Oral History Interview
with
Autumn Keltner

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Autumn Keltner

Interviewed by Cuba Z. Miller

California Department of Education
Adult Education Oral History Project

California Department of Education
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Oral History Interview

with

AUTUMN KELTNER

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(CASAS) 1992 – Present

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Instructor Coordinator, Project Step Up, 1970 - 1972
ABE and ESL Instructor, 1960 - 1970

San Diego Unified School District
ABE and ESL Instructor, 1953 - 1960
Instructor, Fourth Grade, 1947 - 1950

April 16, 1999

San Diego, California

By Cuba Z. Miller

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None.

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Autumn Keltner, Oral History Interview, Conducted 1999 by Cuba Z. Miller in San Diego, California, for the California Adult Education Oral History Project

PREFACE

Adult education in California has a proud history of helping its citizens to meet the challenges of life in a huge, complex, multicultural state. Through the years, California adult educators have provided leadership to the nation in the development of innovative instructional practices and creative educational solutions.

The California Adult Education Oral History Project began in 1992 as a companion to a print history of adult education commissioned by the California Department of Education. The oral history project started with a small group of leaders whose careers began in the 1950's and 1960's and who witnessed and influenced important events in the development of the nation's largest adult education program.

To date, twenty-one educators whose careers span seventy years have participated. They represent the varying professional roles, organizations, and geography that comprise our state's diverse adult education programs. Their stories tell how California adult education met the needs of citizens in the wartime 1940's, and those of veterans and an exploding population in the 1950's. The growth and energy of California adult education in the nineteen-sixties, the institutionalization of competency based education in response to the influx of refugees and immigrants in the seventies and eighties, and the innovative uses of technology of the nineties have been recorded.

Significant assistance to the project was provided by the staffs both of the California State Archives and of the Oral History Program, History Department, California State University, Fullerton. This project could not have begun without the vision of Raymond G. Eberhard, Administrator, Adult Education Policy and Planning Unit, California Department of Education, and the support of the late Lynda T. Smith, Consultant, Adult Education Policy and Planning Unit.

Linda L. West
February, 2001

INTERVIEW HISTORY

Interviewer

Cuba Z. Miller

Interview Time and Place

One interview was conducted in San Diego, California, on April 16, 1999.

Editing

The interviewee reviewed and edited the transcript. When the tape was inaudible or when necessary for clarification, some information was added and is indicated by brackets [ ].

Tapes

The original cassette tapes were transferred to reel to reel format at California State University, Fullerton and deposited with the California State Archives.

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

INTERVIEWEE: AUTUMN KELTNER

INTERVIEWER: Cuba Z. Miller

[Begin Tape 1, Side A]

MILLER: This is Cuba Miller interviewing Autumn Keltner in San Diego, California, on April 16, 1999. The purpose of the interview is to record Autumn's recollections of the highlights of her career as well as the major events and trends in adult education during that time.

Autumn, your career as an adult educator has had three distinct phases: as an instructor and coordinator with [the] San Diego [Community College District], as a consultant with the Amnesty Education Office for the California Department of Education [CDE], and as a research associate with CASAS [Comprehensive Adult Student Assessment System]. How did it all get started? What led you into adult education?

KELTNER: Babies. [Chuckling] I was teaching elementary school. I had an elementary credential and was teaching third grade at Mission Beach Elementary School. I quit after three years to have my first child. My second child came along about two years later, and I wanted to put the first into a school, into preschool, and we couldn't quite do

that on one salary. So I started looking for some other opportunities. A former teacher with me at Mission Beach Elementary School was teaching in adult ed in San Diego and she invited me to visit her class. I came away from that class hired, and have been in this business every since. [Chuckling]

MILLER: And actually that's a fairly typical way for people to enter the profession. I take it you were working part-time when you started?

KELTNER: Mm-hmm.

MILLER: How long did you work part-time before you worked into a full-time job?

KELTNER: Oh, a long time. This was in 1953, and I was teaching four nights a week, an ABE [adult basic education] class, and I did that until the early '70s when I went into a special project.

MILLER: Okay, so you actually were part-time for almost twenty years.

KELTNER: Mm-hmm.

MILLER: Now you say you started out in ABE. When and how did you make the transition to ESL [English as a second language]?

KELTNER: I taught ABE for probably ten years or more, and at one time I was teaching both ABE and ESL. And I think how I happened to make the switch is that I got concerned that my students were not moving fast enough, that they had plateaued, and wondered if there was

something else that I should be doing. So I started trying to get more training in that. And as I got more training, ESL was beginning to boom. That sounded like a nice transition for me, something to get me motivated again, and so I moved into ESL gradually, and then eventually. . . .

MILLER: Eventually almost entirely.

KELTNER: Mm-hmm.

MILLER: I knew that you had started out as an ABE teacher, and certainly your elementary background gave you the content for that. You mentioned that you sought more training. I take it then you did go back to school to pick up things and. . . .

KELTNER: Back to school, and also took advantage of some kinds of things that were going on around that time that brought top leaders, in the field of ESL particularly, to San Diego for workshops and extended training over a period of time. And I got involved in those and got excited about ESL.

MILLER: Okay, when you started, and of course this was ABE — you said you were in ABE for quite a while — what did your classroom look like? And by that I mean the physical arrangements and what kind of students you had, and materials and. . . .

KELTNER: The classroom was a typical junior high school, which it was located in. I taught in a junior high school in southeast San Diego, in a very traditional setting, with the desks with the . . . what did they call them, the arm. . . ?

MILLER: The armrest?

KELTNER: Armrest desks, in a traditional . . . very traditional setting. My students were primarily black, from that neighborhood, a few Hispanic, and that was about it at that time. They were delightful, caring students that had a variety of different kinds of jobs and were hoping to get ahead in life.

MILLER: So most of them were employed at that time?

KELTNER: Most of them were employed. The class was at night.

MILLER: That's why they were in night classes. What about materials? [Chuckling]

KELTNER: In those Dark Ages, I had two books, the only two books that I knew anything about. One I'll never forget. I don't remember the name of it but the authors were Sharlip and Owens, and that's what the book was called. It was designed to take you from no education to eighth-grade level in one book.

MILLER: Oh! [Chuckling] We need that book around still, don't we? [Chuckling]

KELTNER: Well, as any instructor would tell you, nothing that's contained in one book is going to get those students from there to there.

MILLER: Well, of course not.

KELTNER: So I did a lot of making my own materials. I refused to give my students kids' readers.

MILLER: Good for you.

KELTNER: So I made up my own lessons and I ran them off every day.

MILLER: I'm thinking about that book. It sounds like if we could locate a copy of it that it would be a good addition to the archive collection that OTAN [Outreach and Technical Assistance Network, Sacramento County Office of Education] is. . . .

KELTNER: It would be interesting to try and see if anyone does have a copy of it. It was an interesting book.

MILLER: What was the level of support for a beginning teacher when you started?

KELTNER: A lot of it varied from site to site. San Diego being a fairly large city under one umbrella, so to speak, each site, each neighborhood had its own program, and it was very dependent on what program you moved into. On-site there was very little support when I started, but we did have a person who was called the Supervisor of Americanization and ABE Programs. When I started her name was Pandora Donovan.

MILLER: [Chuckling] A wonderful name.

KELTNER: The first people I met in adult education were Pandora and Cinderella [Battenfield], who was also an ABE teacher, [Chuckling] and I'll never forget either one.

MILLER: I remember my staff talking about the odd names that were on the Staff Development Consortium, when they were talking about Autumn, [Holda,] Cuba and Aryola [Holda Dorsey, Hacienda La Puente and Aryola Taylor, Los Angeles]. [Chuckling]

KELTNER: I don't know, maybe something like that draws us to this. [Chuckling] But Pandora did get all of the ABE teachers together at least once a year and had a meeting and served a brunch or [something], and we talked about materials and needs, etcetera. So there was some support. And there were some print materials that were available for people; they were mostly for ESL teachers, but about holiday work sheets and things like that, that we could access.

MILLER: Okay. And so that once a year kind of amounted to the staff development that you had at the time?

KELTNER: At the time, yes.

MILLER: Now, when you started getting into ESL — again I was talking about what classrooms looked like — what about the first ESL classes that you had?

KELTNER: The first ESL classes I taught, one was in the Jewish Community Center, another was. . . . Well, actually they were both in Jewish educational buildings, and again. . . .

MILLER: Again kind of a standard classroom?

KELTNER: We couldn't do much about making any change. We could move the chairs into a circle, which we did occasionally, but not much room for flexibility.

MILLER: What about the instructional methods in ESL when you first started?

KELTNER: Well, there again when I first started, the books I can remember were the *English 900* [Series], which were basically listen-and-repeat, audio-lingual, and *English Step by Step with Pictures*, were about the extent of what was available. There was a Lado drill and practice book that had picture charts in it, and we could do things with the picture charts, and I think that's where I learned to build from a picture into more communicative kinds of things.

MILLER: But the books at that time were pretty much language-oriented, weren't they, grammar. . . ?

KELTNER: Definitely language/grammar-oriented, drill-and-practice kinds of. . . .

MILLER: Rather than communication, yeah. Okay. Now, again I know you were part-time, and you've mentioned that you did have a coordinator

and that you got together once a year. But on that kind of limited exposure, what would you identify as trends or problems in adult ed during the '50s — from a teacher perspective primarily?

KELTNER: From a teacher standpoint, I did feel confined by the materials I had to work with, and a lack of information about how to extend them, which was a major problem that I felt that I had. The students were all eager, as they always are. I had mostly Hispanics. As I moved into teaching in other parts of the district, there were other nationalities. I ended up teaching in almost every area of the city before I became a resource instructor, which was really a big advantage because I knew the programs at the different sites. But each neighborhood had its distinct population, from primarily Hispanic in the southeast part of the city, to Portuguese in the Point Loma area, to a mixture of Europeans, Asians and Europeans in the eastern part of the city. [I was] pretty much restricted in the materials for at least the first ten years that I taught.

MILLER: Okay. When you started, all adult schools in the state were administered by the K-12 districts. And then in the mid-'60s, with some sliding over into the '70s, some adult education programs, including the one in San Diego, moved to the community colleges. When did that transition take place in San Diego?

KELTNER: It seems to me it was in the early '70s.

MILLER: You were in the early '70s?

KELTNER: And I was teaching in adult ed for the K-14 system, which it was.

MILLER: Yes, it was a K-14, that's correct.

KELTNER: Mm-hmm, and the community colleges were under the umbrella of, so to speak. . . .

MILLER: The high school districts, yeah.

KELTNER: The K-12 system. We were given the option in adult ed to vote as to where we wanted to be: under the new community college system or remain with the K-12.

MILLER: The teachers could vote? My goodness!

KELTNER: The teachers had the opportunity to vote.

MILLER: I'm surprised, but that's very good.

KELTNER: Yes, I remember voting and eagerly awaiting the decision. And it was quite overwhelming that the teachers voted to go with the community colleges, because they felt that the needs of adults would be better recognized under that delivery system.

MILLER: Once that decision was made and you went with the community colleges, was there any noticeable change in the classroom?

KELTNER: None. None, because we were not on a community college campus. We were still operating in our same classrooms in the community,

and the same supervisor of our program transferred with us, so there was almost no difference except who was paying you and that type of thing.

MILLER: And that certainly seems to be the case with the ones that made that initial change, that they still considered themselves adult educators in that sense. I know, in San Francisco and Santa Barbara. . . .

KELTNER: They still considered themselves adult educators who were not recognized as doing anything that was worth recognizing by either the community college system or the K-12 system. [Chuckling]

MILLER: So we kind of hang out there on our own. [Chuckling] Okay. Also in the mid-'60s, as a part of President [Lyndon B.] Johnson's War on Poverty, for the first time federal funds became available for adult education. Were there any identifiable changes in your program once the federal funding came in, if you can remember what the initial impact was?

KELTNER: The major impact that I can think of was in instructional materials. We had, it seemed to me, [an] unlimited amount of money to spend on materials, which we'd never had before. And by that time, where I was teaching I was sort of the lead teacher of several [classes] and I would be asked every year suddenly at almost the end of the semester, "What do you want to buy? We've got this money, what

do you want to use it for?" [Chuckling] And having to try to find out what kinds of materials there were out there and what would be helpful to the program, and how am I going to spend it? And I wish I could spend it on people support rather than materials support, which at that time didn't seem to be possible.

MILLER: You couldn't do, yeah. Okay. So the new materials, that would make a change in the classroom. Any other way that that classroom profile might have changed?

KELTNER: Not much that I can think of. The impact that it did have in one way would be that we were able to buy some audiovisual support materials, card readers and. . . .

MILLER: So that would impact the methods that you were using.

KELTNER: . . . so that we could get people into more individualized audiovisual-supported settings.

MILLER: When did individualization start getting a foothold in your classes?

KELTNER: Well, my first experience with individualization was in Project Step-Up, which came in the early '70s.

