE III Administrator Manual
- -ABLE III Answer sheets

PROCEDURES:

1. Students who have successfully completed enrollment form and story problems on pages 1 and 2 of math inventory or story problems on Math Survey I will now complete ABLE III, reading test 3, page 8, through page 19.

   The following should be explained to the student:

   - -use of separate answer sheets
   - -inverted pages, pages 16 and 17
   - -test is untimed and student may look back through passages for answers
   - -ABLE III scores will be used for placement into Reading Step Tests.

2. Student attempting no story problems on math inventory should be given Reading Step Test I. The Learning Disability (LD) Test (see Goal VI) should be administered at the discretion of the teacher as indicated by student difficulty in completing Reading Step Test I. Both Step Test I and Learning Disabilities Test are administered orally by the teacher. CAUTION: Some students may be threatened by story problems because they have never learned to set up the formula to solve a problem. You can do a quick check to find out whether its a reading or a math problem by asking the student to orally read a couple of story problems to you if these are consistently left unanswered.

3. Borderline students who successfully complete only one of the story problems should be given Reading Step Test 4.

4. Students who have not previously taken ABLE III reading test may do so upon completion of Reading Step Test 5, if it is believed they can now handle the material.

GOAL III

PART II - READING PLACEMENT

PLACEMENT INTO STEP TESTS

NOTEBOOK - RED (READING)

Note: All reading answer keys and explanations for Step Tests are found in the Red Reading Notebook. All student materials are found in the Red Reading Notebook.

MATERIALS:
- -Step Tests 1-10
- -prescription sheets (Step Tests 1-7)
- -guidesheets (Step Tests 8-10)

PROCEDURES:

1. Students completing ABLE III Reading Test should be placed into appropriate Reading Step Tests according to ABLE III percentile ranking as follows:

PERCENTILE	STEP TEST
70-100	Step 10
65-70	Step 9
60-65	Step 8
55-60	Step 7
50-55	Step 6
45-50	Step 5
40 and below	Step 4

2. A separate prescription sheet is used for each Step Test 1-7. Non-mastery of skills items on a Reading Step Test indicates use of a prescription sheet. See the sample below for use of the taxonomy and prescription sheet for remediation.

Step Test	SYLLABICATION	
5	MATERIAL	PAGE NO.

DEFICIENT SKILL	READING Step No.	MATERIAL	PAGE No.	DATE Begun	DATE Ended

This student failed to master syllabication on Reading Step Test V. Referring to the taxonomy in the Red Notebook, the teacher locates SYLLABICATION - STEP V and selects the indicated materials available in local program and record page numbers on the student prescription sheet. Upon completion of the remedial skills work, the student is prepared to move to the next Step Test.

*Record completion of each Step Test on the student progress sheet found inside the cover of student folder.

3. Non-mastery of skills items in Reading Step Tests 8-10 indicates use of Reading guide sheets. (Prescription sheets are not used beyond Step 7).

   Each Reading Step Guidesheet indicates appropriate remedial skills material. Indicate date of completion on the line provided.

4. A student who fails to master the reading comprehension at Step Tests 8-10 should be placed into a reading text for that level as indicated on the guidesheet. A separate taxonomy of skills for each of the three texts is located at the end of the taxonomy for Step Tests 1-7 in the Red Notebook.

5. A student who completes Reading Step Test 10 is ready to take the pretest in Cambridge I Reading book pg. 1-4, "How Much Do You Know Already?" Answers follow test.

6. A student missing fewer than half the questions on "How Much Do You Know Already?" should take the post-test, pg. 200-207. Answers are on a separate answer key in the Red Reading Notebook. Teacher discretion is advised.

7. Any student missing half or more on either the pre-test or the post-test should work through appropriate exercises in Cambridge I Reading book.

8. A student completing Cambridge I Reading book should take the pre-test in Cambridge II Reading book (Diagnostic Test) pg. 13. Answers follow the test. Teacher should assist the student with the Self Profile Chart on pg. 19, in planning exercises for remediation in Cambridge II Reading.

9. Upon completion of exercises in Cambridge II Reading book, student should complete the Mastery Test pages 226-239. Pages 240-244 are optional. Answers are on a separate answer key in the Red Reading Notebook.

