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ABSTRACT

The activities of the first five years of New York City's Welfare Education Program are summarized. Operation Second Chance and Mothers at School, the two parts of WEP, provide 194 basic education classes, with a combined enrollment of 4,000. The program is intended to give welfare recipients the basic skills and self-confidence they need to obtain work and break the cycle of poverty. The history and early efforts of the program are described. Data concerning student characteristics are provided. Teachers' observations and students' comments, letters, poems and compositions illustrate the booklet. Sections describe the students; school, parents and children; the staff; curriculum; curriculum enrichment; and counseling services. New directions through the urban living skills curriculum, recruitment, computer assisted instruction, and a pre-reading program are also described. Recommendations are made for teacher training, establishment of a resource center, counseling, annual salaries for professional staff, increased use of sub-professionals, and greater teamwork. Legislation supporting the program is quoted in an appendix. (KM)

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THE WELFARE— EDUCATION PROGRAM

A FIVE
YEAR
REPORT
1964-1969

BOARD OF EDUCATION • CITY OF NEW YORK

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In New York City, adult basic education programs have as their goal the teaching of the skills of reading, writing, arithmetic, the use and understanding of the English language and the development of an appreciation of these skills in our technologically oriented society. They have been designed to overcome educationally debilitating environmental factors that have hindered learning. The Welfare Education Program, which is but one component of these programs, has been in operation full time for five years. At this point, I feel that it is important to review the directions we have taken and to check the outlook for the years ahead.

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JOSEPH M. WINFREY
Coordinator
Federally Funded Programs
of Adult Basic Education

FOREWORD

This brochure tells of the beginning, the development and the accomplishments of the New York City Welfare Education Program. In preparing it, we have evaluated our five-year experience and set forth our hopes for the future based on that experience.

The Welfare Education Program (WEP) is a state and federally funded program designed to attack root causes of the poverty and dependency of undereducated adults. It aims to make the odds more even for native-born or non-English speaking Welfare clients who have not achieved an eighth grade educational level. Basic literacy skills are presented in an urban living context designed to help students meet their immediate needs and to cope with the complexities of today's urban society.

Social aspects of the program help to enhance the student's self-image. In an orderly framework, students learn from one another. Teachers learn from students and use their experiences as a primary curriculum resource.

The description of the program which follows includes facts and figures, but it can only suggest the shock of recognition felt by so many of our students when they have discovered that they can learn. Lives have been changed by this realization. It has been a privilege to participate in and help effectuate these changes. For many, it has been indeed a Second Chance!

GLADYS ALES
Project Director



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We could not go to press without expressing our appreciation to Alfred T. Houghton, Chief, Bureau of Basic Continuing Education, Albany, New York, for the wonderful leadership which he gave to us so unstintingly.

We also want to express our indebtedness to Dr. Grace Hewell, Adult Education Office, U. S. Department of Health, Education & Welfare, who has steadfastly given us invaluable advice in guiding and directing our federally funded programs.

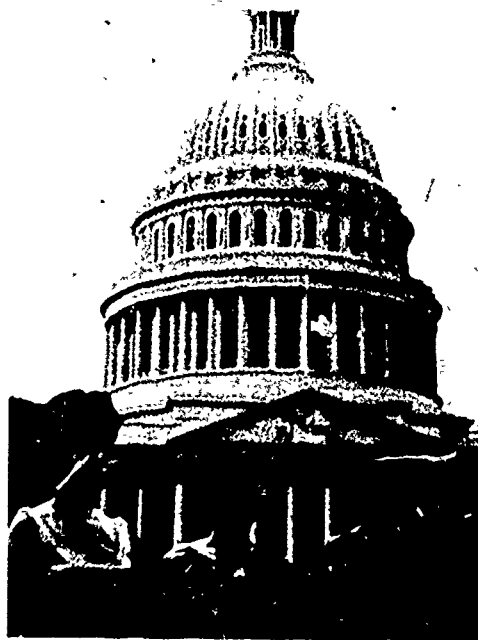
Mr. Thomas A. Van Sant, Assistant Superintendent in charge of the Office of Continuing Education, deserves special words of appreciation for his guidance and consistent support during the year this was in preparation.

THE EDITORIAL COMMITTEE

I. THE BACKGROUND

The twin tragedies of illiteracy and dependency are often passed on from generation to generation. There is no need for this. Many nations — including our own — have shown that the problem can be attacked and virtually wiped out.

JOHN F. KENNEDY
Education Message
to the Congress
February 6, 1962



Four thousand adults are regularly attending the 194 basic education classes of the Welfare Education Program in community centers, store fronts, churches, schools and other available locations in New York City, from the far reaches of the Bronx to the Coney Island shore. They go to class morning, noon, and night.

In the five full years of its existence WEP has emerged from the experimental stage and is growing and changing with the demands of a rapidly changing social climate.

- . . . What is the Welfare Education Program?
- . . . What pressing needs does WEP seek to meet?
- . . . How is it preparing to serve the future?

To answer these questions, it might be well to take a look at the beginnings of Operation Second Chance and Mothers at School, which together constitute the Welfare Education Program.

II. BEGINNINGS

OPERATION SECOND CHANCE

Operation Second Chance, the popular name given to the first classes of the Welfare Education Program, expressed the high hopes with which the experiment was launched. The new Kennedy Administration had begun on a note of idealism. Then, in 1962, Michael Harrington's *THE OTHER AMERICA: POVERTY IN THE UNITED STATES* shocked its many readers and stirred the conscience of idealists in the government. New goals were set for the welfare recipient, to effect a change in his life situation — and for this the sine qua non was education.

In 1962, too, Congress passed the Public Welfare Amendments to the Social Security Act approving basic education classes for adults whose lack of such an education proved a handicap to their search for employment.* Under this legislation, in the summer of 1963, 17 classes in five city schools offered a brief intensive basic education course. These were set up by the then Bureau of Community Education operating closely and harmoniously with the Departments of Welfare and Labor. In the group were welfare recipients unable to speak English or deficient in basic educational skills.

* See Appendix



As a result of this pilot program, the New York State Education Department approved a plan establishing 40 classes for the summer of 1964. Again, it was administered by the Bureau of Community Education. And again, achievements indicated a continuance of the program, this time on a year-round basis. During this second summer each student who attended received a stipend of \$7.50 per week from the Welfare Department to pay for carfare and lunch. This was later increased to \$12.00.

In September 1964, forty classes were set up on an all year basis — 24 at Girls' High School in the Bedford Stuyvesant area of Brooklyn and 16 at Public School 23 in lower Manhattan. Students 16 years or older were referred by the Division of Employment and Rehabilitation (DER) of the Welfare Department.

To make maximum use of limited school facilities, both day and evening classes were established. Day classes ran from 9:00 A.M. to 3:00 P.M. and evening classes from 4:00 P.M. to 9:00 P.M., five days a week. The Department of Welfare continued to provide a weekly stipend of \$7.50 for carfare, lunch and related school expenses. As stated in its first Fact Sheet, the goal of the Operation Second Chance program was "to develop basic communication, literacy and mathematical skills needed for employment."

From the outset, Operation Second Chance classes were homogeneously organized according to students' fluency in English or their reading level: non-English students were grouped according to their ability to communicate in their new language; native adults were grouped according to reading ability. Departmentalized instruction was provided so that there might be representatives of both groups in the mathematics classes. Tabulated below is the breakdown of classes, at time of registration, under the first all-year program.

| <i>Non-English</i> | | <i>Native</i> | |
|--------------------|-----------|---------------|-----------|
| Level 1 | 8 | Level 1 | 4 |
| 2 | 4 | 2 | 18 |
| 3 | 4 | 3 | 12 |
| Total | <u>16</u> | Total | <u>34</u> |

After the first year, evening programs were eliminated. From 1964 to the present time two full adult schools have remained in operation. Although they have been moved to other areas to accommodate changing needs, the sign OPERATION SECOND CHANCE prominently displayed on the schools has become a beacon to a depressed community.