MILLER: Okay, and we'll pick that up in just a minute. I want to ask about these federal funds, though. You were talking about adult educators, whether they were in the community colleges or in the K-12 districts, [being] kind of out there with neither system recognizing what we do

at the level that we would like for them to. But also as a result of this federal funding, and the fact that it's administered by the California Department of Education, adult educators in the community colleges now kind of serve two masters. You still have to report to CDE for the federal program, and then you have the Chancellor's Office for the college stuff. What kind of problems does that create?

KELTNER: I never felt it created any problems for me. In fact, I hardly knew there was a Chancellor's Office when I was in the classroom. [Not] until I got into a coordination role and had to report certain information to the Chancellor's Office did I really realize that I had two masters.

MILLER: Okay. What about the difference in attendance, Autumn, because you know when you say you hardly realized you had two, that's because you continued to take positive attendance to report for the federal program. But the college level courses use a census, don't they?

KELTNER: Right, but we were not doing that, and never have.

MILLER: You have never done that? Okay.

KELTNER: And still the community college system in San Diego still doesn't use that system — I mean the adult ed.

MILLER. The adult ed portion of it. At the level that you've worked, and certainly as a coordinator with program responsibilities brought that

in, were you ever caught up in the politics that went on between the two offices at the state level?

KELTNER: Yes, primarily when I was . . . after I became coordinator and was doing more staff development and would visit [both] K-12 adult schools and community colleges. And then as I got involved in professional organizations, [and] when I started having to do budgets, [I] saw the differences in the budgets from [the two systems]. The community colleges were paid a higher revenue, and that was always a point of contention between the two systems, [so] I did get involved in it at that level.

MILLER: Teachers primarily do not, however, do they?

KELTNER: More today than they did then. We were not on that level that we got involved in that type of thing.

MILLER: Okay, or probably even knew about it. [Chuckling]

KELTNER: Right. And there were no unions then. When the unions came in, the teachers' unions, then of course you got more people looking into all of these kinds of things and making you aware of them, where there was no reason to before. And if you were making $3.50 an hour, which is what I started [at]. . . . [Chuckling]

MILLER: You started at $3.50 an hour?

KELTNER: I started at $3.50 an hour.

MILLER: And here, fifty years later, you're making $35. [Laughter]

KELTNER: I started at $3.50 an hour, and I had a student in my class who could not read or do any math and he was there to learn how to do some math, and he was making $11 an hour as a construction apprentice. [Chuckling]

MILLER: Which says something about the value of education. [Chuckling] That's good, that's good. There were some other sources of federal funding in the '60s, and I'm not sure whether you were involved with them at all. Did your classes work with any of the Manpower Development and Training Act [MDTA] money?

KELTNER: Yes. MDTA? Very much so. We were very involved in MDTA, and I did some work with. . . . Most of the MDTA program in San Diego was at our downtown location in the middle of the city, and most of those classes were there. But the money brought in, again, opportunities for training that we had never had.

MILLER: Staff development, you mean?

KELTNER: Yes. We were exposed to not only training that was provided directly through MDTA but additional funds that were available to bring people in. And I was exposed to, either through the MDTA money or a little bit later through refugee money, I had the opportunity to get extensive training with big names in the ESL field — Ruth Parlé

Craig from northern California [Santa Rosa], Mary Finacchiaro, who was a big name in ESL at that time, Wilga Rivers — opportunities that I never would have had before. And these were extensive classes that we could enroll in, and the instructor would come on a once-a-week basis over a period of time. So it was real staff development.

MILLER: That's great.

KELTNER: It was not one-shot kinds of things.

MILLER: In the long run, that may be where the federal funds are most helpful, in that it does provide opportunities for things that base funding does not, whether it's materials or whether it's training or. . . . What about the Work Incentive Program [*WIN*]?

KELTNER: I wasn't very aware of it, but never had any. . . . I wasn't in a coordination role at that time, and I don't remember having any WIN students in my classes.

MILLER: Okay. You mentioned just a little bit earlier this Project Step-Up, was that your first coordination responsibility?

KELTNER: That was my first coordination responsibility, and the first time I had worked full-time was under that project — though I can't complain because I was never looking for more work. So I can't say that I couldn't have if I had wanted to work more.

MILLER: Okay, and that was a work-based program, was it?

KELTNER: Project Step-Up was a program funded under the Office of Economic Opportunity, OEO. It was a proposal that was submitted through the district but written by several people who were ex-Peace Corps people. It was designed to be instruction in industry that would help the entry-level employee step up, so to speak, [thus making available] new entry-level jobs.

MILLER: Sort of precursors to today's workplace literacy programs.

KELTNER: Mm-hmm. And it was designed [so] that an employer, to become involved with it, had to agree to give one hour of released time to the employees to study, and the employee in turn had to give a like amount on his or her own. So the classes were, for the most part, before work hours in the morning or after work hours in the evening. So we had classes running from 5:00 to 7:00 in the morning or 5:00 to 7:00 at night. A few were over a lunch hour, like 11:00 to 1:00 or something like that, but the majority of them were at these horrendous hours.

MILLER: It would have given you some recruitment problems for those early morning classes, I would assume.

KELTNER: We did not do much of the recruiting. It was primarily the employers who identified the need and. . . .

MILLER: No, I meant recruiting for teachers.

KELTNER: Teachers were all full-time. It was totally full-time for the teachers. This was extremely innovative, so we used the time that they were not teaching for training. We did a lot of work with needs assessments and diagnostics. Every teacher, every instructional aide that we had in the program, had to take every test, diagnostic device, needs assessment, everything that they were going to administer, so that they knew what it was. Every teacher had an aide, so there was a teacher and an aide in every class.

MILLER: Was this the first time you'd been able to have aides for your teachers?

KELTNER: Yes. This program did a lot of *firsts for San Diego because we had a* lot of money from the project. We bought a lot of new materials, created the first instructional resource library that ever existed in San Diego. It was designed to be an innovative kind of way for [students] to get their GED or their high school diploma or whatever they were working toward, so it was the first time the district had ever awarded credit in any other way but seat time, based on seat time. So there were a lot of innovations. One of the innovations we went into was the use of video.

MILLER: That early?

KELTNER: At that time they had what were called Sony Porta-Packs, and it was a Sony video camera and your power supply was in like a backpack that you carried with you. It was a very bulky kind of thing, but we used them a lot for teacher training and then we taught the students to use the equipment. The students took them into their job settings, videotaped in their job settings, brought the videotape back to the classroom, and the videotape was used to learn vocabulary, learn how to read the words, learn how to. . . . It became the instructional material.

MILLER: Okay, and that's how you built the curriculum around workplace basics was through. . . .

KELTNER: And this was in 1970-71.

MILLER: That was very innovative for that time.

KELTNER: And it was very exciting.

MILLER: What, two years? How long did it last?

KELTNER: It lasted about two years. It was up for renewal for the third year. The [national] administration changed, and with the change in administration, the change in funded projects. But it was, I think, a fantastic opportunity for me, and it was a fantastic opportunity for the district because the district added a lot of new kinds of things that they never would have been exposed to.

MILLER: I'm interested that you started working with video that early. You must have been one of the first schools that did.

KELTNER: I think that these Peace Corps people that ran the program were aware of a lot of these kinds of things and brought into a very traditional kind of setting a lot of new material, and I was lucky to get into it.

I'll tell you a quick story. This group of people wanted to be their own entity, and they did not want to have community-college-level people in there. I was asked by one of the administrators in the district if I would be willing to work with the program, and I was talked into it because it was my first full-time job since I had left elementary school teaching. So [my administrator] said, "I will take you over and introduce you to the people." Well, I thought it was a done deal, and I walked into a full-fledged interview for a job, which I was not prepared to face. But I was placed — regardless of how my interview came off — I was placed in that program, against the wishes. . . .

MILLER: Because if the district was going to be the funding agency, they wanted some. . . .

KELTNER: They wanted somebody in there to. . . . So I was placed in there, much against the desires of the people who were running it, but came away very happy, and they. . . . We ended up being. . . .

MILLER: Found out you had something to offer, too.

KELTNER: We ended up being a good team.

MILLER: Good. And so that was really kind of a steppingstone into your becoming coordinator.

KELTNER: It was. It was a major steppingstone in a major setting of beyond the traditional, that there are other ways to do things.

MILLER: About the same time, you had a project also with the Human Resources Research Organization [HUMRRO]?

KELTNER: That was later. That was after Step-Up was over and I was. . . . I retained then my full-time status with the district, and the first thing they asked me to do was to set up more classes, to transition these classes that had been started under Step-Up to the district itself. So the classes did not end, they transitioned into the district. And I continued to monitor and try to set up additional classes. And then I went back to teaching, half-time ABE and half-time ESL. My morning ABE assignment was in a coordination role. There were a lot of veterans in southeast San Diego who had not completed their high school education, had not even completed elementary, so our

program just boomed about that time. We had three big classrooms of ABE students. And the district was approached by HUMRRO, the Human Resources Research Organization, to start a project on peer instruction, and it was based on competencies identified under the APL Study, the Adult Performance Level Study [University of Texas, 1975].

MILLER: Okay, so that was your initiation into APL?

KELTNER: That was my initiation into APL, and we set up peer instruction, set up competencies that could be taught [on an individualized basis]. The students identified the competencies that they would like to work on. We trained one, who trained the next, and it was quite a rigid format there, step by step by step of what the student was supposed to do in training, and it also was a step-by-step evaluation as to the extent of attainment of that competency. It first was a peer review and then to the instructor [for certification] of attainment of the competency, and then [the student was] ready to become an instructor [for another student].

MILLER: So it really was one-on-one?

KELTNER: It was one-on-one.

MILLER: I was thinking that it might have been kind of a precursor to a lot of the group work in cooperative learning that we do today.

KELTNER: It was strictly a one-on-one, with a very rigid set of steps to follow, and it worked out quite well. The students liked it. And that again was videotaped, and we taught the students. . . . Using peer instruction, we taught the students how to use the video cameras.

MILLER: In what, that was a couple years also?

KELTNER: Mm-hmm, around that. And I had the opportunity with that to go to a conference in Aspen, Colorado, of state directors of adult education and present the concept.

MILLER: To tell them about it.

KELTNER: Mm-hmm.

MILLER: So it was your first visit to the state directors' meetings. [Chuckling]

KELTNER: Yes, and met some who are still in their positions in certain states. [Chuckling]

MILLER: Okay. So obviously those two projects then were kind of steppingstones to your being named ESL/ABE Coordinator in 1975.

KELTNER: Right. The current person at that time retired, and. . . .

MILLER: Was that either Pandora or Cinderella, or had they gone on?

KELTNER: No, this was June.

MILLER: June who?

KELTNER: June Walter. For a period of time we had extra funds, and she had brought me into the office on a half-time basis while we had this extra

money, to help her. And so I'd had a period of time serving as an assistant prior to the time she left.

MILLER: San Diego has been very good that way. I mean, you did it with Leann [Howard], and Leann with Gretchen [Bitterlin].

KELTNER: Mm-hmm.

MILLER: Okay, now, when you became coordinator in 1975, about how large was the San Diego program at that time?

KELTNER: It was pretty good-sized. We probably had a.d.a. [average daily attendance] of around . . . in the ABE/ESL program of around four thousand units. It was pretty good-sized then, and grew.

[tape turned off]

MILLER: Okay, so you had been working with June half-time, but when the job became yours, did you have any specific goals for what you wanted to accomplish as coordinator?

KELTNER: Very definitely. Very definitely.

MILLER: I'm not surprised. [Chuckling]

KELTNER: I'd had enough experience. . . . One of the things that we had had problems with was moving people from eighth grade completion into high school programs, and so one of the things that I wanted to look at was how these eight centers in the city, in the different neighborhoods of the city, how they were doing it. Everyone was

doing something different. From there I looked at ESL and scores on. . . . We were using CASAS tests at that time. No, no we weren't.

MILLER: No, not in the '70s you weren't.

KELTNER: We were using TABE [Test of Adult Basic Education] and ABLE [Adult Basic Learning Examination] in ESL, too. And different scores and different capabilities. And what was a Level 1 at one center, was a Level 3 at another center. Because the lowest level of student in [any] center was [labeled] Level 1.

MILLER: Regardless of how good they were. [Chuckling]

KELTNER: Right. So that was the first kind of thing that I started looking at was levels and having levels that would be consistent across all of the programs, so that a Level 1 was a Level 1 anywhere you went, and a Level 2, etcetera.

MILLER: What was the state of internal staff development when you became coordinator, just within your district?

KELTNER: We didn't have a lot. We had an occasional workshop or that, but not a lot. We did a lot of cooperation within San Diego County, which we extended even more after I was in the office. The adult schools — Sweetwater [Adult School], Grossmont [Adult School], Escondido [Adult School] — around the area, whenever any one of

them brought in a speaker or a consultant for a workshop, everyone, all the programs in the county were invited. So we did a lot of cooperative staff development, which was very beneficial.

MILLER: You've always had very close cooperation with the other adult ed programs, haven't you?

KELTNER: Yes.

MILLER: And they're all run by the public schools.

KELTNER: Right.