10. Upon completion of the Cambridge II Reading book and Mastery Test, the student is ready for three Pre-GED tests:

    Test 2, The Social Studies Test
    Test 3, The Science Test
    Test 4, The Reading Skills Test

ENGLISH PLACEMENT

NOTEBOOK - BLUE

Note: English placement inventories and answer keys are found in the Blue Notebook.

MATERIALS:

- -Mott Pretests
- -Mott Series
- -Cambridge Series
- -Supplemental Materials

PROCEDURES:

1. Students who have scored in the 55th percentile or higher on the ABLE III reading test OR have completed Reading Step Test VI are given Mott 1600 English pretest. Students who have scored in the 75th percentile or higher on the ABLE III test are given Mott 1900 pretest.

2. Students are now ready to be placed in the appropriate English materials. Placement is determined by consulting answer keys for each pretest. The rule of thumb is: Half wrong in any skill area indicates remediation. These will correspond to pages student is to do in Mott 1607-1610 or Mott 1911-1914. A student who checks in at the 1600 level will progress through both this series, and the 1900 series.

   Note: Students completing 1900 Series or testing out of 1900 Series should take the pretest in the Cambridge I Language book,

3. To place student in Cambridge I Language book:

   -give the pretest, in front of Cambridge I, "How Much Do You Know Already?"
   -refer student to page 12 for checking answers and determining assignment in book.
   -student looks up the number of items missed and follows across the page to find chapter(s) assignment.
   -student is given all the Cambridge I chapter tests indicated from pretest. The option to use these sheets as worksheets or tests is usually given to the student. Student is ready to go to Cambridge II book once all assignments and corresponding worksheets in Cambridge are completed.

   Note: Many students experience difficulty moving from Cambridg I Language book to Cambridge II Language book. To help with th transition, you might use Steck-Vaughn English book (GED) serie or Cambridge Basic Skills in Grammar 1 & 2.

4. To place students in Cambridge II language book:

   -give pretest at front of book
   -refer student to page 10 for checking answers and determining assignments in book. Items missed are cross-referenced with page numbers of those skills. Teacher assistance may be needed
   -student is given Cambridge II section tests corresponding to

pages assigned. They have the same option for use as the Cambridge I chapter tests.

-upon completion of Cambridge II exercises, student should complete post-test page 194-203.

-student completing Cambridge II is ready for Pre-GED Writing Skills Test I. See White PAM notebook.

VOCABULARY PLACEMENT

NOTEBOOK - BLUE

Note: CUBE provides two vocabulary series: BASE and WORDCRAFT. Assignment into either series is determined by student ability.

MATERIALS:
- -Wordcraft pretest
- -Wordcraft books
- -Wordcraft guidesheets
- -BASE workbooks
- -BASE audio tapes
- -BASE chapter tests

PROCEDURES: A student needing remediation in vocabulary will be placed in either BASE or Wordcraft according to ability as follows:

BASE

1. BASE workbooks are consumable and cannot be used in any other way.
2. When a student is assigned to BASE, he is given a workbook and appropriate audio tapes.
3. A student demonstrating reading difficulty based on his performance in Reading Step Tests 1-4, should be placed in the BASE series upon successful completion of Step 4. Before Step Test 4, it would be inadvisable to try to place a student in vocabulary material since teaching vocabulary in isolation to low level reading students is difficult and often unproductive.
4. A student who has been placed in the Wordcraft test, but who misses 75% or more on all book sections of the test, should be placed in BASE. It is highly unlikely that he will be successful in Wordcraft at this point.
5. A student placed in BASE will need close teacher assistance with the initial lessons.
6. Careful attention should be given to each student's learning style. That is, some students are very uncomfortable using audio tapes, etc. Should a student display discomfort, the BASE series should be discontinued.

WORDCRAFT

1. Upon completion of Reading Step Test 8, a student would be given the Wordcraft Test.
2. A student missing 50% or more on any or book section of the pre-test should be assigned the Wordcraft book.
3. A Wordcraft guidesheet must be used wit each book to record scores and progress
4. Should a student miss 75% or more on al book sections of the pre-test for Wordcraft, refer to the BASE section for placement in vocabulary.

GOAL VI

LEARNING DISABILITIES

NOTEBOOK - GREEN

Note: There are several approaches included in the LD notebook to teaching learning disabled students. There is no particular sequence in which to use the materials, since utilization is tailored to the student's abilities and needs. We do offer a starting point in the form of a screening test. A brief description of each approach is included in the notebook (pgs. 31-48). Before using any of the learning disabilities materials it should be recognized that learning disabilities may be localized (i.e., a problem in math only) or generalized (i.e., a learning problem in all areas.)