· **MOTHERS AT SCHOOL**

Concurrent with the extension of Operation Second Chance, forces were being mobilized to request education programs for mothers who were receiving Aid to Dependent Children.

In **THE WASTED AMERICANS**, Edgar May was concerned with the ever-increasing number of families receiving such aid and with the hopeless cycle of waste and dependency being generated. Something had to be done. In New York City, a program of basic education for ADC mothers was seen as a step toward bringing up a new generation prepared to take its place in the normal life of the community. And so, during the summer of 1964, the Commissioner of Welfare, James R. Dumpson, wrote letters to some eleven hundred mothers receiving Aid to Dependent Children allotments. In these letters he asked, "Would you be interested in classes for improving skill in reading and writing and similar basic subjects which would make it easier to help your children with their school work and also be of assistance to you in shopping and running your home?" Responses indicated a clear interest and subsequent screening showed a definite need for this instruction. Over four hundred women appeared on October 13 at the ten housing projects where classes were organized. At the end of the year there were three hundred thirty-seven in attendance.





A Housing Project Provides Space in its Community Center room.

At its inception, the ADC program differed significantly from Operation Second Chance. Its curriculum included social living skills, with such subjects as parent education, consumer education, family health and participation in community life becoming the vehicle for instruction in the basic communication and computational skill areas. The first Fact Sheet of this program defined its objectives as:

To teach basic skills of reading, writing and arithmetic to adults who have not achieved an eighth grade equivalency diploma;

To teach non-English speaking adults to speak, read and write English;

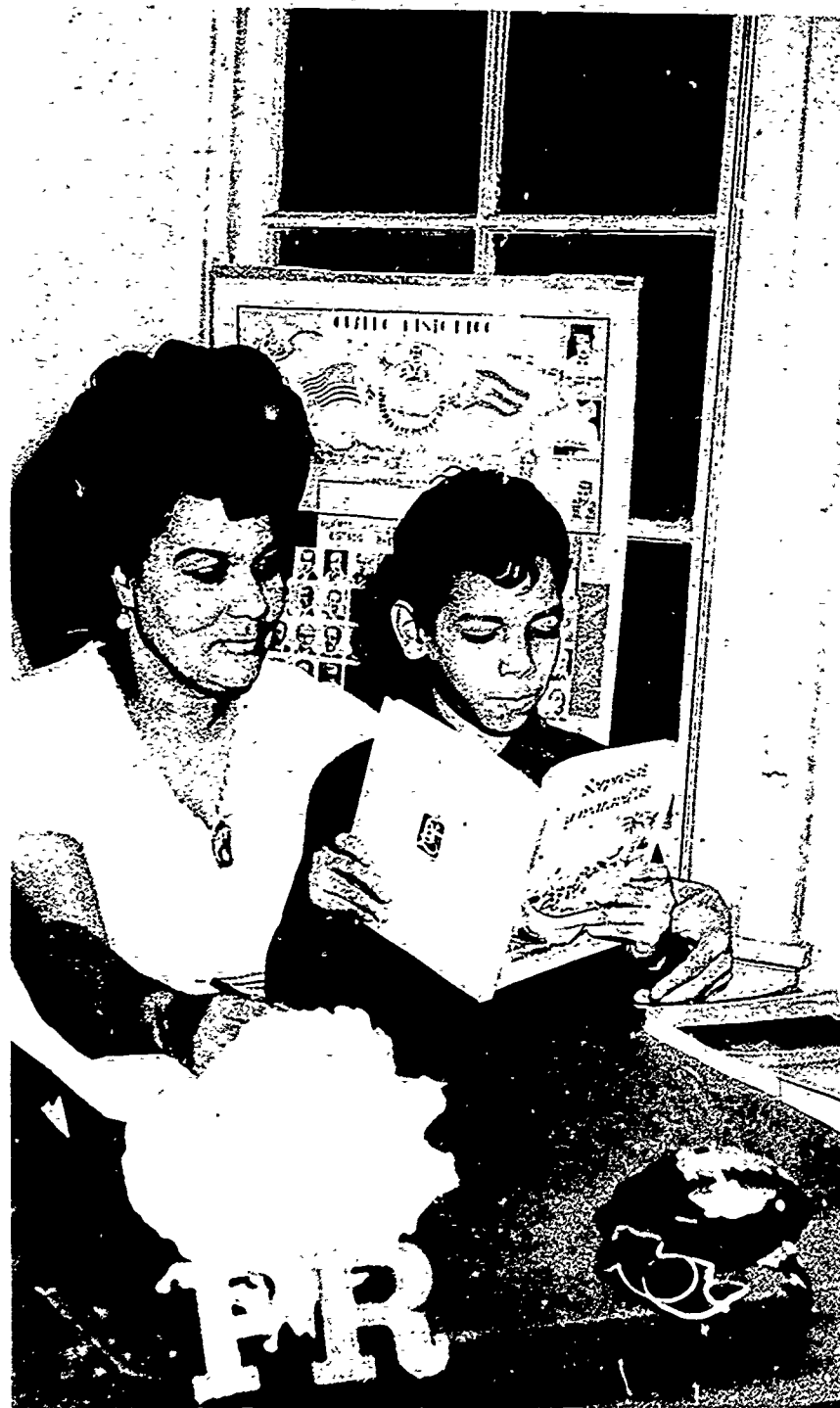
To prepare adults to cope with the problems of an urban society;

To help mothers help their children attain educational goals and thus break the poverty cycle.

In educational and work experience, the first group of 337 mothers fell into the following categories:

| | |
|--------------------------------------|-----|
| No previous schooling | 16 |
| Schooling 1 - 4th grade | 82 |
| Schooling 5th - 8th grade | 239 |
| No work experience | 65 |
| Unskilled or semi-skilled work | 272 |

Cooperating with the Bureau of Community Education in the operation of the first ADC classes was New York Housing Authority which provided classroom space in ten low income housing projects.



Mothers learn to help their children

III. GETTING OFF THE GROUND

DURING THE SCHOOL YEAR 1967-1968, the separate identities of the two programs were merged and since that time the program has functioned as the Welfare Education Program. Let us look at some of the developments along the way.

1. A study prepared in 1965, revealed some interesting facts on EDUCATION VS. JOB PRIORITY

In response to the direct question as to which was more important to them at this time—further schooling or obtaining a job—the students expressed their preference.

| | <i>Number of Students</i> | <i>% of Students</i> |
|--------------------|-------------------------------|--------------------------|
| Education Priority | 150 | 39 |
| Job Priority | 230 | 61 |
| Total | 380 | 100 |

Later surveys bore out this preliminary study. Thus, for the student population as a whole, there would seem to be considerable pressure for finding work rather than continuing in school. This appears to stem from the financial burdens the students experience and their frustration at not being able to meet them.

It is of significance to note that in one center there was an almost even division between job and education preference while in the other nearly four-fifths of the group expressed a preference for immediate employment. The reasons for the disparity are not clear, but may be related either to actual differences in the population attitude or to a need to manipulate the response to the item to what it was believed the interviewer wanted to hear.