MILLER: It was later in the '70s, but I want to talk about it before we get into the other movements of the '70s. In 1978 Proposition 13 was passed, which drastically changed school funding. For the K-12 adult education programs, funds that had been earmarked for adult education went as a block grant into the districts' general funds, and the result was devastating, with the loss of about half of the funding and programs, and it took years to recover from that. Was the impact as great in the community colleges, and how did Prop. 13 affect you?

KELTNER: The thing I remember most about the effect of Prop. 13 was the fact that we were . . . because I was in a coordinator's role at that time, I was in on other areas beyond the ones that I was immediately responsible for. The fighting to keep certain kinds of classes, like the languages, the Spanish classes and the other foreign language classes

[was intense]. All of those became fee classes eventually. So we had the mandated areas that we could use public money for, and then everything else became fee classes. But the major impact on our program was the fact that the foreign language classes became fee classes, and so therefore many of the Spanish teachers who had become contract teachers lost their jobs and were integrated into the ESL program as ESL teachers.

MILLER: Whether you wanted them or not. [Chuckling]

KELTNER: Yes. So that's the major impact that I think of.

MILLER: Okay.

[tape turned off]

MILLER: Autumn, did you have to set up special training for those foreign language teachers?

KELTNER: Yes.

MILLER: And were they receptive to their special training? [Chuckling]

KELTNER: Some were and some were not. Some were just as unhappy to be there as we were to have them there, but they still needed to make a living, and many of them moved on into other kinds of things. And then as time went on, many of the fee classes for foreign language started to grow and they were able to get enough work in their own area.

MILLER: To run in that way. Did Prop. 13 change your level of funding? It did eventually, didn't it?

KELTNER: I think it did, but. . . .

MILLER: Not much.

KELTNER: Not enough that there was a major impact.

MILLER: Okay.

[End Tape 1, Side A - Begin Tape 1, Side B]

MILLER: This is side 2 of tape 1 of the Autumn Keltner interview. Autumn, you certainly became coordinator at a very exciting and busy time in adult education in this state. In addition to Prop. 13, there were two other major events in the '70s that were to change the way we did things — forever, I guess — and I'm speaking of the arrival of the Southeast Asian refugees and the beginnings of competency based adult education. Let's talk about the refugees first. San Diego absorbed the initial shock of the refugees because the first place they came was Camp Pendleton, and they started arriving in 1975. I'd like for you to describe that period of time for us and what it meant to your program, and how on earth you handled it. [Chuckling]

KELTNER: Well, the initial impact came more in the summertime. The first wave that actually entered the city was in the summertime, and we set up some special classes for the refugees during the summer here.

And Gretchen Bitterlin was asked to teach those classes. In the fall then, when the fall semester started, they were absorbed into the regular classes in the areas [in which] they were living, which were primarily east San Diego and Linda Vista. In many cases, we had to add more classes. The first wave, as most know, were highly educated people who had come from pretty high socioeconomic levels in Vietnam. One of the people that we hired as a community liaison had been educated at the Sorbonne. One thing that we noticed right away was that they could read and write English, for the most part. Their speaking ability was almost incomprehensible, you could not understand a word they said, and their understanding of English as it's spoken here was also very difficult for them. The other thing, of course, is they'd been thrust [into] a new community and knew nothing about coping with life in the United States. So this was the first time then, and again shortly after I had become a coordinator, that we started looking at curriculum.

MILLER: And there wasn't any. [Chuckling]

KELTNER: And there wasn't any that did what we felt we needed to do, [to] teach language and coping skills at the same time. So we started a curriculum writing project. The district was willing to fund it, and

we brought people in from each of the major sites in the city to work on this curriculum project.

MILLER: I know the first materials that I saw, I was a high school counselor at the time, and three Vietnamese boys, the only three in our high school, but in looking for help, we got some of the San Diego materials that you had developed during that time.

KELTNER: Actually, we were sending some of them up to. . . .

MILLER: County offices, yeah.

KELTNER: . . . the county offices, we sent some up to Camp Pendleton to be used there. We duplicated them in huge batches, and anyone and everyone who was interested was welcome to have them. It was great, in that they gave us feedback on what worked and what didn't work, and we revised as we went along. So it worked out well. The materials, if they were good, were good because they were tried out. They were designed for teachers' immediate use in the classroom. They were tried out, and we revised them based on the feedback we got.

MILLER: Daily. [Chuckling]

KELTNER: Daily, exactly.

MILLER: And this materials development eventually led . . . you published them.

KELTNER: Right. Publishers came through, as they did selling their own material, and saw what we'd done, or heard about it from somebody else that they'd visited, and started asking about it. And several publishers approached us and asked if we would be interested in publishing the materials, which we eventually did under an arrangement with Prentice Hall. And another aspect of that was that Prentice Hall also sold the reproduction rights to the refugee camps in Southeast Asian and in the Philippines to actually reproduce the materials on-site to be used for instruction there.

MILLER: Okay, and that was you . . . and did Leann work on those?

KELTNER: Yes.

MILLER: And I've forgotten the other ones.

KELTNER: Francis Lee, and a district artist who did the artwork for it. There were more people involved in the original stages, but it was Leann, Francis, Gretchen — Gretchen Bitterlin — and I that took the materials then, and on our own got them in a format that was suitable for publication. Because the way they were, they were not ready for publication, so we spent quite some time on our own preparing them for publication.

MILLER: Okay, and so that was *English for Adult Competency*.

KELTNER: Mm-hmm.

MILLER: And then later a second book, which you did not [do] through district auspices but on your own. Is that correct?

KELTNER: Actually, a third book. There were two in that series, a beginning and an intermediate, and then when . . . with the second wave of refugees. . . .

MILLER: Yes, which we'll get to. [Chuckling]

KELTNER: The need for a lower level existed and we did a new one.

MILLER: That was called *Basic English for [Adult Competency]*. Now, when did you do the *Picture Sequences*? Was that a part of the same thing?

KELTNER: It was before.

MILLER: It was before?

KELTNER: It was before. Yes, I think it was before. I lose some of the chronology of what went on.

MILLER: That's all right.

KELTNER: We had seen some that were done in a published version, and they worked out so well, as far as being able to get a story, a series of activities that would promote conversation out of a series of pictures, that we started developing those to supplement. It was around the same time, because I remember when the camps were using the books they also asked for the *Picture Sequences*, which we just gave them.

They weren't published, and we just gave them sets of the *Picture Sequences*.

MILLER: Now, the *Picture Sequences* were eventually published, weren't they?

KELTNER: No.

MILLER: No? Okay. And you also did a series of videos for survival English. Was that with the first wave or the second wave?

KELTNER: With the first wave. We were lucky enough to get a proposal funded under refugee money to do some kinds of things that we felt needed to be done to support the influx of the refugees in San Diego, and one of them was a project called *Survival English for Vietnamese*, because at that time the only population that we had was Vietnamese.

MILLER: Was that one, was it a series?

KELTNER: It was a series. I think there were probably about eight of them, with workbooks that accompanied them. And as I think of it now, it's probably the first attempt at distance learning, because we did workbooks, and people who wanted supplemental work or couldn't go to classes were able to check out the *Survival English for Vietnamese* videotapes and take them home and use the workbook. They ended up being used on both commercial television and public TV, KPBS.

MILLER: Here in San Diego.

KELTNER: Here in San Diego.

MILLER: See, I had never heard of the videos until preparing for this, and I'm surprised that they didn't get much broader dissemination.

KELTNER: Because it was only one language. We used a bilingual approach. We had a couple, a man and wife and their little boy who were Vietnamese, and they did introductory information in Vietnamese, and they did some translation and explanation of situations in Vietnamese, and it made it a limited use. But we videotaped at the . . . oh, at a market, buying a used car, using the bus, common community kinds of activities. And then we took a series of slides at the same time and did a series of film strips that supplemented and could be used in class. And those didn't have to be used bilingually, so that teachers could use them in class for reinforcement of competencies.

MILLER: Well, the second wave came two or three years later. [Chuckling] Can you describe the refugees that came in the second wave, in terms of social skills and literacy levels?

KELTNER: Mostly Cambodian fishermen and/or Lao Hmong hill people, most of whom had had little or no education whatsoever in their own countries. The Lao Hmong did not even have much of a written language to learn to read their own language, had not even been exposed much to print material in any way. Many of them did not even realize that if you put a piece of paper in front of you, that was

something you should be getting . . . could be getting meaning from. So it was a major, major difference in teaching that had to be brought in immediately.

MILLER: We didn't have many teachers that were capable of teaching that pre-literacy level either.

KELTNER: That's very true. We had never been exposed to doing that kind of thing. And then, of course, these people also had not been exposed to living in a city, they knew nothing about using sanitary facilities, kitchen equipment, rest room facilities. So there was a whole other area where they had to have instruction to be able to learn how to cope with the things in a city.

MILLER: Or what clothes were appropriate to wear.

KELTNER: Everything related, because you either had people who'd lived on the rivers or people who'd lived in the hills.

MILLER: So, Autumn, bringing someone in at that level, the Hmong hill . . . how many years of instruction before they would reach an intermediate level of what we call basic competency?

KELTNER: Unfortunately, some never did, never have. Many of them learned fairly quickly the basic rudiments of language and were able to cope at, I would say, a beginning to high beginning level, and plateaued, and are still trying to master beyond that today. Many, particularly

with the Hmong, moved into the Central Valley, and that area is still heavily impacted, high unemployment for that population. Now the second generation coming along seems to be doing very, very well, no problem. But for [those original] people and the shock to their lives, I think it was just such a culture shock and a mental shock to them that they weren't able to cope with it.

MILLER: We speak of coping skills for them. Can you address coping skills for teachers in working with them, because that too was very difficult?

KELTNER: It was. It was difficult for them, because not only had they not been trained to work with people who were not literate, and large groups of people who were not literate in their own language, but the social interpersonal skills that most of the people had were very difficult to cope with also. I can remember that we did a whole series. . . . Talking about *Picture Sequences,* we did a whole series of pictures based on how to use rest room facilities. And I can remember my colleague Leann Howard going from classroom to classroom presenting these pictures. So it was major. And then, of course, many of the people were in such a state of culture shock that it made learning even more difficult for them. Many of them had lost family members or left family members. Many of them had quite a few

children and were trying to cope with the adjustment of their children to city life, which was not easy. So there were many, many problems.

MILLER: And of course they had such heart-rending stories that it pulled at our own emotions and ability to work with them.

KELTNER: Very much so.

MILLER: Now certainly the ones at preliterate level, I mean the ones that were that low would pretty much self-segregate in classes. But in the broader picture, what was the effect of the refugees on our traditional student population?

KELTNER: Many programs, as far as looking at the impact on a school site, those with large numbers of preliterate/nonliterate students ended up having to set up special classes a step or steps lower than any classes they'd ever had before, so that we had what were called pre-literacy or orientation-level classes for that population for the very first time. And then, of course, we had to start a lot of teacher training activity, teacher staff development, professional development activities to help those teachers not only cope with the culture and the cultural differences but the teaching differences. For the most part, those classes ended up being quote, unquote segregated classes because they were primarily Southeast Asian students that fit into that

mode. And in many cases, such as here in San Diego, the sites were so impacted by Southeast Asians that the Hispanics, which had been our largest majority of students, were uncomfortable and left for a period of time.

MILLER: They literally left the program for a while.

KELTNER: They actually left the program, or went to classes in southeast San Diego where there were more Hispanics.

MILLER: Did they resent the refugees?

KELTNER: Yes, very much so.

MILLER: Was there real tension?

KELTNER: In some cases. Fortunately, we had a lot of opportunity for staff development. In San Diego and in many other cities, people worked with the refugee coalitions. In San Diego it was called Refugee Coalition and in others it was under another name, but the same idea: those who were serving refugees in any way came together and met regularly on a monthly basis and did problem solving and helped each other. So, many of these agencies were able to send bilingual people over to help the refugees understand about different kinds of things that we were unable to do.

MILLER: About how long was it. . . . Now, you mentioned that the Hmong had primarily settled in the Central Valley now. About how long was

it before the population, the refugee population, began dispersing? I know that there are still huge numbers of them here — well, in California. They don't like to live anywhere else in the United States, but the immediate impact eventually faded. About how long did that take before. . . .

KELTNER: I would say at least ten years. And there are still large numbers of Southeast Asians in the programs here in San Diego. I know in the Bay Area, the San Jose area, there are large numbers.

MILLER: San Jose. Like all the ones that we initially had in Redwood City where I was, they were there five years. And now I don't think there are any. I think they're all in San Jose rather than. . . .

KELTNER: Mm-hmm. But as I've worked with people in those areas on other kinds of projects, I know San Jose has said that they have large numbers of Vietnamese there particularly.

MILLER: Now, Autumn, you mentioned that the materials that you developed here were eventually published and then they were used in the camps, they had the right to duplicate them in the camps. But certainly your work with the refugees brought you a lot of national attention and national work, specifically for the Office of Refugee Services. Why don't you tell us about that work?