MATERIALS:

-Screening Test for Learning Disabilities
-Sullivan Programmed Readers (also listed in the Reading Taxonomy)

PROCEDURES:

1. The list below suggests some of the indications that a student may be learning disabled. The teacher should become familiar with the LD notebook material before selecting a student for the Screening Test for Learning Disabilities.

   The Screening Test for Learning Disabilities should be given to students who:

   -cannot read or write
   -are placed in Reading Step Test I
   -who display particular difficulty in one area of learning, but who are achieving in other areas
   -who have difficulty retaining information
   -whose writing skills reflect a much lower developmental level than reflected in general intelligence
   -whose reading developmental level is far below general intelligence level

2. Cognitive mapping is an instrument which determines the student's preferred learning style. Upon completion of the Screening Test, cognitive mapping should be done with the student. Cognitive Mapping is not only a valuable instrument when working with learning disabled students, but can provide valuable information in establishing the learning patterns and preferences of all students.

3. Once it has been determined from the results of the Screening Test that a student is learning disabled, the teacher is now ready to individualize a program of instruction for the student using one of the approaches summarized on the following page. Much of the material contained in the LD notebook for use with learning disabled students was modified and refined by Frances Early in her work at the Katherine Hamilton Mental Health Clinic, Terre Haute, Indiana.

-SULLIVAN PROGRAMMED READERS
Programmed reading skill building series designed for adults

-NEUROLOGICAL IMPRESS
A feedback system of unison reading involving hearing, seeing and speaking to recondition reading patterns and responses

-PRIME-O-TEC
A remedial system in which the student hears a smooth reading pattern on audio tapes. This promotes the adjustment of his own faulty reading patterns into one of fluent reading.

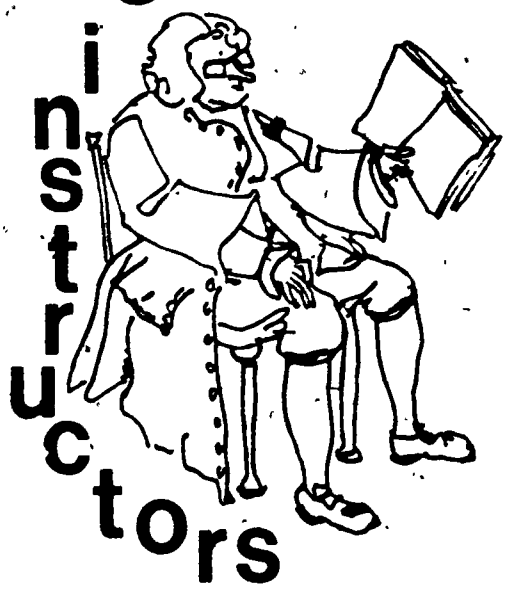
-VAKT
A multisensory learning process in which the teacher writes a word in large cursive letters on the board for the student to trace; while the student is tracing, the teacher names each letter or letter sound of the letter; the student continues tracing while naming letters or sounds to himself

THE CUBE SYSTEM

for flexible management of curriculum

continuity & unity...

programmed to offer



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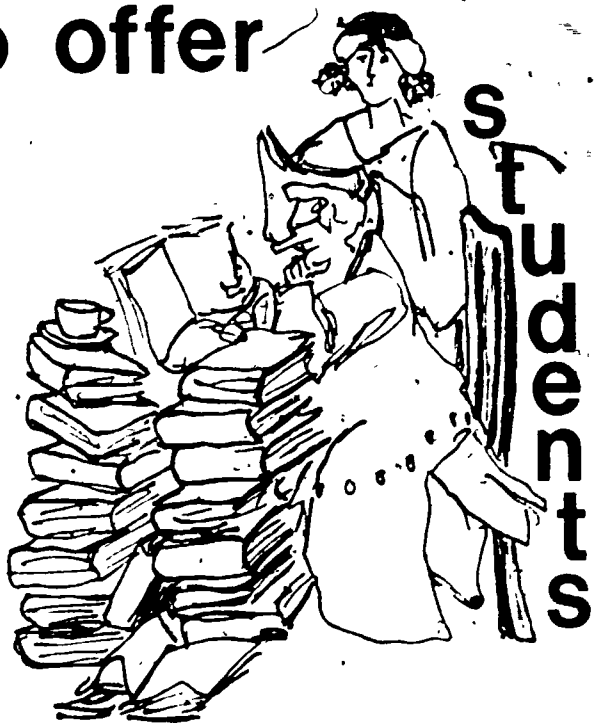