Among those expressing a preference for education over employment, the primary explanation voluntarily stated gave verbal recognition to the fact that "better education leads to better employment." Thus, 9 out of 13 of the explanations offered as elaborations fell into this category. Some examples follow:

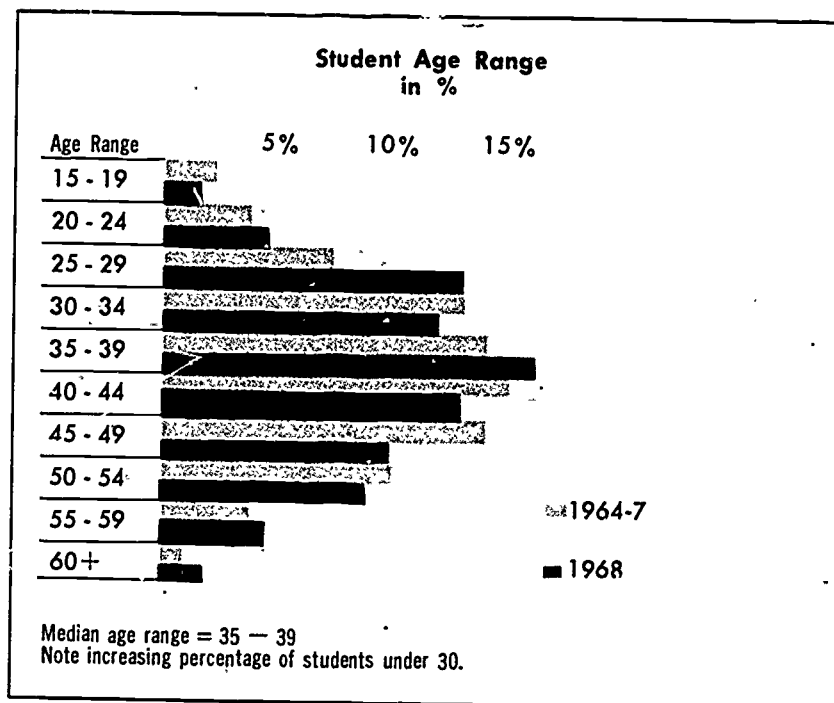


1. "Further schooling is more important. The only work I know how to do is seasonal."
2. "... with more schooling. I would be better equipped to get a better job."
3. "... I get the same money as if I were working. What's the use to work if I don't know what to do?" (i.e., "am not trained")

Among those expressing a preference for immediate employment over basic education, the primary explanation offered indicated that, by far, the majority (14 out of 18) cited financial pressures as the determinant of their choice. Examples of responses are:

1. "... learning is all right but I'm not getting enough to take care of my kids like they're supposed to be."
2. "... I could live better (with a job). The help I get is only enough for food and rent. I can't buy clothes ..."
3. "To bring my family up right, I have to have further schooling. But I also have to feed them." (Choice?) "Feed my family first. My kids come first."

Three individuals mentioned their age and indicated that they felt they were too old to be starting out to find a future for themselves through a program of education. (One of them had a disabling physical condition.) All were above the age of 50. However, other individuals above the age of 50 in the group did indicate a preference for education at this time and seemed to view the future with more optimism so that age as a significant determinant of choice could not be established as a trend.



In some instances, there seemed to be somewhat ambivalent feelings in making a choice and it was only after pressure that either education or employment could be specified.

In the same year, students in the ADC program asked for job preparation and orientation to the world of work and that became an additional aspect of the social living skills curriculum. Thus, it might be said that as early as 1965 student's goals were coming closer together.



Many of the students in both groups had previously held jobs which they lost because of their inability to speak English or follow directions. Others because of reading disabilities had been unable to benefit from vocational training or qualify for available jobs, hence the stress on basic education.

WHO WERE THE WEP STUDENTS?

Selected Data from Field Reports of New Registrants

1964 - 1968*

| | 1964-67 | 1968 | |
|-----------------------------------|-----------|-----------|--|
| Total Number of Students | 4993 | 2212 | Remarks |
| Sex | % of 4933 | % of 2212 | |
| Male | 60 | 17 | Higher percentage of women in 1968 due to expansion of ADC. |
| Female | 40 | 83 | |
| Schooling | | | |
| South | 19 | 12 | Reflects increased registration of Puerto Rican students. |
| Puerto Rico | 54 | 65 | |
| Northeastern U.S. | 12 | 9.5 | |
| Language spoken at home | | | |
| English | 43 | 28 | Percentage of Spanish speaking students increasing. |
| Spanish | 56 | 71 | |
| Other | 1 | 1 | |
| Citizenship | | | |
| Native Born | 33 | 23 | Growing need for English as a second language |
| Native Puerto Rican | 63 | 70 | |
| Naturalized Citizen | 1 | 1.7 | Aliens have refugee status |
| Alien | 3 | 5.3 | |
| Public Assistance Category | | | |
| Aid to Dependent Children | 40 | 66 | Drop in TADC (young fathers) reflects expanding job market. |
| Home Relief | 24 | 17 | |
| Temporary ADC | 26 | 7 | |
| Previously Employed | | | |
| Yes | 81 | 60 | 33% reflects increased registration of young Mothers with no work experience |
| No | 9 | 33 | |
| No Response | 9 | 7 | |

* See map inside back cover for data on 1968-69 classes.

2. THE STUDENTS

The majority of students in the Welfare Education Plan are members of minority groups. But statistics do not tell us everything about them. A teacher's reaction to some of the people in her class may help us understand the people served by this program.

"Who are they? How do I teach them?"

To teach them I must reach them. . . .

Mrs. Walters looks unhappy. I go to her and she talks. I find out she doesn't like New York; she wants to go back South. But as she talks, I see that she wants to return to her childhood and the strong sensations of a bitter sweet place, and her departed mother. New York's problems touch her too closely. *Mrs. Walters* later starts writing songs about her childhood. She has a guitar and wants to learn to play it and sing her songs.

Mrs. Cruz is apathetic. Her son is in jail. *Mrs. Cruz* went to the trial and come back to school ten years older. The judge had terrified and castigated her, a proud and good woman. She is thinking of that now as I show her the word *home*, but it is the word *jail*, I should be showing her.

Mrs. Adams needs to communicate. She can't articulate a clear thought, pronouns floating everywhere in her dialect of confusion. My first problem is to get her to relate to me, to try to communicate with me. Word order and sentence patterns come later.

Mrs. Huggins needs to listen. As a new teacher it has taken me too long a time to find out that *Mrs. Huggins* cannot differentiate between a "p" and a "q", or hear ending sounds. I have learned to be patient and to say the sounds clearly over and over again.

Mr. Hughe needs to be successful. His past schooling was a bad experience. He feels dumb, uncomfortable and afraid that anything he tries will be doomed to failure—how could it be otherwise? I am learning to understand and appreciate students like *Mr. Hughe*. I am learning to give them every opportunity to experience success".



A SUPERVISOR OF THE WELFARE EDUCATION PLAN
expresses it this way:

Beginning with a quotation from Thoreau—" . . . the mass of men lead lives of quiet desperation. What is called resignation is confirmed desperation."—she goes on to say:

Actually, the only characteristic common to the people whom we serve is that they are poor (Welfare recipients) and under-educated in terms of the needs of urban society. In every respect, they are as different from one another as are all adults. These differences affect attendance, motivation, progress, social attitudes, including the use and care of school property, responsiveness and acclimation to the necessarily controlled regimen of a classroom situation.

And how do **THE PEOPLE SERVED** see themselves?

In original writings found in their publication "The Banner" we find some tangibles — and many intangibles.

Here are some examples—

WHY

I must walk as they walk, Why?
I must talk as they talk, WHY?
I must sing the same praises
Pick the same daisies, Why?

I must like the same games, Why?
I must know the same names, Why?
I must wear the same clothes
Buy the same hose, Why?

A conformist, I must always be
An automaton, a follower, don't you see?
Never original, not an idea, nor thought
In this way of conformity firmly caught.

I will not, I shall not an object be
My ideas and thoughts shall ever flow free
Though outcast I am, forever in a jam
I'll a lion, never a lamb be.

A lion, I say; and that I'll stay
I'll think my own thoughts; go my own way;
Act as I must; face my own strife;
And, head held up high, lead my own life.