KELTNER: Well, I guess I was in the right place at the right time, and the materials we developed were the first that were based on competencies. Now there's a world of material out there based on competencies, but ours were the first and so they got a lot of recognition. And agencies that were working with the refugee population, such as the Center for Applied Linguistics [CAL] in Washington, recognized that and contacted us. And I had the opportunity to go out to the Philippines and spend two weeks training Philippine teachers to use the materials, which was a marvelous experience for me personally. I also was invited to the Center for Applied Linguistics, CAL as it's known, for a number of different kinds of things that they were working on, and met for the first time Linda Taylor, who is now working with me at CASAS. Linda was working for CAL at that time. And [I] eventually had an opportunity to do some writing for them. But a major funded project under the Office of Refugee Resettlement, ORR, was the Mainstream English Language Training [MELT] project. It was designed to help provide professional development, provide materials, etcetera, for those people, those agencies that were working with the refugee population. The MELT project, as it was known, CAL was the leader in that project. There were projects funded in several parts of the United

States, so that we could get a picture of need from the West, from the Midwest, from the East. We were involved in San Diego, San Francisco was involved as a MELT project site, the REEP [Refugee Education and Employment] Program in Arlington, Virginia, the Spring Institute program in Denver, Colorado, those were all part of this initial MELT project. Everyone in those projects was and/or still is a major leader in ESL today. So I had an opportunity to work with the best in the field and learn from the best in the field in the MELT project over the years.

MILLER: People from Chicago were involved in that too, weren't they?

KELTNER: Yes, Linda Mrowicki [Adult Learning Resource Center, Des Plaines, Illinois]. I'm trying to remember the name of the person who was in charge there.

MILLER: Oh, that's okay. I was just trying to think that. . . . I felt that she was involved in that as well.

KELTNER: Yes, she was one. That was a major effort that is still going on in some ways today. Spring Institute has a contract with the Office of Refugee Resettlement to do technical assistance for programs throughout the United States who are serving refugees.

MILLER: Who are still serving. [Chuckling]

KELTNER: And I am back working with that project as what we call a partner, and the people at CAL and Minnesota, people I worked with in the very beginning, are together again in this project.

MILLER: And it's twenty years later.

KELTNER: Mm-hmm. And we're still relying on slight adaptations to materials we created back then.

MILLER: Autumn, is it fair to say that the impact of the refugees gave . . . not that it caused it, but gave impetus to the Vocational ESL [VESL] movement?

KELTNER: I would say that, yes, definitely.

MILLER: How and why? Can you elaborate on that a bit?

KELTNER: You had huge new populations in communities. They, for the most part, were not able to support themselves, so they were either being supported by a social service organization of some kind or were on welfare. And we needed to assist these students, this population, in getting jobs as rapidly as possible. So, one of the first things that happened was there was money available to set up intensive language programs. We had programs that ran five, six hours a day, five days a week, for refugees only, the Indochinese Orientation and Employment Program in San Diego. In Arlington, Virginia, they had REEP, the Refugee Employment and Education Program. So there

was money for this extensive language training, and training in how to get jobs and what jobs were available. And most people were not versed in the language of the job. Even if they might have some of the vocational skills, they didn't have the language skills. So there was a need to teach the language of work. So those programs immediately became VESL-type programs. In San Diego we set up a three-track program. After the beginning levels of instruction, students were moved out of beginning ESL and into either general ESL for the everyday use of language, academic ESL for those who were studying and planning to go on to complete higher-level education, or vocational ESL, with an emphasis on language for the world of work. So we had a three-track program.

MILLER: And that started after completion of Level 1 of general ESL.

KELTNER: Mm-hmm, because the beginning level is pretty much generic-type needs.

MILLER: Okay. Anything else about the refugees that we need to. . . .

KELTNER: Related to that and the vocational, the son of MELT, so to speak, was VELT [Vocational English Language Training]. So a following project funded by the Office of Refugee Resettlement was Vocational English Language Training, and many of the same people that were

involved in MELT were also involved in VELT, which was sort of a forerunner to VESL.

MILLER: Okay. As I say, anything else about the refugees you think we need to—

KELTNER: One of the kinds of things, the state got a grant for staff development at that time and put a team of people together that did regional training, that was mostly weekends. [They] would go around to different parts of the state and did three or four days, starting on a Friday and ending on a Sunday usually, away from a work-related setting, and did intensive staff development, cultural diversity, cultural training, ESL training, etcetera. It was headed by Jim Lindberg [Consultant, Adult Education Unit, CDE] at the state level. I was a trainer, Lynn Savage [City College, San Francisco, and Founding Director, ESL Teacher Institute] was a trainer, Leann Howard was a trainer in this, and they brought people from counseling kinds of backgrounds, social service kinds of backgrounds, and we lived together for three to four days doing training.

MILLER: Sort of really intensive institutes for [professionals who were working with] refugees.

KELTNER: Right, with that focus.

MILLER: I mean dealing specifically with that focus.

KELTNER: Of course, whatever was good for teaching refugees was good across all nationalities if they had the same needs.

MILLER: As I say, again the real value of these extra federal funds is that you can really. . . .

KELTNER: Do intensive training, yeah.

MILLER: . . . bear in on intensive training and curriculum writing and so on.

KELTNER: Which you don't usually have the money to do.

MILLER: Okay. Also in the mid-'70s when you became coordinator [Chuckling], and of course you had started work on it already in the Project Step-Up, but also arriving in the mid-'70s was the Competency Based Adult Education [CBAE] movement, and I know that you were an early and active participant in that. Just kind of an overview briefly, how did CBAE get started in California, and what was your involvement in it?

KELTNER: Okay, I'll start with my involvement, because I know a little more about that than. . . . But the spread was central later. As I said, I'd had the exposure through the APL study and learning about the APL study through this HUMRRO project, and the kinds of things we were doing in Project Step-Up were leaning in that direction also, but the refugee movement was the catalyst that started us on curriculum development. And again it was fortunate we were in the right place

at the right time. At that time, there was a man at the regional [office of the federal] Department of Education in San Francisco by the name of Ray Lawrenson. He was making a visit to San Diego, met [some of us] in his rounds of the program, and visited us when we actually had a team together working on the curriculum. He was impressed with what we were doing and said, "There's a project going on that you need to get involved in, and I can make that happen." And that was the CACE project, the . . . what was it? California Competency Education. . . ?

MILLER: California Adult Competency [Education].

KELTNER: Which was being held [to provide] training to write competency-type modules. [It] was led by two [people] who became wonderful mentors, Dorothy Westby-Gibson and John Tibbetts [both from San Francisco State University and Co-Directors of CACE, CALCOMP (California Competency Based High School Diploma Project), and the CBAE Staff Development projects]. And Ray Lawrenson said, "You're doing some things that I think you could do even better if you got involved with this project." So Ray recommended to John and Dorothy that they contact us, and we ended up getting six people involved in that project. And all six of them [later] worked in higher-

level positions in the district after that project was finished — every one of them.

MILLER: Which obviously you attribute some to the training that you got there.

KELTNER: Of course. We selected, of course, people that were already leaders, but this additional training, I think, was invaluable to them. And so that then, getting involved with John and Dorothy, led to getting involved with the kinds of dissemination they were involved in and the professional development activities they were involved in. The CBAE conferences that they held, the first of which was in San Diego. . . .

MILLER: I specifically want to know about those conferences because these early conferences were. . . . They were invitational conferences, although I think John told me that anyone who wanted to come was invited. But in point of fact, they were trying to attract people to pick up this movement and go. Tell me what you can about that first invitational conference in San Diego.

KELTNER: I was one of the presenters. [Chuckling] Other than doing things with the California Department of Education, it was probably my first experience outside of a more protective environment in doing staff development. There were a number of high-level people from throughout the United States that they were able to get to present at

some of those, as well as California people. They were not large, large conferences as we know them today, but the impact, I think, was very great. As a result of the first one, I got my very first consultant job, from which I learned a great deal. I was asked to go to Elko, Nevada. I was offered a one-day consultant fee plus my expenses, and it took me two days to get there and a day and a half to get back. [Chuckling] So I worked for about four and a half days for one day's pay. So I learned a lot. But it was my first experience out of state actually doing training, which was interesting. But those grew, and how many years did we have them? There were three or four of them.

MILLER: I think there were about three of those. And I had thought they were all in San Diego. Were they not all in San Diego?

KELTNER: I don't think they were all in San Diego. I know the first one was, and at least one other one, but I'm not certain.

MILLER: San Diego had a specific project in the late '70s that dealt with CBAE, the dissemination. . . ?

KELTNER: Oh, yes, San Diego applied for and received funding to run what was the forerunner of what OTAN is doing now—of course, OTAN is way on beyond what they were doing. It was called the Information Collection and Dissemination System, ICDS, and built on the idea

that they would collect information, disseminate it in the form of newsletters [and other publications], and then collect resources. And they ended up setting up five resource centers, which are the forerunners of what we have as Regional SLRCS [State Literacy Resource Centers] today. And it was very effective, and ran for about three years, I think.

MILLER: Yeah, I think so.

KELTNER: And then the Dissemination Network for Adult Educators [DNAE] under an ACSA [Association of California School Administrators] umbrella was funded after that, and then OTAN, to my knowledge. So the concept, I guess, proved itself with ICDS and was continued under different umbrellas today.

MILLER: It's interesting to look at those documents that ICDS put out also, because they seem so primitive. [Chuckling]

KELTNER: Of course.

MILLER: Of course, there was very little material at that time that dealt with. . . . I mean, even that could be adapted for use in teaching competencies.

KELTNER: And very little material, and no computers, things that we have today that make doing anything like that so much easier.

MILLER: Now, of course, your involvement with CACE and your own curriculum writing for the refugees that was going on here, the. . . . You were not involved in CALCOMP, were you?

KELTNER: Yes, I was, actually, and there again. . . .

MILLER: You were involved in CALCOMP? Because I didn't think that you dealt with the high school program.

KELTNER: There again, I think it was part of being employed by a forward-looking administration. CALCOMP was [for] high school, but ABE and ESL needed to be able to have a smooth transition into the high school program, and we were already doing CBAE in some form, so I was part and parcel of everything that went on in San Diego related to CALCOMP.

MILLER: Okay. In point of fact, you actually started a local thing that you called the Bridge Program, didn't you?

KELTNER: Bridge Project. Because we were concerned about being able to move people and to have people ready to move into the competency based diploma program. In fact, I was looking back through some old materials the other day, and our . . . my CBAE implementation handbook for the district, and I commented in the preface that we had used the CALCOMP model to identify the competencies for the ABE

and ESL course of study outlines. So we were very much involved with CALCOMP.

[tape turned off]

MILLER: Autumn, San Diego State University ran something called the ABE Summer Institutes from '75 to '78. Do you know anything about those? Were they in any way connected to the competency based movement, or what were they?

KELTNER: I noticed on your notes that you had mentioned something like that, and I was trying to place exactly what could have been called an ABE Summer Institute. San Diego State had a master's program that was funded through the state for adult educators. Harry Huls was the director of a master's program designed for adult education instructors. There was a comparable or a similar program at Cal State Fullerton that was also for the same purpose, and a number of teachers in San Diego went through that program that I think lasted about three years at San Diego State. And some of our instructors actually taught in that program for Harry. Harry had had a previous grant for some type of reading project also in that era. Then, completely separate from that, I think, were some Summer Institutes that were held at Cal Western University out in Point Loma that a

number of our teachers attended. It was sponsored by CDE, but under what umbrella I'm not sure.

MILLER: Okay, and they weren't tied to this competency based movement at all?

KELTNER: I don't think so, but provided. . . .

MILLER: They were really higher-level training.

KELTNER: Not necessarily. They were for ABE/ESL instructors. They had strands, an ESL strand, a reading strand, and a math strand, and they brought in highly competent people who were innovative in their teaching methods to help teachers learn how to do a better job - adult ed teachers — do a better job in the classroom. And I'm not sure what umbrella that was.

MILLER: All right. [Chuckling]

KELTNER: I attended them. I remember seeing people from throughout the state there at them, so I know they had some type of CDE backing. Maybe somebody else can. . . . John might remember.

MILLER: Can fill that in, yeah. Okay.

[End Tape 1, Side B - Begin Tape 2, Side A]

MILLER: This is tape 2, side A of the Autumn Keltner interview. Autumn, after five years of . . . I guess we can say awareness training or preliminary work in competency based education, and certainly a great deal of curriculum development that went on in the late '70s, how would you characterize the status of CBAE at the beginning of the 1980s?

KELTNER: At the beginning of the 1980s?

MILLER: Mm-hmm.

KELTNER: Interesting. I think in many programs it was definitely moving to full implementation. We, of course, were . . . it was forced upon us, to some extent. When did the mandate come, '80. . . ?

MILLER: It didn't come till '82, so, see, I'm talking about before that.