a framework for creatively meeting their educational needs

CUBE REGIONAL WORKSHOP EVALUATION

1. What were your reasons for attending this workshop?
   ____1)Interested in new ideas in classroom management
   ____2)My program (agency) sent me
   ____3)Want to find out what this CUBE thing is all about
   ____4)Want an overview of how CUBE can serve my clients
   ____5)Have a general interest in Adult Education
   ____6)Want to make changes in my curriculum
   ____7)Other (Specify)

2. To what extent were your expectations about this workshop met?
   5 4 3 2 1
   Very much Some Not at all

3. How much interest do you now have in the CUBE system after seeing it?
   5 4 3 2 1
   Very much Some Not at all

4. Do you plan on getting more information about CUBE for use in your program?
   YES_____ MAYBE_____ NO_____

5. To what extent do you feel the techniques or approaches used in this workshop were helpful in illuminating the idea of the CUBE system for you?
   5 4 3 2 1
   Very much Some Not at all

6. The best thing about the CUBE workshop was:_____

7. May I suggest?_____

8. Other comments_____

THANK YOU FOR COMING!

AFTER SIGNING YOUR NAME, PLEASE INDICATE TO THE RIGHT ONE OR MORE OF THE "REASONS FOR ATTENDING" LISTED BELOW.

REASONS FOR ATTENDING

1. Interested in new ideas in classroom management.
2. My program (agency) sent me.
3. Want to find out what this CUBE thing is all about.
4. Want an overview of how CUBE can serve my clients.
5. Have a general interest in Adult Basic Education.
6. Want to make changes in my curriculum.
7. Other (Specify)_

		1	2	3	4	5	6	7(specify
1.	NAME:							
	ADDRESS							
	PHONE:							
	PROGRAM AFFILIATION							
2.	NAME:							
	ADDRESS:							
	PHONE:							
	PROGRAM AFFILIATION							
3.	NAME:							
	ADDRESS:							
	PHONE:							
	PROGRAM AFFILIATION							
4.	NAME:							
	ADDRESS:							
	PHONE:							
	PROGRAM AFFILIATION							

SIGN-UP SHEET

I HAVE DECIDED! I want to implement some or all of CUBE into my program. Please contact me.

NAME _____
ADDRESS
_____
_____
PHONE _____
BEST TIMES TO CALL _____

NAME _____
ADDRESS _____
_____
PHONE _____
BEST TIMES TO CALL _____

NAME _____
ADDRESS _____
_____
PHONE _____
BEST TIMES TO CALL _____

NAME _____
ADDRESS _____
_____
PHONE _____
BEST TIMES TO CALL _____

SIGN-UP SHEET

I AM STILL DECIDING, BUT I would like more information about the following areas of CUBE (please use numbers).

1. Math
2. Reading
3. English
4. Vocabulary
5. Learning Disabilities
6. PAM

NAME _____

ADDRESS _____

_____

PHONE _____

BEST TIMES TO CALL _____

AREA(S) OF INTEREST: Please use number(s) above _____

NAME _____

ADDRESS _____

_____

PHONE _____

BEST TIMES TO CALL _____

AREA(S) OF INTEREST: Please use number(s) above _____

NAME _____

ADDRESS _____

_____

PHONE _____

BEST TIMES TO CALL _____

AREA(S) OF INTEREST: Please use number(s) above _____

I WANT SOMETHING !

NAME _____

ADDRESS _____

_____

PROGRAM _____

I WANT _____

NAME _____

ADDRESS _____

_____

PROGRAM _____

I WANT _____

NAME _____

ADDRESS _____

_____

PROGRAM _____

I WANT _____

NAME _____

ADDRESS _____

_____

PROGRAM _____

I WANT _____

Appendix I (4)

I RECEIVED A MATH KIT THIS DAY _____

Name _____

Address _____

_____

Program _____

Name _____

ADDRESS _____

_____

PROGRAM _____

NAME _____

ADDRESS _____

_____

PROGRAM _____

Name _____

ADDRESS _____

PROGRAM _____

NAME _____

ADDRESS _____

_____

PROGRAM _____