HATTIE WILLIAMS
Kingsborough

CHILDREN WITHOUT

(Written after seeing a film on neglected children)

Children without love
Children without care
What a sorry sight
They are.

Children without love
Are children without hope
They will never know
What beauty life holds.

Children without love
Make my heart bleed
I know help they need
Not in words but in deeds.

IRA JOHNSON
— Van Dyke



SCHOOL, PARENTS AND CHILDREN

GLORIA MORAN
— St. Nicholas

The part a parent can play in a child's education should be one of encouragement. If a parent sees that his child is interested in his work, then the child will try harder to learn his subjects. Parents should check on the assignments given and be able to show the child his mistakes in such a way that the child will not lose faith in himself. For the parent who does not understand the work of the child, ADC classes offer an opportunity to build up the parent's own knowledge. This gives the child all the more desire to tackle his subjects harder, knowing that his family is with him, all the way.

A WOMAN'S HANDS

Look at your hands
Think it through
Do you know what they can do?

They wash a dish
Fix all three meals
Feed a goldfish,
 a potato peels.

They clean a room
Tie a bow
Wield a broom
 and a dress sew

They spank a boy
Blow a nose
Mend a toy,
 and wash the clothes.

They hang a curtain
Roll a shade
And make certain the beds are made.

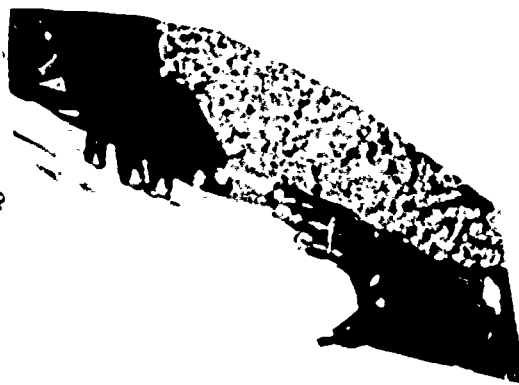
They brush kids' hair
They pat and cuddle
Give first-aid
 and fix baby her bottle.

They clasp tight
As prayers are said
Blow a kiss good night
Tuck tots into bed.

Then tired, and feeling quite dead
They fluff the pillow on poor Mrs.' bed.

Now you understand
The how and why
Your much used hand
Is so tight and dry.

Be kind, if you can
Use cream and lotion
Your poor little hand's
 in perpetual motion.



HENRIETTA THOMAS
Kingsborough Houses

3. THE STAFF

A teaching staff had to be chosen for a new untried program. Because WEP was primarily a daytime program, which had to compete for staff with the regular day schools, recruitment was a problem. The first teachers came from various disciplines. A very few had experience in teaching adults; some had taught as substitutes in the public schools; others had no teaching experience. The qualities looked for in those applicants were optimism, enthusiasm, and energy. These teachers, who were attracted to the program because it met their personal needs and interests, included young mothers and graduate students who welcomed a shorter workday. What they lacked in experience, they made up in involvement. Although they lacked materials and techniques, they expended time at home and energy in creating their own. In doing so, they drew on student experiences and developed good rapport with the students who turned to them, always assured of a helpful response.

As teachers gained experience in teaching WEP students, they were anxious to exchange ideas and to have some guidance as to techniques and materials which were proving particularly effective. Some of the best of the first teachers, who are still in WEP have grown with the program and today are supervisors or master teachers training others. Over the years a variety of ways have been developed to meet teachers' needs.

Today WEP has attained an aspect of permanence and requirements have been evolved for a staff qualified to carry out the developing concepts of an improved program. In-service training of teachers—singly, and in groups and in workshops—takes various forms. At the same time, colleges are offering courses and graduate degrees in areas related to adult basic education.



A TEACHER SPEAKS

We had neither paper nor pencils nor books for our first class of ADC mothers, when we welcomed a handful of them in October of '64. Nor did we have money for stipends. But almost from that first day, in a basement room on a crowded street off Amsterdam Avenue, a happy excitement in learning came to life.

Some of "our mothers" came from Cuba, the Dominican Republic, and Puerto Rico; a majority of the American-born had spent their early years in the South. Unlike in appearance, temperament, and abilities, they shared the same general goals. Even the very shy, the whisperers, and the few who came with an I-dare-you-to-teach-me-anything scowl, voiced the same yearnings:

"I want to help my children."

"I want to get off Welfare, and stand on my own feet."

"I'd like to get a High School Diploma."

"I want to be able to talk to educated people."

One of our students told how her teen-age children hurt her feelings. "They give me an inferiority complex about my English," she said. At the end of the school year she wrote, in an essay which a small Western magazine bought, "My children no longer treat me like a doormat."

The experiences and the interests of our students served as syllabus. In the context of "I Remember My Home in Puerto Rico," correct sentence structure and spelling became meaningful. Before a visit with the then Manhattan Borough President, Constance Baker Motley, at City Hall, a perusal of the intricacies of City government was approached with willingness. An exchange of favorite sweet-potato pie and fried chicken recipes led to the study of well-balanced meals, and the arithmetic of housekeeping.

Today, mountains of material are written for Adult Basic Education. We have workbooks and textbooks and storybooks; newspapers and magazines. Our teachers attend conferences and sensitizing sessions.

More of our graduates succeed in passing the High School Equivalency tests; some of them now attend Queens College; and there will be others. More of our graduates have found satisfying jobs in hospitals and schools, with the Post Office and the Telephone Company. One of them, a young mother of four, is being trained for office work by a major oil company; another served this writer the other day, at one of the Chock Full o' Nuts coffee shops and counted out the correct change.

Yet, although we have learned over the years how to create an informal sympathetic atmosphere for teaching what is relevant to our

students, it sometimes seems that we are whetting appetites for the unattainable. Students keep asking, "Couldn't we have school in the afternoon too?" And, "Couldn't we have a High School Equivalency course, with a stipend, after we finish this one?" "Can I get a job that pays enough, without a High School diploma?"

4. CURRICULUM

In its broadest sense, curriculum is the sum of everything learned during class time. It may include newly acquired skills, information, concepts, or insights. It must necessarily be adapted to the identified needs of class participants as well as the preconceived notions of the legislature, agency personnel, and the community served.

From the beginning there have been several areas of learning which have been of basic concern, always oriented toward the urban living needs of the students.

I. English Speaking Students

- A. Reading
 - Phonics & Visual discrimination
 - Word attack skills
 - Sight recognition
 - Comprehension skills
 - Thinking skills
 - Reading for information
 - Reading for pleasure

- B. Arithmetic
 - Computation skills
 - Problem solving

II. Non-English Speaking Students

- A. English as a Second Language
 - Sound system of English
 - English language structure
 - Vocabulary of everyday living
 - Practical application
 - Reading
 - Writing

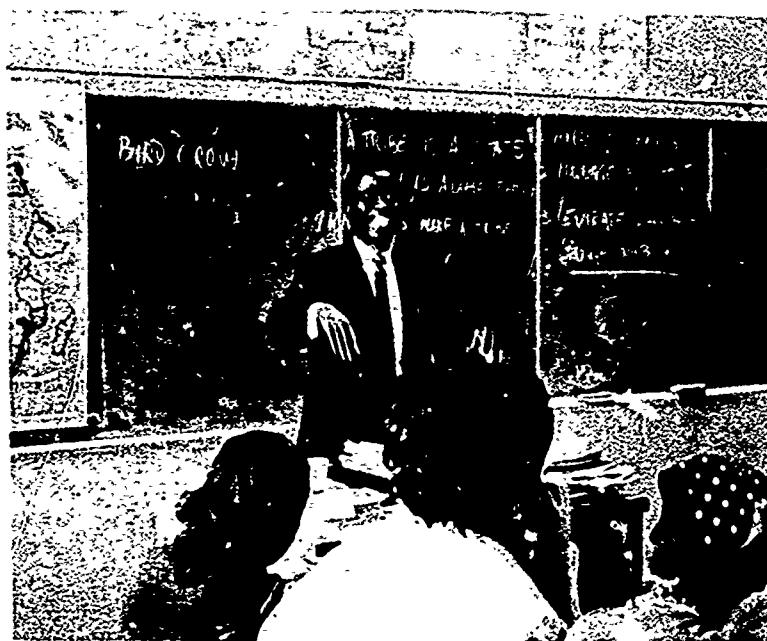
- B. Arithmetic
 - The English of arithmetic
 - Computation skills
 - Problem solving