KELTNER: Okay, before that I think it was much more language-focused, grammar-focused than teaching to competencies. But I think in ESL we've always had a certain amount of time that we spent in ESL classes teaching to the coping skills that our students needed. I think it was inherent in what we did a lot of the time. I know L.A. Unified had a competency-type curriculum that they did for newcomers that I found out about later, that they had way before we did ours, but I wasn't aware of it. So I think it was there, but what happened with

CBAE is that we looked at it more in a light of accountability to accomplish something.

MILLER: Of course, there was this handful of districts that had been involved in CACE and CALCOMP. CASAS was started in 1980.

KELTNER: Right.

MILLER: I mean, that was its very beginning, so there were seeds from . . . but there weren't a lot of districts involved in that '75 to. . . . As I say, it was the CACE, the CALCOMP, and that was about it.

KELTNER: I think so.

MILLER: There were the big curriculum projects, CLASS [Competency Based Livability Skills, Clovis Adult School]. . . .

KELTNER: When was the ACE [Adult Competency Education] project?

MILLER: ACE started in '75.

KELTNER: Adult Competency Ed, Joe Cooney [San Mateo County Office of Education].

MILLER: Yes, and the Clovis [CLASS] project, and the Chinatown vocational ESL.

KELTNER: Mm-hmm, ICB-VESL [Integrated Competency Based Vocational English as a Second Language, Chinatown Resources Center, San Francisco]?

MILLER: Mm-hmm. So, as I say, it was getting there. But anyway, at this point in the early '80s, our state leaders, our state director Don McCune [Director, Adult Education Unit, CDE] and his consultants made a decision that CBAE was definitely the way to go and that we weren't getting there fast enough. So, as we mentioned, in 1982 the state plan for federal funding included this requirement for implementation of CBAE for all agencies receiving the federal funds. How was that mandate first received by the broad spectrum of adult programs in the state?

KELTNER: I think very mixed. For those of us who had already gotten into some degree of competency teaching, we welcomed it because it provided more resources for us to implement what we felt was the right way to go anyhow. But those programs who were still more traditional, and also many programs were serving students that had a higher level educational background, I think they resented it as being imposed upon them and it was not the way that they were interested in going. But as CASAS started, and I remember being asked to submit our course outlines and/or a list of competencies that we were focusing on, there were a lot of agencies that submitted course outlines with competencies in them or lists of competencies that were [also] in [our] course outlines.

MILLER: Of course, CASAS started . . . I mean originally, the very first, were basically the CALCOMP agencies, so that you had been working on it for a while.

KELTNER: Right, right, so that they were already working on it. But it seemed to me that there were more than just that nucleus that submitted information when the first competency lists were being looked at.

MILLER: You mentioned programs that had perhaps higher educational backgrounds for their students. In my mind, there's been kind of a symbiosis between the refugees and the implementation of CBAE. Could you comment on that?

KELTNER: Yeah, and I think this is the first time any of us had been faced with a huge population, new population, that did not have any foundation in the coping skills, for lack of a better word, needed to survive in the West, and therefore it was a need that we felt we had to meet. I think those programs that were serving the students who had come over here for possibly better jobs, etcetera, and the higher level, already had picked up on their own, either prior to coming or after they got here, a lot of this . . . what many people considered competency ed at the lower level.

MILLER: The life skills portion of it.

KELTNER: Right. But I think missed the point of anything that is going to help you succeed in the area toward which you are goal-oriented or oriented to reaching, could be considered competency based education. You have a set of competencies, they just may be different competencies. And many people just think of it as learning to ride the bus.

MILLER: Yeah. As I say, the life skills in contrast to the. . . . Our movement was life skills in a competency based framework, whereas you could have academics in a competency based framework.

KELTNER: Right. And we felt that when we had our three-track program, all three tracks were competency based because we were teaching to the needs of the students enrolled.

MILLER: Also, in terms of what you were saying about the refugees being the first population that didn't have any of this, certainly our traditionally largest populations, the Hispanics, had a support community here, that they could learn from each other.

KELTNER: Exactly.

MILLER: Okay, you mentioned that in the state, certainly by a significant section, whether it was a majority, or most, or however the numbers might have been, that certainly many programs in the state did resent the requirement of changing their programs to a life skills,

competency based approach. But did you get any feedback on how this requirement was received nationally?

KELTNER: Not really. At that time I don't think I was that aware of national, other than the programs with which I was working nationally, which were primarily supported under refugee funding, who all had the same. . . .

MILLER: Same approach to things.

KELTNER: . . . kinds of needs and approach.

MILLER: How did California go about implementing this new requirement?

KELTNER: The first thing that I remember is that when the mandate came, our application for funding for that year, we had to provide a status report as to where we were in relation to a number of different kinds of things, and then a time line as to when we would have integrated all of the other components that were considered necessary.

MILLER: Okay, and what support was given to the districts to accomplish that?

KELTNER: Did we have extra money?

MILLER: Well, yeah, in the year that we designated the main year for implementation. I was thinking in terms of the Staff Development Project.

KELTNER: Oh, right, yeah, as far as . . . yes, California went about this, I think, in a very logical manner by providing for . . . by funding what was then Section 309, I think.

MILLER: Three ten, one of the two [sections of the Adult Education Act that provide funding for special projects], yeah.

KELTNER: Three ten, projects that could support. So we had the [CBAE] Staff Development Project with John Tibbetts, Dorothy, and then later David Hemphill [Chinatown Resource Center and San Francisco State University]. We had the CASAS for the evaluation and the assessment component of it. So the support system was set up and then a whole series of workshops statewide on a regular basis to help programs implement.

MILLER: Okay, with the state [work]shops, both state, regional, local.

KELTNER: Mm-hmm.

MILLER: You mentioned the Staff Development Project, and how you had earlier worked. . . . Well, let's talk about the handbook first, because the handbook went out in the first year.

KELTNER: Yes.

MILLER: Can you talk a little bit about that handbook, the CBAE Staff Development Handbook?

KELTNER: I guess as a result of CACE, and then later the Staff Development Project that got started, and John and Dorothy picked up a few of the people who . . . or the majority of the people who had been involved with CACE to work on the Staff Development Project. The need was identified to have a handbook for those agencies that were in the process of implementing CBAE. And so, as I remember, they selected people who were able to write to the different sections of the book, a general overview of CBAE, the assessment component, the counseling component. I think where I first got to know you well.

. . .

MILLER: It was through that consortium, through Staff Development.

KELTNER: Through that consortium of people who worked on the handbooks and a lot of other training activities. Then there was an ESL component and an ABE component. I think those were the major sections.

MILLER: Well, you did the administrative section. [Chuckling]

KELTNER: Yes, that's right.

MILLER: You were mentioning earlier, I think before we even started this, that in looking back at some of the early materials that you were surprised at how well some of them stood up.

KELTNER: Yes.

MILLER: And that handbook does, with a little bit of dating, but. . . .

KELTNER: Yes. Bringing in some of the newer things, but the basic tenets under which it was developed are still good today.

MILLER: Now you had done previous work with video, but certainly one of the things the CBAE Staff Development Consortium did was put out this series of video training packets.

KELTNER: Which I fought for. [Chuckling]

MILLER: Had you suggested that?

KELTNER: I was the first person in the group to say, "I think if we get video support they will be much better." And that had come from experience first at . . . actually, first at the district when I was still with K-14. Under some funding that K-12 had, they did a series of staff development videos from first grade through adult ed, and I was the adult ed teacher on camera. So that was my first exposure. Then what we did with Project Step-Up, which led to then my feeling that a picture is worth a thousand words, we did a series of staff development videos, five of them, under a grant from the community college district, and used them for staff development just for our own district purposes. So I believed very strongly that this was a medium that would enable us to do a better job with the staff development training.

MILLER: And the CBAE project put out a number of those, and I think you were responsible for the two ESL. . . .

KELTNER: The two ESL ones. Leann and I worked on [them]. I think Sylvia [Ramirez, Mira Costa Community College] did also.

MILLER: Did she work on that, also?

KELTNER: I think she worked on that also, Sylvia Ramirez.

MILLER: So those went on. Certainly there was good coordination during that '80s period with CASAS, with DNAE and with the ESL Teacher Institute.

KELTNER: We hadn't mentioned the ESL Teacher Institute before, but that was an outstanding project, and I wish more of it could be going on today. Staff Development Institute [SDI, Sacramento County Office of Education] is fine, and I think very highly of everybody involved in it and the type of training. . . .

MILLER: But. . . .

KELTNER: But it is not the level of ESL support that was there with the ESL Institute.

MILLER: And that the state needs, yeah.

KELTNER: With its huge ESL program.

MILLER: Certainly the ESL Institute was instrumental in this, [as well as the] CBAE Staff Development, because of the training that we did. How

did staff development change in the 1980s from what [it] had been previously?

KELTNER: I think, due to the fact that we had some special funding in different areas, there was more of it and it was higher quality, and as much as possible, was not a one-shot kind of effort, that it was, if at all possible, at least somewhat over time with follow-up.

MILLER: And I think that was the main change, Autumn, this concept that if you're going to make change you have to come back again and again and again.

We've looked at classrooms at different periods, and so with the implementation of CBAE and with the staff development that took place during the '80s, could you contrast the CBAE classroom with the classroom ot the '50s and '60s?

KELTNER: I would say the major change moved to what the . . . particularly in ESL, somewhat less in ABE, I think, what the person was able to do with their learning rather than just the learning and stop: the application in a real-life context. Taking things to more in-depth and to the application stage, and actually looking at what the goals of our students were, and trying to match our instruction to the student needs and goals was something that we had not done that well previously.

MILLER: Okay, and then with CASAS trying to measure that with a standardized system rather than hit-and-miss.

KELTNER: Right. When CASAS started and [we] got their first tests, I was thrilled to death to have something other than TABE or ABLE to measure our ESL students' learning on, because neither one of those fit the needs or tested what [was being taught].

MILLER: I don't believe you were an actual ESL Institute trainer.

KELTNER: No.

MILLER: But you did a lot of work with them, particularly on evaluation. And that ESL Institute evaluation was, I think, pretty much the first attempt to measure change in the classroom rather than just the participants in a staff training, you know, evaluating the presentation. Talk a little bit about that evaluation and how you tried to reach what was going on in the classroom as a result of institute training.

KELTNER: Okay, going back a step, I was involved on the advisory committee for the first. . . . What was it called?

MILLER: Core workshops.

KELTNER: The ACSA ESL. . . .

MILLER: Yes, the ACSA ESL [Staff Development, 1980-82].

KELTNER: Right, which preceded the ESL Institute [1985-94], again on which I was a member of the initial advisory committee. After . . . I guess it

was the second year of the ESL Institute, the decision was made that we needed to evaluate the effectiveness of the training. So I was asked to head up a team of internal evaluators. Judy Alamprese [Consultant, Abt and Associates] was the external evaluator, and then I was the lead person as far as internal evaluation. So we got three or four people together and looked at design with Judy: what did we want to assess, what did we want to look at in trying to find out whether the training was having an impact or not? So the decision was made to visit the classrooms of teachers who were going to participate in the Institute, prior to their participation, with a set of protocols, for lack of a better word, or questions that we wanted to identify. And then going back again several weeks after the teachers had completed their last ESL Institute training and see if we could note change and what that change might have been. And that was a very, very interesting period. I can't say I've been involved in anything ever that I haven't learned a great deal from, but that was one of the major learning experiences as I went through. In some cases we saw dramatic change, in other cases we saw no change, and in other cases a level in between of change. But for the most part it was noticeable, the difference in the teaching in the classroom.

MILLER: And you know what, Autumn? That kind of evaluation is not done very often.

KELTNER: No.

MILLER: It hasn't been done since, to my knowledge.

KELTNER: To my knowledge, it hasn't either.

MILLER: And needs to be.

KELTNER: Mm-hmm. The closest probably we have gotten to that was more the self-evaluation instruments that programs have used with the TIP, Teaching Improvement Process [developed through CBAE Staff Development], guidance that went along with those. I think that's the closest we've probably gotten to anything like that.

MILLER: And that's something else I'd like to see brought back.

KELTNER: Staff Development Institute uses it in their identification of Programs of Excellence.

MILLER: Do they?

KELTNER: Mm-hmm.

MILLER: They should. So why don't they give training in it? [Chuckling]

KELTNER: That's a good idea.

MILLER: Autumn, one of the things that I remember about your work in the '70s and the '80s is your partnership with Leann Howard, which I thought was really quite unique.

KELTNER: And still is.

MILLER: And still is. Would you comment on that? Talk about Leann. She won't care. [Chuckling]

KELTNER: I feel very fortunate that I made the acquaintance of Leann Howard when I did. We had the experience of teaching in the same location for several years, and I really was impressed, at that time primarily, with Leann's teaching ability. She just has a magic in the classroom that I have not seen from . . . I don't think anyone else. Then when we started doing some bits and pieces of staff development, Leann's ability to work with groups of teachers in such a warm, but effective, way [was evident]. The greatest compliment I think I've ever had was someone saying that when Leann and I did staff development together it reminded them of John Tibbetts and Dorothy Westby-Gibson. And maybe we did unconsciously model a lot of our joint staff development efforts on their style of presentation. We have different strengths in staff development. I do some things well, Leann does other things well, and we made a good team. We were very compatible. We believed in the same kinds of things, so it just worked. With the first refugee funding that came into San Diego, my first successful proposal for extra funding, we had money to hire someone, an additional person in the office on a half-time basis. My first request was that it

be Leann. And that's when we started working more closely together, and we still are working closely together, and I hope that it will continue to be.

MILLER: You played off each other so well. I know at one time, I think I even told you, that one of you could start a sentence and the other one would finish it, and you wouldn't even be aware of when one stopped talking and the other one finished. I mean, it was just . . . the transitions between your work was that smooth.

KELTNER: Well, I think, number one, the fact that we thought alike a lot and believe in the same kinds of things helped. Also, though, and I think we may have learned this from John and Dorothy, we were never critical of each other. I have seen people who were presenting together, and one is presenting and the other one stands up and said, "Well, you forgot to mention. . . ." or "So and so forgot to mention. . . ." If, and we often did, particularly if you've done a number of the same presentations, you often left out something. So the other one would just quietly stand up. And when the other person stood up, then we knew they had something to say, and you would try to seamlessly work in what the other person had left out of something. It's been a wonderful relationship that, again, I was in the right place at the right time for.

MILLER: Very effective. Theoretically, Autumn, you retired in 1986. [Chuckling]

KELTNER: That's true.

MILLER: How long did that last?

KELTNER: That lasted less than a month, when I had a telephone call from Dick [Richard] Stiles [Consultant, Adult Education Unit, CDE], also one of my mentors. Going back just quickly, Dick taught me everything that I know about program evaluation, and I knew nothing about program evaluation when I became a coordinator with the district. An invaluable, wonderful mentor.

MILLER: Yes.

KELTNER: I had been retired for about a month and the state received information about the State Legalization Implementation Assistance Grants [SLIAG] for the amnesty population. In order to qualify for this grant, the state had to develop a state plan. So Dick called and said, "Well, Autumn, you're not doing anything right now, could you come up and help us write the state plan so that we can get this funding which we need?" I said, "Dick, I could come up for a few days, but we're about to take a trip to Alaska. I can't do much more than that." "Oh, you can get it finished beforehand." [Chuckling] So I worked for a few days prior to going to Alaska, thinking that when I got back

from Alaska it would all be done and everything in place, which of course it was not. And I went back up there, and I ended up there for three and a half years, commuting on a regular basis.

MILLER: Pat[ricia] Rickard [Executive Director, CASAS] has referred to the amnesty program as "an earthquake" that hit our programs.

KELTNER: I think that's a very legitimate. . . .

MILLER: So I want you to talk about IRCA [Immigration Reform and Control Act] and SLIAG and da-da-da-da-da-da. What did it do, and. . . . Okay, you helped with the state plan, but then your involvement continued. So just talk about the amnesty program for a bit.

KELTNER: Okay. After the state plan was completed, [the] whole state plan was politically charged. Everything connected with the amnesty program was politically explosive, beyond the whole earthquake proportions of the clientele with whom we were working. So that is the major reason that the state plan took a lot longer: there were a lot of vested interests. It was finally completed and approved and sent off, and the state got its money. And again I was asked to come up and help to look at the instructional components that were involved.

MILLER: I want to interrupt just a minute, Autumn, and we won't go into detail on this, but you were talking about the heavy politics that was

involved. And the lead agency for all of the amnesty funds was not Education but. . . .

KELTNER: It was [the] Health and Welfare Department.

MILLER: Health and Welfare.

KELTNER: The educational money, all money related to the SLIAG grants, came into the state through the Department of Health and Welfare.

MILLER: And we never felt that enough of it went to education.

KELTNER: And it was up to the state to decide how much of the money went to education. Minimally, the federal hold on the money required at least 10 percent of the money go for education. For the most part, in California that's what it was. Very little over and above that 10 percent did education ever get. Other states used as much as 50 percent of their money for education, which was supposed to be the major thrust to enable the amnesty recipients to be able to speak and understand the English language well enough to survive and not be a burden in this country. So we struggled. And the need for . . . that was part of the politics, is siphoning off the money for Health and Welfare. But another part of it, which I resented in many cases, I went to many of the hearings in the early days in the legislature where the legislators were molding, so to speak, what the instructional programs should look like, who could teach in it what the

requirements were, and I really became very incensed. Who are these people that are telling us experienced educators how we should do things? And that's one of the things that bothered me a great deal. Of course, the assessment issues were highly . . . challenged.

MILLER: I was going to say volatile, probably.

KELTNER: Mm-hmm, with some of the leaders of the social service and service organizations that mentored, and mentored well, the Hispanic population in California. But we felt in some cases [they were] stepping into an area that they were not as well-versed in, when they told us how we could teach and what we could teach and how we could assess what we've taught, etcetera.

MILLER: And so your ongoing work with the amnesty office then did deal with the instructional component of it.

KELTNER: Primarily my responsibilities were in the area of the instruction. Instruction and program evaluation, those two areas were my responsibility. I did have a region, as all of us did, that I was a consultant to, and that was in Orange County and Imperial Valley, where I was. . . .

MILLER: They could have given you San Diego. It would have been nice. [Chuckling]

KELTNER: And [I] worked with that. I'm trying to think of some of the kinds of things. We definitely provided. . . .

MILLER: Well, you provided a model curriculum.

KELTNER: We did some with the model curriculum, which we did regional workshops on. But we spent an inordinate amount of time with the legal stuff, keeping programs legally operating within the bounds of the federal legislation. And I think a lot of us who were in education resented having to spend so much time on the infrastructure, so to speak, rather than what went on in the classroom.

But I did get involved in that effort in another way that was a first for me. But going back a little bit, California had over 50 percent of the amnesty recipients in the entire nation, and programs serving those amnesty recipients in the state of California were inundated with students. They did have some supplemental funding that would help them to increase the numbers of classes they were offering. But no matter how hard they tried, many of them could not absorb the numbers. Programs doubled in size. They couldn't find teachers who were trained. It was extremely difficult to cope with long waiting lists and inexperienced teachers, etcetera.

MILLER. Plus these legalities at the local level that you were fighting at the state level.

KELTNER: Exactly. So one way of getting around some of this was to do a series of teleconferences that were designed as teacher training conferences, but actually the end result was a lot [of] resolving some of, and making people aware of, some of the legal issues that were involved. So we did a series of teleconferences through KPBS at San Diego State University. We made it possible for teachers who needed to get certified to actually get credit for those teleconferences they participated in. They were three-hour teleconferences held on a Saturday morning, they were interactive, and had a number of different people from within the state, some from outside of the state, participate and talk about either legal issues or instructional strategies. Over a period of time, those were made into videotapes and were made available for agencies free of charge so that they could do ongoing training with their teachers. I was the on-camera moderator, a unique, unique experience for me, fascinating. I've always loved the idea of the use of video, but had never been in a situation quite like that.

MILLER: Where you used it quite so much.

KELTNER: Yes.

MILLER: Autumn, without going into a great deal of detail, just what was the basic educational requirement? Where were the adult education programs involved, and why?

KELTNER: The amnesty recipients, in order to legalize, had to have a minimum of forty hours of instruction or prove that they had a basic knowledge of the English language. So, recipients who did not feel that they could take a test, were ready to take a test to prove that they had a knowledge and understanding of the English language, enrolled in classes throughout the state to get — quote, unquote — their forty hours.

MILLER: Which originally was a hundred hours. [Chuckling]

KELTNER: Right. And therefore programs were impacted to get that instruction in. I think, as I remember, when we did a survey the second year or so, that over a third of the recipients of that forty hours of instruction or more were first-time users of adult education, and many of them stayed on beyond the forty hours. And of course programs were given strategies to encourage them, the recipients, to stay on beyond the forty hours. Because as we all know, forty hours of instruction does not give you much to. . . .

MILLER: Other than "My name is. . . ." Autumn, you mentioned that a third of them, that this was their first experience with adult ed. Can you

talk just a little bit about the difference in this amnesty population from — which was, for the most part, a Hispanic population — not entirely, but for the most part — the difference in that amnesty population from our traditional Hispanic students?

KELTNER: Being — quote, unquote — illegal, many of them lived in the shadows so that they would not be deported, and that is the reason that many of them had never attended school. Most of them were from both a lower socioeconomic background and/or educational background than the majority of Hispanics we had ever served before. Many of the materials that we had created for the refugee population, the second wave of the refugee population, were more suitable for them in their instruction than what were being used in most of the classes at that time. In fact, with many things we changed the visual, and much of the material was the same. The other focus that changed slightly is that because this population, many people assumed, would move on into the area of citizenship, there was much more of a focus on the integration of civics, citizenship, [and] history content into the ESL instruction. So instead of VESL we had CESL [Citizenship ESL].

MILLER: Yes. [Chuckling]

KELTNER: And an integration of content.

MILLER: You mentioned them coming from a lower socioeconomic and lower education status than our traditional Hispanic population. I just want to mention that the first night that we opened, and we started with just a small pilot program, literally the relatives of our daytime students. I mean, it was overwhelming when we went full-bore in the fall. But that first summer pilot that we did, visibly you could see the difference. They were older, they were not dressed as well, and for the most part had to have someone. . . . They had someone with them to interpret, even to fill out the enrollment forms.

KELTNER: And many of them, I think, were still very frightened of being in that kind of situation.

MILLER: Absolutely. And I think that's something that a lot of people didn't realize was the level of. . . . Even though this was a legal thing they could do, they were still suspicious of any kind of authority, including school authorities.

KELTNER: I have forgotten the agency that developed it, but there was a monograph developed called *Out of the Shadows*. It was very well written and did talk about just that thing, that because they had been living in the shadows, most of them, for quite some time.

MILLER: Autumn, the amnesty program also presented you with a unique set of challenges in working with some of the community based organizations [CBOs]. Will you address that a little bit?

KELTNER: Let's look at community based organizations in the provision of education across a wide range of types of education agencies. Many of the community based organizations had been involved in providing instructional services, educational services over a period of years. Many of them had had refugee programs, were very well trained, operating a beautiful type of program.

MILLER: Professional.

KELTNER: Professional. . . .

[End Tape 2, Side A - Begin Tape 2, Side B]

MILLER: This is side B of tape 2 of the Autumn Keltner interview.

KELTNER: Several of the community based organizations with which we were working I had known when I was doing technical assistance with refugee programs. They [developed] excellent programs then that they just adapted to the new needs. Unfortunately, whenever a big new pot of money comes into a state, everyone wants to get in on the act, and many of the lesser known, lesser experienced CBOs saw this as a way to increase their exposure in the community and to make some money. And many of those were not trained, they had never had any

experience in the area of instruction, and were not able to provide the kinds of opportunities that the clientele that we had needed. And it was very evident. Even the applications that we received for funding were so poorly written by some that they should never have been funded.

MILLER: And yet there was a political aspect to that also, and it created a lot of extra work for you in terms of monitoring.

KELTNER: A great deal of work in terms of monitoring both the program and the fiscal accountability areas, that sometimes. . . . People were just not trained in keeping records, in some cases. They meant well but they just did not have the expertise to do it. Others possibly were trying to stretch some of these to do more than they were supposed to with them, but many of them just did not have the background to do it.

MILLER: Have the background to do it, yeah. Actually, the work with amnesty, and particularly with the community based organizations that received amnesty funds, eventually led to the state funding of ESL citizenship. Can you give us the segue between one and the other? [Chuckling]

KELTNER: At the end, as the SLIAG money was used, finished, the grants were terminated. The one thing that happened that I'll just go back to very quickly is that the state sponsored a transition project, and the purpose

was to identify one CBO, one community college, and one adult school that was doing an exemplary job of transitioning students into mainstream programs, keeping them in the educational system, and helping them to move on to other programs. So that was something that happened very nicely. But around the same time then there was a movement to increase the use of whatever money might be left over, use it for helping students to attain their citizenship, which in some cases was a very laudable kind of goal. But it was pretty well, pretty highly motivated to be able to enable many of the programs that were working with amnesty students to stay in business.

MILLER: Community based organizations have always been eligible to apply for the ABE grants, assuming that they had a track record in education and could go on. The ABE grants, our traditional ABE grants, are supplemental funds. And that played a part in this also.

KELTNER: Definitely. It's very clear in the federal legislation that the federal adult education money is to be supplemental, that any agency should be able to run a base program without the supplemental funding. And the supplemental is to assist in removing barriers for this very needy population. Unfortunately, many of the CBOs do not have any way of funding a base program and therefore use the supplemental funding as the entire funding for their program. Therefore, because you can't

provide a quality program on what most programs receive as supplemental funding, there is a need then to try to up the amount of money, increase the amount of money received, in order to be able to fund the entire program with the supplemental money, which technically is not legal, as far as the federal government is concerned. So it has caused a few problems in California.

MILLER: Yeah. And the legislature actually set aside a portion of our federal grant then to base-fund some of these programs. The feds let them get away with it once, but when they tried to expand it. . . .