C. Social Living

1. Problems in family life
 - Helping children succeed in school
 - Maintaining health and safety
2. Consumer education
 - Budgeting and judicious buying
 - Legal protections
3. Government
 - Legal rights
 - Agency resources
 - Getting to know our city

5. CURRICULUM ENRICHMENT

An early directive to staff urges teachers to "utilize community resources by bringing in interested local people as well as by taking students on trips to places of interest." Both have been done extensively, as the following report from one of the centers indicates:



Curriculum Enrichment — African History

Visits and Visitors

One day in the classroom — the next at the Staten Island Museum via the Ferry. Visits and visitors are an integral part of the educational experience. They form the basis for stimulating and comprehensive lessons. They provide information and entertainment. They offer a refreshing change to the daily classroom atmosphere. They help promote camaraderie among students and closer ties between student and teacher. They broaden the students' interests and awareness of the city.

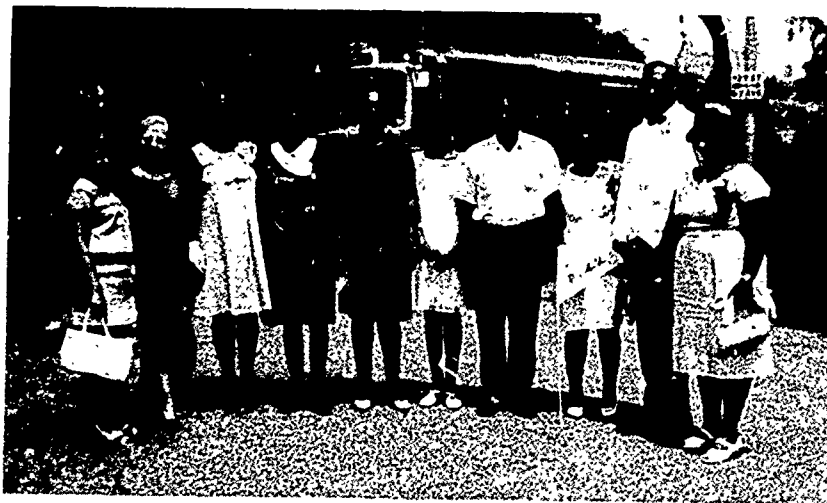
Teachers, looking for ways to aid students, explore community and city resources either by direct visits or by inviting people to speak in the classrooms. In the past years, students went to the Board of Health to get X-rays. People from the New York State Narcotics Addiction Control Commission talked to classes and showed films about the problems of addiction. The Harlem Consumers Council gave important information. A speaker from an East Harlem food co-op revealed the advantages of joining such a venture.

Several extra-class occurrences were outstanding. For example, a stimulating series of lectures on Ghana, and the Olatunji dance group who came to dance and lecture with the result that the students danced too. The yearly visits to Washington, D. C. in June brought the beauty of that city and the concepts of government closer to students. A boat trip around Manhattan Island proved a delightful way to spend a day and see the sights.

There were visits to El Diario-La Prensa — to see how a newspaper is put out; RCA Building to witness live television shows; the Museum of the City of New York to see what old New York was like; and fascinating visits to the Bronx Zoo and even Sterling Forest, upstate. Libraries offered diverse and relevant programs: cooking demonstrations using the surplus foods, Negro and Puerto Rican history, parent-child relationships.

The availability of free or discount tickets encouraged students to see Broadway and Off-Broadway plays.

There is no end to the variety of places and people that enables student and staff to learn and grow together. And they help enlarge experiences for the children of students!



Here are some expressions in the students' words:

WE WENT TO THE COUNTRY

On June 5 we went for a trip to Sterling Forest Park. I was very surprised with the beautiful trees and the green grass all around. I thought that I was in my Puerto Rico.

There were benches like we use in my country. We saw many beautiful colored fish in the water. We had a happy and good time in this park and we ate a lot of food. I went with my dear teacher Mrs. Lloyd. In my childhood I never had the opportunity to go to a beautiful place like this. It was the best trip I had in my life.

CARMEN ASTACIO

I LEARNED SOMETHING ABOUT COOKING

About two weeks ago Mrs. Tabor came to show us many interesting things about how to make bread, cookies, meat loaf, cheese souffle and rice pudding. I liked it very much.

Before she came, I could not use the Welfare food. I didn't know how to use the flour or meat and other things that I received. Now I will make some of the things that Mrs. Tabor showed us.

ARCELIA MORALES

A TRIP TO THE LIBRARY

We visited the Brooklyn Public Library on Grand Army Plaza. The librarian, Miss Bullock, whose character is lovable, gave us special attention. It is not the first time we had a good time with her because we had her service before when we visited the Bushwick Library. I'm going to try to introduce my son to her.

We took a walk around the building and some of the ladies selected some books that they took home. Many paintings made by famous painters are on the walls, and if any person wants one on loan, she can have it by paying twenty-five cents monthly. When she is tired of having it, the painting can be returned. More people should know about this. And more children should be encouraged by their parents to go to the library. I am going to encourage my son to go there.

DARLENE BROOKS



Learning about
Government 1st hand.



CITY-WIDE TRIPS have also been taken. Students have visited the Nation's Capital and have had first-hand experiences in talking to the persons who represent them in Washington.

STUDENT GOVERNMENT is also important to curriculum enrichment since, of course, the ultimate aim of our instructional efforts is to equip adults for effective participation in a dynamic urban society. The ability to determine and activate a course of desirable social action is the result of practice — and this practice must be as carefully planned as any of the regular parts of the instructional program. This practice has taken two forms, through a city-wide council and through local groups. Here are students reports of both kinds.

MAY STUDENT LEADERSHIP CONFERENCE

On May 25th, Mrs. Watson, Class 13B and Mr. Centero of Class 23B represented our school at the WEP Student Council meeting held at the Donnell Library. The Council was formed to act in an advisory capacity and to provide a channel of communication between the students and administrators.

Mrs. Alesi, Project Director, answered questions about the program and the hopes of the future. She asked how many students would be interested in a job training and high school preparation program. The response was unanimously in favor of both.

MARCY CENTER COUNCIL

On Wednesday, January 30, the Mothers at School Council voted to send a representative to City Hall to get help for Williamsburg, Greenpoint and Bushwick. They want new houses for people who don't have good houses.

ALTAGRACIO MERCADO

Councils Carried on Projects



THE DAY OF THE PROJECTS

On Monday every student selects a project in which he is interested. Each person thus has the opportunity to learn something about an area or hobby which may help him. This is an opportunity that should not be wasted. We hope that the school continues these projects.



COUNSELING SERVICES

In October 1968, a limited guidance program consisting of eight counselors and a supervisor of guidance was added to the Welfare Education Program.

The main purpose of the program is to help make the adult basic education classroom become a vehicle by which students can overcome their sense of inadequacy and build a better self-image. This is accomplished through individual and group counseling.

Individual counseling obviously depends on an understanding of the milieu in which the student lives, his personal history as well as that of his family, his employment record, his attitudes toward welfare, his habits, and his goals for himself and his family. Achievements have been made, on the one hand, to the acceptance of orientation to basic education test scores and, on the other, in the solution of problems of housing, health and children.