KELTNER: It's hard to say right now because the same movement is taking place right now, and we don't know for the coming year how this is going to work out.

MILLER: Okay. Anything else on amnesty?

KELTNER: I think we learned a great deal from amnesty as to what works and what doesn't work, particularly in the classroom, as we did from the refugees. . . . Every time we've had a major crisis impact of students on our adult ed programs, I think we have learned new things, new strategies for working with a population that are adaptable in the other arenas in which we operate and the other types of students we serve.

Each time I think we've learned a great deal, which has moved adult education forward in this state.

MILLER: You're speaking of adaptability, and I just want to relate that back to our CBAE movement, which I think strengthened our ability to adapt to these different initiatives as they came through.

KELTNER: I would agree with that 100 percent. And it's interesting, I think for a while there were a number of people in the state and in the country that felt that we were neglecting some of the basic skills, the language skills, the grammar, for the CBAE. And so when we were not mandated at least as heavily to use CBAE, programs started moving away from the heavy emphasis on CBAE. And now I'm seeing, I think, a gradual moving back and more of an integration again.

MILLER: I was going to ask you about that a little later on if you thought . . . what the lasting effects of CBAE had been, and if you thought there had been slippage, and if we needed a refresher course, but you're kind of talking about that now.

KELTNER: It's very much that way. I had programs that suddenly seemed to be focused in ESL on heavy grammar, [but] now seem to be doing more integration again. And I think they realize that there is an element there that they need to address in their classrooms. And then I think part of it is with this whole effort of accountability, and CBAE gives

you more focused accountability than this hit-and-miss type of program that many of us had offered prior to CBAE.

MILLER: Do you think that there's a need to go back and do retraining in the competency based approach?

KELTNER: Yes, because, as always in adult education, as the part-time nature of the beast that we work with, the turnover is so great. There are many, many of the teachers now that were not exposed to the training on the integration of basic skills and life skills. So it's a one or the other and not the integration which is the valuable component that I see. Of course, our new legislation that was passed last year, the Adult Education and Family Literacy Act, one of the stipulations is that [it] is a real-life activities focus.

MILLER: Okay. Autumn, you've also been involved with a number of state publications. Now the first one, the first handbook that you did, was in the '80s, but the other two have been in the '90s. Would you talk about this series of ESL handbooks that you have worked with?

KELTNER: Years ago when I was first teaching ESL, back in the Dark Ages, there was a little handbook that had been written, *The Adult Education Teacher Handbook*, something like that, that I found very, very helpful. So there was a time when I was involved in a group of adult educators at the state level and talking about the needs, and I said,

"This handbook," which I still had, "was very, very valuable to me. Is there any chance that there might be funding to do something like this in the context of what is today?" And within a year or so there was funding identified, and we resurrected the old and got a team together. Carlos Gonzales [Consultant, Adult Education Unit, CDE], who was the Department of Education consultant with responsibilities in the area of ESL, was the liaison between the Department and the ESL Teacher Institute also. Carlos was put in charge of that, and a team was put together to look at what needed to be done to bring this handbook up-to-date and make it usable for today's teachers. So we did start with a group that represented statewide types of programs and did a needs assessment, and put together a prospectus, which was approved and funded, and revised the handbook in the . . . early '80s, I guess it was.

MILLER: It was more mid-'80s.

KELTNER: Mid-'80s, for an *ESL Teacher Handbook*. Then, a few years later, when the strategic plan for adult ed in California was put together and as the standards movement at the federal level was put in place, there was a need to look at standards for ESL or standards for adult educators, and the department chose to look at it by program rather than adult ed in general. And I was very pleased to hear that. So the

California model standards for ESL document was developed [*English as a Second Language Model Standards for Adult Education Programs*, 1992]. You have this new standards for ESL book, but it no longer coincides, is consistent with some of the things in the teacher handbook, so then we needed to revise the *ESL Teacher Handbook*. So I think it was in '95 or so that we redid the *ESL Teacher Handbook*. [After the model standards were published] we felt the need to help administrators interpret the documents [and manage ESL programs], so we worked on the *English as a Second Language: Implementing Effective Adult Education Programs*, 1993] as an administrator's and layperson's document. [*English as a Second Language Quality Indicators for Adult Education Programs* was published in 1994]. So, for the first time I'm aware of in any state, we had four monographs, for a particular instructional area, and all of those four documents were saying the same thing to people, no matter what their areas of responsibility were.

MILLER: And at this point they're all relatively current. [Chuckling]

KELTNER: Yes, they are all relatively current. I have heard rumors about going back to the first of those four that was developed, the model standards document, and updating it more for going into the accountability aspects that weren't as needed when that document was developed. I

had no responsibility except assisting to review for the model standards, but all three of the other documents. . . .

MILLER: You were actually a lead author on.

KELTNER: I was a lead writer for all the other three.

MILLER: Okay, Autumn, your third career. . . . Did you get to stay retired at all when you left the state department, the amnesty office?

KELTNER: No, I only worked. . . .

MILLER: There was no break there. [Chuckling]

KELTNER: No, I came back from Alaska and was immediately back into developing the state plan and. . . .

MILLER: No, but I meant once your work with the amnesty office ended and before you started work with CASAS, did you have a little bit of a break in there, or. . . ?

KELTNER: Actually, the SLIAG model transition project was my. . . .

MILLER: Was funded here.

KELTNER: Was my project, and it was operated out of the CASAS office, so I got into a CASAS office for. . . .

MILLER: Pat's never let you out the door. [Chuckling]

KELTNER: . . . a purpose. And if anybody knows Pat Rickard, if there's anybody who has any skill at all, she doesn't let them get away. So I never left the CASAS office.

MILLER: [Chuckling] Okay. Talk about the types of work and the projects that you've done for CASAS.

KELTNER: I've probably done almost everything that could be done in CASAS, some of it before I left the district, in the area of doing actual item writing, item writing training, test development, development of training materials, training on how to implement CASAS, all of those prior to leaving the district, including developing a test for taxi drivers who worked under the direction of the Port District of San Diego. That involved on-site work with taxi drivers in needs assessments. And that's still going. So that was one of the first major [CASAS] assignments. I've done a wide range of things, including close involvement with the development of the first ESL level exit test, which is for beginning level ESL. I was closely involved in that. The area probably I've worked most in is evaluation and tying in program evaluation and the evaluation project that CASAS has that is working with the implementation of the federal money, programs operated under the federal money in the state of California.

MILLER: In other words, evaluation of our ABE grants.

KELTNER: Mm-hmm, how it's working, how the state department is implementing [the federal grant]. And this will be the fourth year of working with that project.

MILLER: In your work in evaluation, Autumn, how would you characterize the level of evaluation activities at the local level?

KELTNER: Probably, in most programs, minimal. When I first became a coordinator with the district, I had never heard of anything related to evaluation. I'm very fortunate that I had the opportunity very early on to work with Dick Stiles, find out about a couple [of] excellent documents that I read that gave me some background in that area, and working with Dick over the years. Looking at documents that can help programs, going back to the first one funded by the state, the ISAM, the Institutional Self-Assessment Measure, which was extremely well-done and used effectively by having programs self-evaluate and then a team come in and look at this evaluation with them and make decisions based on this.

MILLER: We, of course, used that for the CBAE implementation, that a district would complete that.

KELTNER: Definitely, yes. And that was rewritten and updated. But that process, I think, is an excellent process. And John Tibbetts and David Hemphill and others were very, very instrumental in putting. . . . John Wise [Elsinore Unified School District].

MILLER: John Wise was the lead author on that.

KELTNER: Yes, John Wise, John Tibbetts, David Hemphill, Sylvia Ramirez all worked in that area, but John was the lead person in that area. Those worked very well, and we used. . . . In the Amnesty Education Office, we adapted that document to fit the needs of evaluating programs under amnesty. Those two documents were also looked at very closely and used as a model when the Staff Development Institute developed its Programs of Excellence review document. They liked those better than any others of the documents that were out there that were looked at, which tells you the quality, the foundation that all of that was built on. It was looked at and then adapted for CIM, the CASAS Implementation Manual.

MILLER: Measure.

KELTNER: Measure, that is in use now. Yes, it is Measure. That was used as the model, and John helped work on that, John Tibbetts. I recently had an opportunity through a program, the Spring Institute of Denver, [which has an] ORR, Office of Refugee Resettlement grant, to do a program self-review document specifically designed for ESL programs under the accountability requirements that are in place now. And again I used that same document and documents to build on, to adapt. It's stood the wear and tear of time very, very well. I don't think programs, for the most part, do much with program evaluation. They

are so overwhelmed with everything else that they have to do that they don't really have time to evaluate, and that's unfortunate.

MILLER: You know, Autumn, in the mid-'80s, during this emphasis on CBAE implementation, both our state ABE grants and the members of the CASAS Consortium in their final reports, both of those reports had an evaluation component. And even though they weren't in-depth, pure-quality evaluations, I was really sorry to see the state drop that evaluation component on their ABE final reports, because it at least made you think about it, whether you had done it well or not.

KELTNER: Right, it made you think about "Are we doing as well as we can? Where are we doing well? Where are we not?" That kind of thing. Program evaluation is the catalyst for program improvement. So, without program evaluation, you are not really concerned about program improvement.

MILLER: You don't know what to do. And yet that's a very hard concept to get across to people at the local level. There aren't many ESL coordinators as tuned into this as, say, a Judy McCoy from Eastside [Adult Education, San Jose], who's. . . .

KELTNER: Right, who is always out there looking at a way to do a better job.

MILLER: Yes. Okay, now, we're looking at the '90s, and again we're having some changes in the '90s from what we've gone through before. So

maybe we ought to just look at the classroom again. How is a '90s classroom different from the classroom of the '70s and '80s?

KELTNER: The first thing I would think of is the amount and diversity of instructional resources that are available to the instructor — not just print materials, but the wide array of multimedia options that there are for enhancing instruction. The numbers of multimedia labs that are available. Almost every agency now, large or small, has some type of individualized lab available for students to get supplemental instruction. It's either their total instructional program if they can't make the class hours, or supplemental to what they're getting in class. Much more looking at individual needs, I think, today, and many more facilities that are totally adult ed facilities, so that you have the flexibility of arranging them in different ways. You don't have much control over [room arrangement] when you're using somebody else's classroom for a few hours and you can't really move [furniture] around. But you can design different types of classrooms when it's your own facility.

MILLER: Have you visited the Salinas Adult School?

KELTNER: Yes, I have. It's marvelous.

MILLER: Isn't that a wonderfully designed facility?

KELTNER: It's one of the facilities that comes to mind. Sweetwater Adult School in San Diego County has a facility on the border that is not quite as innovative as the one in Salinas, but is a very nice facility and it's right on the border.

MILLER: That's great.

KELTNER: More and more you see agencies trying to work out a way that they can have their own facility and have some control over that.

MILLER: Just a rough estimate, I know that one of the things you do for CASAS is this identification of the Promising Practices, what I call good ideas in contrast to SDI's Programs of Excellence. Roughly what percentage of those Promising Practices involve this multimedia use of technology, those kinds of things?

KELTNER: Probably right now about 15 percent maybe. And we're going more and more as. . . . Overwhelmingly, the last two years that we have done the survey of federally funded programs in California, agencies are talking about the increase in the use of technology. And as those grow, then you see some new kinds of things that you want to focus on. So more and more it's going that direction.

MILLER: Do you have a handle on the level of distance learning that's being used now?

KELTNER: A great deal more than before, but how much. . . . Number one, not everybody responds to the survey, so I'm sure there's a lot going on out there that we don't know about. And number two, some programs, even though they respond to the survey, don't toot their own horns very well. But it's increasing by leaps and bounds, not necessarily as an alternative, but sometimes a supplement. So it's being used both as an alternative, if people can't attend classes or if they can't get into classes, or the classes are at the wrong time, and/or the supplement. Both areas. And some very innovative kinds of things going on in programs, both adult schools and community colleges. And your former . . . well, still your current stomping grounds in the Bay Area, with Hayward [Adult School] and Sequoia [Adult School, Redwood City], and some of the kinds of things that are being done with video.

MILLER: Autumn, I know you've been working on the new state plan and the new ABE application. So, from a combination of these annual surveys you've been doing for four years now, and from looking at the new requirements in the new federal legislation, what do you see as trends? What's coming up for our programs?

KELTNER: Well, the major one is daily increasing requirements in the area of accountability, to the extent that I don't think programs are going to

be able to manage it unless there is some actual money set aside for people to have to collect the kinds of data that are being asked for. I fully approve of and believe in accountability. And the fact that when we can't tell legislators with any objective and quantifiable information the good we're doing in adult education, there's something wrong with what we're doing. And we have to be accountable. But for the most part, it gets pushed back on the teacher in the classroom. You certainly don't want it to take instructional time. So, if it's not going to take instructional time, then the part-time teacher is being forced to do a lot of data collection, accountability kinds of things that for the most part that part-time hourly teacher is not getting paid for. So it's sort of between a rock and a hard place.

MILLER: Do you think that the new requirements are such that some programs may start dropping out of the federal program?