In group guidance sessions, students have discussed such topics as Black and Puerto Rican historical backgrounds, social structures and behavioral patterns. Students have learned how to be wiser consumers, how to become involved with their children's education, and how and why they should participate in community affairs. Through group counseling, they have become familiar with available community services.

ACHIEVEMENTS OF COUNSELORS

| | |
|---|-----|
| Surveys of neighborhoods to determine available services | 8 |
| Referrals of graduates | |
| To Job Training Programs | 37 |
| To SEEK | 11 |
| To Community Colleges | 8 |
| To high school equivalency programs | 184 |
| To para-professional positions in schools | 26 |
| Individual counseling | |
| Students' school connected problems | 287 |
| Children's school connected problems | 640 |
| Students' personal problems — health needs of students, etc. | 60 |
| Group counseling sessions held | 42 |

WE POINT WITH PRIDE

The woman in the lovely dress smiled as she took her diploma. The teacher watching remembered some words she once read – “We must measure success not at the point to which people arrive, but by the distance they have traveled to get where they are,” and thought of the obstacles that student overcame to reach the goal.

The number of graduates, year by year, is as follows:

| | |
|-------------|------------|
| 1964 | 91 |
| 1965 | 259 |
| 1966 | 171 |
| 1967 | 108 |
| 1968 | 143 |
| Total | <u>772</u> |

But these figures tell only part of the story. The teachers and students themselves tell more.



A Mother Receives her Diploma and a special Award.



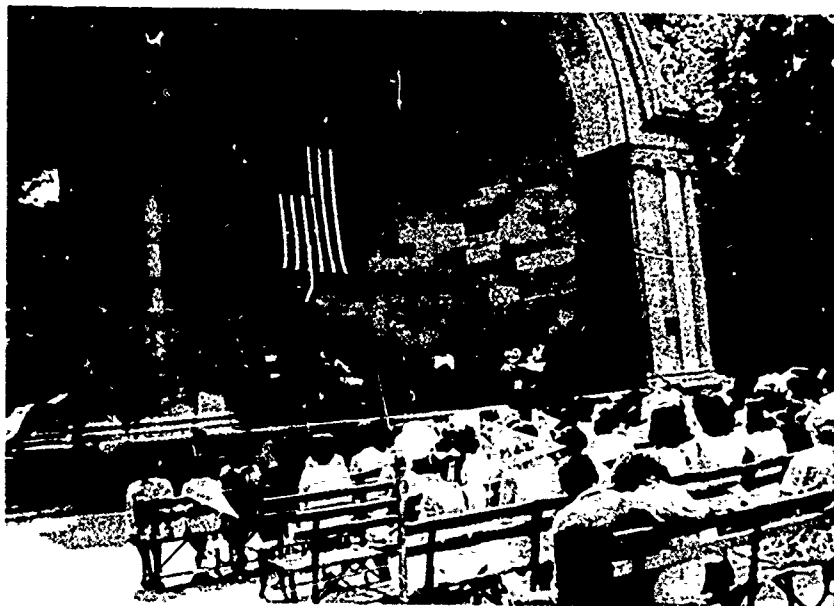
In October 1968, a follow-up program for graduates was initiated. Since some ADC students had been encouraged to stay at home with their children rather than seek employment, jobs for these students were not the real goal. Nevertheless, with the confidence acquired in school, a number of graduates had found jobs. An informal area report on 70 of its 1967-68 graduates indicated the following

Employed as

| | |
|------------------------|-------|
| Cashier | 1 |
| Civil Service | 2 |
| Clerks | 4 |
| Community Workers | 13 |
| Key Punch Operators | 3 |
| Light Industry Workers | 5 |
| Nurses' Aides | 2 |
| Paraprofessionals | 15 |
| School Aides | 3 |
| Secretary | 1 |
| Self Employed | 1 |
| Telephone Operators | 2 |
| | <hr/> |
| | 52 |

Other ADC graduates are in training in the following

| | |
|-------------------------|-------|
| Child Care | 4 |
| High School Equivalency | 9 |
| Nurses' Aides | 3 |
| SEEK Program | 2 |
| | <hr/> |
| | 18 |



Graduation Day at Central Park June, 1967

TEACHERS TALK ABOUT THEIR STUDENTS

A first birthday at 53? Yes indeed, and a party with a cake and candles. If you don't know when you were born, you can never celebrate the date.

After a few months at O.S.C., Mrs. Figueroa was able to write for her baptismal certificate and discover that June 18 was her birthday. This information gave her a new sense of dignity and well-being. After 1000 hours at O.S.C. she became a hospital housekeeper. This week she returned to school to recruit three students for jobs at her hospital.

Mr. Velasquez was once a prize fighter. He had only a second grade education when he came to school. A forty-year-old man with a large family often finds it difficult to return to school, especially when his initial education was rather slight. However, this man applied himself energetically; starting at a point of almost total illiteracy, he progressed steadily to where his reading and writing were adequate, and his spoken English was very good. After a year of schooling he got himself a job for about \$90 a week as an elevator operator. Since he had done low paid manual work all his life, he felt that this was a much better job than he could have achieved without the year he spent in school.

Mrs. Bernadette J. was a graduate in June '68. She got into a para-professional training program. She passed her High School Equivalency test, is attending Manhattan Community College and is working as an educational assistant in a Junior High School.

Mrs. Berthsa S., a June 1968 graduate, had gone to a New York State training program for nurse's aide. She completed the program, and when I last spoke to her in June, was working in a hospital on Staten Island and was off welfare.

Mr. Teodoro S. knew no English when he began his studies. After seven months of instruction in English, Mr. S. was qualified for a special training program in the garment industry. He is now working as an operator in a clothing factory.



Mrs. Lillian K., a 1966 graduate from ADC is now a director of PACT, a program to activate community talent. In this capacity she has traveled to conferences all over the country. She also works as a court receptionist several evenings a week.

Mr. Elliot R., a graduate of O.S.C. in June 1968, has taken the High School Equivalency examinations and has been admitted to New York Community College, Brooklyn Division.

Mr. Edwards B., who learned to read in Class 10, was enabled to pass his test for a driver's license.

Mr. Celestino, a former student in Class 13, took a Civil Service examination and has obtained a job as a housing caretaker.



When Mr. Jose S. and Mr. Juan C., Spanish-speaking students registered, their command of English was so limited that they could not even communicate basic self identification information to the average New Yorker. Mr. S. has started a refresher course as a dental technician; and Mr. C. started training as an IBM punch card technician on February 26, 1968.

Mr. Jose T. is in the Police Academy preparing to become a policeman.

Miss Elisa R. is receiving training and working in the First National City Bank. This student was in school approximately seven months.



Mr. Jaime T., a student in Class 11, is in the process of taking some tests to enter the Merchant Marine as an able seaman.



Mr. Ramon F., a former student in Class 13, left to train for a job with a sewing machine company.

HOW DO THE STUDENTS FEEL?

Let's turn to them and find out.

LETTERS TELL THE STORY

"I didn't want to go to school because I thought I couldn't learn, but was I surprised? I couldn't believe that I was learning. In the beginning, the mathematics I couldn't get. Then I got it slowly but surely.

I'm now going into training at First National City Bank and I know I'm going to make it. Thanks again to all the people that helped me.

HELEN R.



I was a little shaky the first few days. Before the week was out I was enjoying every day of learning.

I gained confidence in myself which I didn't have before. I completed my studies with WEP and am now working for my high school equivalency diploma. I will be proud of it.

I am working two nights a week as a teacher's aide. That is what I would like to be full time. I shall never forget my teacher and the staff for being so nice to me.

I thank you.

ANNA H.

When I reached a stage of my life where I was constantly depressed and frequently perplexed, I began to ask myself, "What can I do to bring about a transformation?"