KELTNER: Smaller programs I could see, yes. It's going to be interesting to see how many of the currently funded agencies apply for the funding for this next year.

MILLER: And I understand that the new application is really drastically different.

KELTNER: Drastically different.

MILLER: How? Can you just highlight some of the differences?

KELTNER: Well, the majority. . . .

MILLER: It's going to be competitive, isn't it?

KELTNER: Supposedly. It's going to be interesting to see how competitive it gets. [Chuckling] And that's not being negative. It's going to be interesting to see if it truly is competitive. They definitely are going to be ranked on responses, point value of each response, and you have to get X-number of points in order to be considered for funding. Much of it is driven by the federal requirements and the twelve that they call "considerations" that are in the act that applicants are supposed to respond to. Those have to do with service to most in need, measurable goals, duration and intensity of instruction, use of real-life learning.

MILLER: It's actually in the act this time?

KELTNER: In the act itself. The use of technology. Those are some of the basic ones. Staffing. Staffing, staff development. It's going to be an interesting year. Now, the Department again is providing support for agencies in applying. There is going to be a teleconference, and there have been modules written on how to apply, [how] each one of those twelve qualifications that they have to respond to could be addressed. And those modules will be available on-line so that people can access them and go on-line to ask questions that will be responded to.

MILLER: By you? [Chuckling]

KELTNER: By somebody. A variety of people. But those kinds of things are being done to assist, so it's hopefully not quite as overwhelming a task as it [could] be. But it's an entirely different kind of application than it's ever been before.

MILLER: That's one thing about adult ed, we're in a constant state of change.

KELTNER: Yes, and not always any that we can control in any way ourselves.

MILLER: You'd better be flexible if you enter this field. [Chuckling] We're about to wind up here, Autumn. Have we left out anything major?

KELTNER: I don't think so. (pause) I don't think so. I think we've touched on at least the major kinds of things that have gone on during the period of my involvement, which is a little more extensive than I originally planned for. [Chuckling]

MILLER: Okay. Well, shall we make it really dramatic? You've worked in five decades of adult education in California. [Chuckling]

KELTNER: Wow. [Chuckling] Makes me pretty old, doesn't it?

MILLER: A little over forty-five years now. And there have been tremendous changes that have taken place during that period of time. The federal funding for ABE grants gave the state the opportunity to influence programs at the local level through the state plans that they have to write for use of those funds. The CBAE movement has had

tremendous influence on curriculum, which may be its most lasting impact: influence on curriculum, assessment, and instructional approaches. The refugee and amnesty programs, along with other governmental initiatives which we haven't even talked about — we talked a little bit about job training, but we haven't said anything about welfare reform — but those governmental initiatives have brought major changes in the students that we work with and the approaches that we need to adopt to be able to serve them. Do you have a favorite time period in this long career of yours and with any of these initiatives?

KELTNER: I guess I would say that a favorite time would be when I was with the district and working with teachers in classrooms and seeing students. And seeing students react to good instruction and seeing the growth of students over a period of time and see them moving from level to level, from classroom to classroom, would be probably the most rewarding. But also, every group of people I've worked with have been such fine mentors, skillful practitioners — that I've had the opportunity to work with such a variety of people over the years, that is fantastic.

MILLER: So do we even want to talk about the bad patches? Any frustrations that. . . .

KELTNER: Frustrations have come when you feel, which often happened during amnesty. . . . I had a lot of tears during the amnesty program, when I felt that we were trying to do the right thing for the people that were our major clientele and were getting killed for it, so to speak, were not able to do what we felt was best. That certainly was trying. That was probably . . . probably in many ways the best and the worst of times. I had some wonderful experiences during amnesty.

MILLER: There were rewards there, also.

KELTNER: There were rewards. When I worked on doing some of the interviews with Sylvia Ramirez and her team when they developed the *Immigrant Voices* document, and the opportunity to sit and listen to students and listen to their goals and their needs and their appreciation for the education they were receiving was just a wonderful reward. So, most everything has had both its good and its bad.

MILLER: But you credit students and the people that you work with at the top of those then?

KELTNER: Oh, definitely. I really think that I have been so lucky to be in the right place at the right time with the right people over the time that I have been in the adult education field. I have learned so much from each situation [and] that has enabled me to have an opportunity to work in another situation, and another and another. And from the

time I was with the district and put in a position of trust, I could be innovative. I was allowed to be innovative. I was allowed to try things because they trusted me not to do anything that would jeopardize the program. I was given the opportunity, the freedom to go be part of CACE and the CBAE Staff Development Project because my district realized that I was bringing back more than I was taking away. So those kinds of things that I was given the opportunity to do in the early stages of working in adult education were just unbelievable for somebody like me.

MILLER: Very good. And believe me, you've given back much more than you've gotten from other people. I can assure you of that. I do want to thank you, Autumn, for the interview and for all of the contributions that you've made and the leadership that you've given to adult education in California.

This interview has been conducted for the California Adult Education Oral History Project.

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Autumn D. Keltner
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San Diego, California 92106

Education

Master of Arts, equivalent, San Diego State University, San Diego, California
Focus: Curriculum Problems in Secondary Education (Emphasis methods, materials, administration)

Bachelor of Arts, San Diego State University
Majors: Education, English Minor: Social Science

Post Graduate Studies
University of Southern California
United States International University (graduate program)
San Francisco State University
Special Problems in Education: California Adult Competency Education. A two-year program to: (1) develop a process for producing competency-based ESL learning modules (2) design and implement staff development for competency-based adult education.

Credentials

General Elementary
Adult, Designated Subjects (Life)

Professional Experience

1992 – present Senior Research Associate, Comprehensive Adult Student Assessment System (CASAS)

Coordinate CASAS Evaluation Project. Responsible for annual comprehensive qualitative program evaluation, including conducting surveys of all federally funded program providers in California and developing a narrative report for CDE for submission to the federal Department of Education. Assist in the development, review and implementation of ESL assessment. Development team member for the CASAS Functional Writing Assessment, Beginning Literacy Reading Assessment and Performance Based Assessment Manual. Research Facilitator for the Online Action Research Project (OAR) funded under a grant from the National Institute for Literacy.

1991- 1992 Project Director for the SLIAG Model Transition Project.

Directed project designed to identify and disseminate information related to program and instructional strategies which facilitate and document student progress and goal attainment and assist and support students in making a transition from ESL to training programs and/or employment.

1986 – 1991 Consultant to the California Department of Education for design and implementation of services under the Immigration Reform and Control Act of 1986 (IRCA) , State Legalization Impact Assistance Grants (SLIAG)

Assisted in the development and implementation of the California Educational Services Delivery Plan, the application guidelines, forms and program monitoring and review processes for SLIAG funded programs in California. Responsible for technical assistance to all funded programs in the areas of curriculum and staff development. Responsible for program monitoring, evaluation, and technical assistance in Orange, San Diego, and Imperial counties.

1972 - 1986 Coordinator of ABE and ESL Programs for the San Diego Community College District (SDCCD), Continuing Education Centers

Coordinated program of over 200 ABE/ESL classes offered through nine major SDCCD continuing education centers with over 5000 ada. Responsible for development and revision of curricula, design and implementation of program evaluation, professional development, supervision of Adult Education Resource Library, grant writing, and budget development and control. Managed student assessment system and program accountability process. Developed ABE/ESL Department Chair network to collaborate on effective instructional materials and processes.

1970 - 72 Instructor Coordinator, Project Step Up, a worksite instruction project funded by the Office of Economic Opportunity (OEO), conducted through the San Diego Community College District, designed to assist entry level employees to advance on the job.

Assisted with promotional presentations to public and private agencies. Responsible for instructor pre-service and in-service staff development, onsite monitoring of instructional programs in industry settings and instructor evaluation.

1960 – 1970 ABE and ESL Instructor, San Diego Community College District.

1947 – 1950 Instructor, fourth grade, Mission Beach Elementary School, San Diego Unified School District.

Professional Consulting

1996 - present Consultant for Spring Institute for International Studies English Language Training (ELT) Project under a grant from the federal Office of Refugee Resettlement (ORR).

Assist in designing and implementing professional development and technical assistance activities for providers of educational services for refugees throughout the US.

1990 Consultant to the State of Nevada, Department of Human Resources

Reviewed agency ESL curricula and conducted on-site program reviews for English Language Training programs for adult refugees in Reno and Las Vegas..

1988-1990 Coordinator and on-camera moderator for California IRCA/SLIAG Teleconference Series.

Planned, identified presenters, and moderated series of eleven two - three hour interactive teleconferences telecast live from KPBS studios at San Diego State University to sixteen downlink sites throughout California. Funded through a California Department of Education SLIAG grant contract with CASAS and the San Diego Community College District Foundation, the series was also made available on videotape.

1986 – 1988 Internal Evaluator for the ESL Teacher Institute, a staff development project funded by the California State Department of Education through federal PL 91-230, Section 310.

Conducted pre and post-Institute on-site observations, evaluations, and analysis to assist in determining the effectiveness of the training provided through the Institute. Assisted with development of annual report of findings.

1986 – 1988 Consultant to the California Office of Refugee Services (ORS), Department of Social Services.

Provided regional and on-site training and on-site monitoring and review related to the use of the Basic English Skills Test (BEST), Student Performance Levels (SPLs), and Core Curriculum and instruction for employment and training programs provided by local educational agencies and community based organizations.

1986 - 88 Project Coordinator for development of the *English as a Second Language Handbook for Adult Educators*

Coordinated the proposal submission, committee meetings and assignments, and the writing and review processes for the development of a new state handbook for ESL instructors in California, a two year project funded by the California State Department of Education.

1983 – 1988 Trainer, Network Coordinator for Region IX, and Consultant for Mainstream English Language Training (MELT) and Vocational ELT (VELT) Initiative and Technical Assistance Projects

Assisted in the development of standards for assessment, leveling, curriculum and instruction and program evaluation; and field-testing, training, implementation, and dissemination processes for MELT and VELT materials including the Basic English Skills Test (BEST), Student Performance Levels (SPLs), and competency-based curriculum and instruction.

1982 – 1988 Consortium member and statewide trainer for the Competency Based Adult Education (CBAE) Staff Development Project

Assisted in the design and preparation of materials and the implementation and evaluation of the training provided through the project which was funded by the CDE under PL 91-230, Section

310, for the purpose of facilitating implementation of CBAE in ABE, ESL, and VESL throughout the state.

1980 - 1982 Member, Association of California School Administrators (ACSA) ESL Staff Development Advisory Committee.

Participated as an advisory team member in the project funded under section 310 of the Adult Education Act to develop and implement plans for ESL staff development activities for adult educators in the state of California.

Publications

Lead writer for *English as a Second Language: Handbook for Adult Education Instructors,* California Department of Education, 1995 revision.

Lead writer for *English as a Second Language: Quality Indicators for Adult Education Programs,* California Department of Education, 1994.

Contributing author for *English as a Second Language: Implementing Effective Adult Education Programs* California Department of Education, 1993

Co-author of ESL texts, *English for Adult Competency*, Books 1 and 2, Prentice-Hall, Inc., 1980. Revised - 1990.

Co-author of ESL text, *Basic English for Adult Competency*, Prentice-Hall, Inc., 1982.

Lead author for Implementing CBAE in the Beginning ESL Classroom and Implementing CBAE in the Intermediate ESL Classroom, video staff development trainer's guides developed through the CBAE Staff Development Project, San Francisco State University, under a California PL 91-230, Section 310 grant. 1986.

Co-author "Staff Development for Competency-Based English as a Second Language," in California Journal of Teacher Education, 1980.

Co-author "Integration of Competency-Based Education into an Adult English as a Second Language Program," Proceedings of a National Invitational Workshop on Competency-Based Adult Education, National Institute of Education, 1978.

Contributing author, Employment-Related Training Approaches for Limited English Proficient Adults, a monograph funded by the California State Department of Education under PL 91-230, Section 310. 1984.

Contributing author, California CBAE Staff Development Handbook, developed under PL 91-230, Section 310. 1984.

Contributing author, Manual for ESL Teacher Training and Staff Development produced by the Center for Applied Linguistics under a grant from the Department of Health and Human Services, Office of Refugee Resettlement, Washington, D.C. 1982.

Co-author and developer of:
Survival English Picture Sequences, sets I + II designed for oral and written communication skills development activities and based on functional competency objectives.

Survival English for Vietnamese, six video productions, aired on both commercial and public service TV, designed to assist Vietnamese refugees in coping with survival in an urban American environment.

Professional Organizations

Teachers of English to Speakers of Other Languages (TESOL)

Member since 1971

Chair, Adult Education Legislative Advisory Committee

Member, Socio-political Concerns Committee, 1996 – 1999

Member Advisory Committee for development of Adult ESL Standards

Presenter at annual conferences

California Teachers of English to Speakers of Other Languages (CATESOL)

Member over 30 years

Served on several Conference Committees

Presenter at state and regional conferences

Other

Presenter at CASAS Summer Institute, ACSA, AAACE, ORR, and other local, state and national conferences