When I analyzed the reasons for these feelings, I realized that the feelings of depression were being caused because life seemed to be passing me by.

This being the case, I decided that the only way in which I was going to help myself and my four children was to return to school.

Having isolated the reasons for my discomfort, and what I thought could cure it, I set out to do something about both.



I enrolled in the WEP Program and attended classes for eight months. At the end of the summer I graduated.

Just then, Sinclair was starting a program sponsored by the National Alliance of Businessmen. The goal of this program was to employ and train individuals who had found it difficult to obtain work previously.

I was fortunate enough to be accepted for the Sinclair Oil Computer Training Program and am currently receiving training as an IBM Key Punch Operator.

I am looking forward to the day when I will no longer be a trainee but will be considered an expert in my field.

MARIE P.

STUDENTS TELL US

"I like it because they teach you things you really need to know. I'm really going to make it this time.

M. O.

"I lost many jobs. Boss said, 'Don't put here.' I worked hard. I put here. Boss got mad. I fired. I didn't know about *don't*. I lost many jobs."

Mr. V. had stopped in to say goodbye. After a year at O.S.C., he was leaving confidently to take a good job in N. J.

H.V.

"Before I couldn't add up my own pay check. I used to ask my sister. I like to add up my own pay check."

R. C.

"I think in one year you can't learn all the things you need to know, especially if you never went to school before."

H. C.

"I had a very good job, but reading was my hold back. I want to better myself each job I go to."

B. H.



A Former San Juan Taxi Driver Has Earned a N. Y. City diploma.

"I'm sort of handy at fixing things but I need to read and understand charts and things."

D.H.

WHAT DOES THE PUBLIC SAY?



"One of the first tasks of education then is to return man to himself; to encourage rather than stifle awareness; to educate the emotions, the senses, the so-called autonomic systems; to help people become truly responsive and therefore truly responsible."¹

¹ LEONARD, GEORGE B., *Education and Ecstasy*, Delacorte Press, New York, New York, 1969.

CHANGING DIRECTIONS — FROM 1967 ON

be what?

Dear Miss Bell,
Johnny's absence from
school last week was
due to another cold.

THE
IMPORTANCE
OF
BEING

MR.

In hope of understanding each other

member

too busy to write
your Congressman?

hope

QUIET END
TO A
SHABBY ERA

Look, what do I do next year?
asks a lot
Now is the time

Can you pass your test?

Service

FUTURE

Advantages

you got it!

Opportunity

I do need da work

ON LIVING

dream.

compete

winner

The biggest savings

participating

Why name it?

How you can help change the world.

Even a little

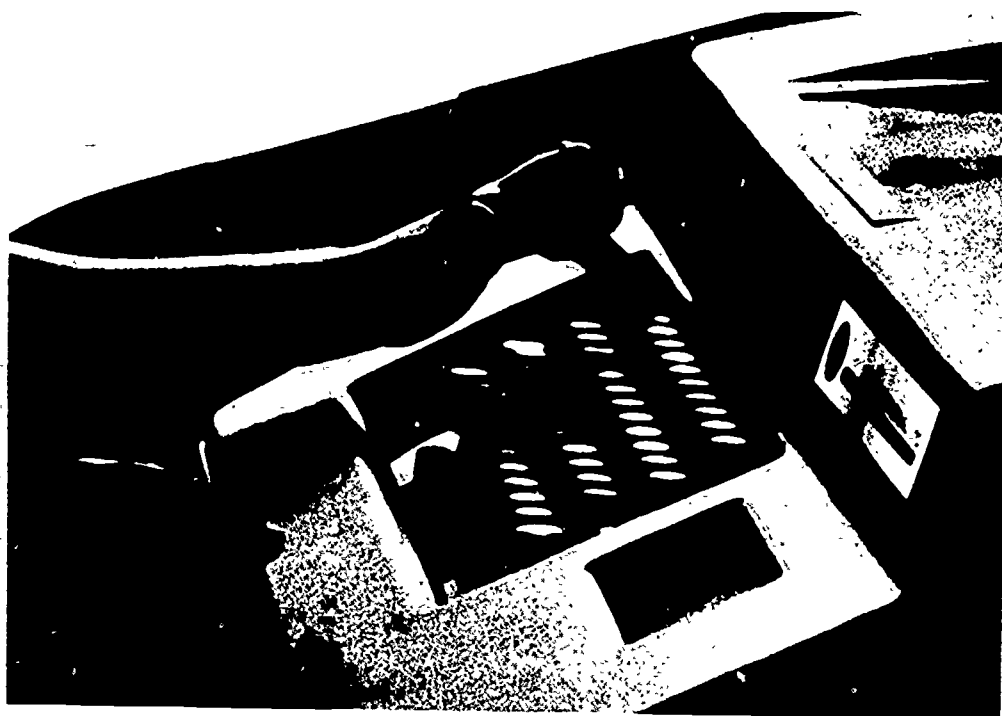
gives you

Want to write

How much are you willing to pay

you give

WHERE I'M AT
And
WHERE I'M GOING
enough lumps in your life.



"We learn as we teach."

The words of Seneca have particular application to adult basic education. Teachers learn quickly about students' individual ability to learn, about their deep concerns and about their own capacities and how to use them best.

I. CURRICULUM

It was obvious to staff, even from the beginning, that the pernicious effects of poverty and illiteracy extended to the families of students. In getting to know the people with whom they worked, teachers reported attitudes of hopelessness with no better tomorrow in terms of housing, health, even food. They noted that these attitudes were being bred in children who could not see beyond welfare. Their reports increased in extent and volume as the program grew. They clamored for a relevant approach to basic skills that would engage students in the solution of their problems. Thus the *urban living skills curriculum* for adult basic education evolved.

At first teachers prepared their own materials. Then in 1967, a Supervisor of Instruction was appointed to help prepare and select appropriate methods and materials as well as to provide training in their use.

The New York State Education Department team has been increasingly helpful in this area. Workshops for teachers with follow-up sessions for supervisory staff have brought to New York City some common denominators in basic education. They have developed a series of coordinated teaching kits in health, consumer education, and practical government, that have been widely used by teachers.

On the Federal level, professional development of staff has been supported. Through participation in workshops and conferences, sponsored by the Office of Education, teachers and administrators have been helped to absorb the knowledgeability of experienced resource persons.

As a result of local, State, and Federal groups working together, individualized instruction has become a reality in classes organized on a community level.

2. RECRUITMENT OF STUDENTS

Throughout the city, in the fall of 1967, groups of students gathered and besieged the Bureau of Community Education with requests for classrooms, teachers, and materials. One vigorous community leader told of mobilizing her force of mothers to march on 110 Livingston Street. "I expected to have to break down doors," she said. "Instead, I was delighted to find the doors wide open, and Mr. Van Sant receptive, even anxious, to meet the needs of our community."

Recruitment was no longer limited to Social Service referrals. Students, teachers, community organizations and corporations all helped to spread the word. In store fronts, church basements and community centers 175 classes were opened. The program was now city-wide and many changes ensued. Staff of the Human Resources Administration cooperated to bring the program to all who needed it. One of the ways this was done was to provide baby-sitting for women who otherwise could not attend classes. Another was achieved through the establishment of community corporations which provided a fresh insight into educational needs. Community development, which was originally dependent upon the initiative of individual teachers and supervisors, was now mandated.

3. NEW PROGRAMS

Computer Assisted Instruction

In 1968, adults began drill, review and test lessons in mathematics with the aid of a computer.

With lessons given to it by curriculum author, the computer, with its great speed and vast memory, can drill nearly 6,000 adult students at the same time. It asks each adult questions hard enough to make him work, but not too hard for him to answer. Based on the students' previous performance, the computer selects the appropriate level of difficulty for each adult and guides him on an individual path of learning. Each student receives daily lessons graded to his own progress and learning ability.

Because the CAI system prepares, conducts and grades daily drills, teachers have more time to help adults who need special attention. And the CAI system gives the teacher a complete report and analysis of class performance each day including the names of adults who need special help or extra challenge.

Dr. Bernard E. Donovan stated:

"Our CAI project will put the New York City school system in the forefront of the movement to combine this country's unequalled educational and technological capabilities in up-grading the quality of individualized instruction."

Prep - A Pre-reading Program

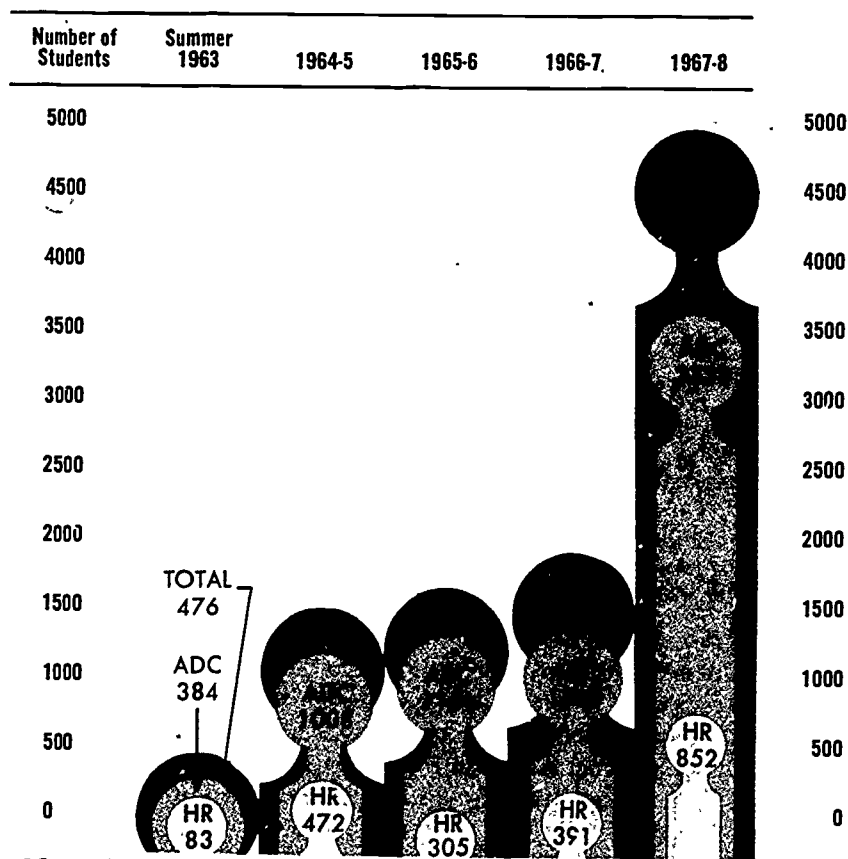
We found that a significant number of our Spanish-speaking students were unable to read their native language. Accordingly the printed symbols of English were meaningless to them. We also found that some so called non-readers in our classes had never been taught the basic skills of reading. As a result a special program to train adults in the skills that underlie reading is now underway at Operation Second Chance, P. S. 157.

Work books in English and Spanish are synchronized with cassette tapes. Exercises are designed to sharpen auditory perception and visual acuity and to provide illiterate students with experience in handling abstract symbols. At the present time, as the exercises are developed, they are tested and evaluated in class. When the program is completed, however, they will be tried out in a wider area.

WELFARE EDUCATION PROGRAM

ANNUAL ENROLLMENT

1963 - 1968



ADC = Aid to Dependent Children

HR = Home Relief

Note: Difference between totals and individual items in each column represent enrollees in other Social Service categories.

RECOMMENDATIONS FOR THE YEARS AHEAD

Teacher training.

We have recruited and certified a knowledgeable community oriented staff whose members would benefit from individualized training. Essential to the successful utilization of such staff members is field work in actual classrooms with weekly workshops, under the guidance of the supervisors of instruction on specific methods, materials and on real teaching problems. A program of internship like this in which the training is relevant, technically correct and diverse, is also costly, but will give valuable returns.

Establishment of resource center.

As we speak of decentralization with its goal, the bringing of educational policies closer to specific communities, it may seem strange to recommend the establishment of centrally located learning centers in each borough providing a multitude of services at one site. Yet this is not a contradiction for persons who seek further growth and help may be referred by their neighborhood centers to such places.

The orientation of society requires that individuals be helped to find out, to discover new diversions of experience. Adult students must experience this too. Through the medium of multi-service resource center such mature learning is possible. With the best hardware, software, and counseling services, learning can be carried on in a sequential way by individuals working at their own pace.

Counseling.

There is a need for a more extensive program than is provided by the current budget. It is advisable to have counselors available through every teacher-in-charge so that students may have services available to them before they enter the program, during and after completion.

Annual salaries for professional staff.

At the present time, staff members of WEP are paid on a per-session basis; they have no job benefits other than their hourly pay and the satisfaction of working in the field they have chosen. The insecurity that comes from not knowing whether one has a job from month to month may tend to stifle initiative and discourage the best teachers from remaining in the program. In the interests of good internal administration, teachers should be licensed, after a period of internship, for annual salary positions.

Increased use of sub-professionals.

It is important that as we set up resource centers for adults, and provide an environment where sub-professionals may work side by side with teachers. After training, graduates of the WEP program may be encouraged to get this employment as the first step of a career ladder and as preparation for community leadership that is essential to decentralization.

Greater teamwork.

With the community and city agencies playing a closer role in program planning, a direct tie-in of WEP classes with day care centers, enabling mothers to be on training locations with their pre-school children is a foreseeable result of such teamwork.

Finally, we look forward to the time when this program will be funded on an on-going basis, with opportunities for upward mobility on the educational ladder. In both components of the Welfare Education Program, adults have been helped to become fully-participating citizens of an urban community through an understanding of their rights and responsibilities and have been trained in family life, consumer and health education, all within the framework of an eighth grade equivalency program. It is essential that this go on to the level of high school graduation through a general educational diploma program.

APPENDIX — LEGISLATION

1962 — Section 42 USC, 601-609, PL87-453, commonly known as the Public Welfare Amendments to the Social Security Act. The core of these sections called for "cooperative arrangements with the State agency or agencies responsible for administering or supervising the administration of vocational education and adult education in the state in order to encourage the training or retraining of (persons) performing work under such program and otherwise assist them in preparing for regular employment."

The New York State agencies directly responsible for the program are the State Department of Education and the State Department of Social Welfare which, under a compact signed in Albany on Sept. 27, 1963, agreed to encourage and assist the program in the various communities. The program would be available to public assistance recipients "who can be helped by such (educational) services to attain a greater degree of self-support and self-care."

January 1968 — Section 42 USC was drastically amended: in Sub Chapter (IV) dealing with "Grants to States for Aid and Services to Needy Families with Children and for Child Welfare Services". These amendments provided:

PART A. AID TO FAMILIES WITH DEPENDENT CHILDREN

Sect. 601 Appropriations

"For the purpose of encouraging the care of dependent children in their own homes or in the homes of relatives by enabling each State to furnish financial assistance, rehabilitation and other services, as far as practicable under the conditions in such State to needy dependent children and the parents or relatives with whom they are living to help maintain and strengthen family life and to *help such parents or relatives to attain retain capability for maximum self support and personal independence consistent with the maintenance of continuing parental care and protection*, there is authorized to be appropriated for each fiscal year a sum sufficient to carry out the purposes of this act . . ."

PART B.

Section 620 Appropriations (Child Welfare Services)

To cooperate with State Public Welfare Agencies in establishing, extending and strengthening *Child Welfare* services:

\$55,000,000 for fiscal year ending June 30, 1968

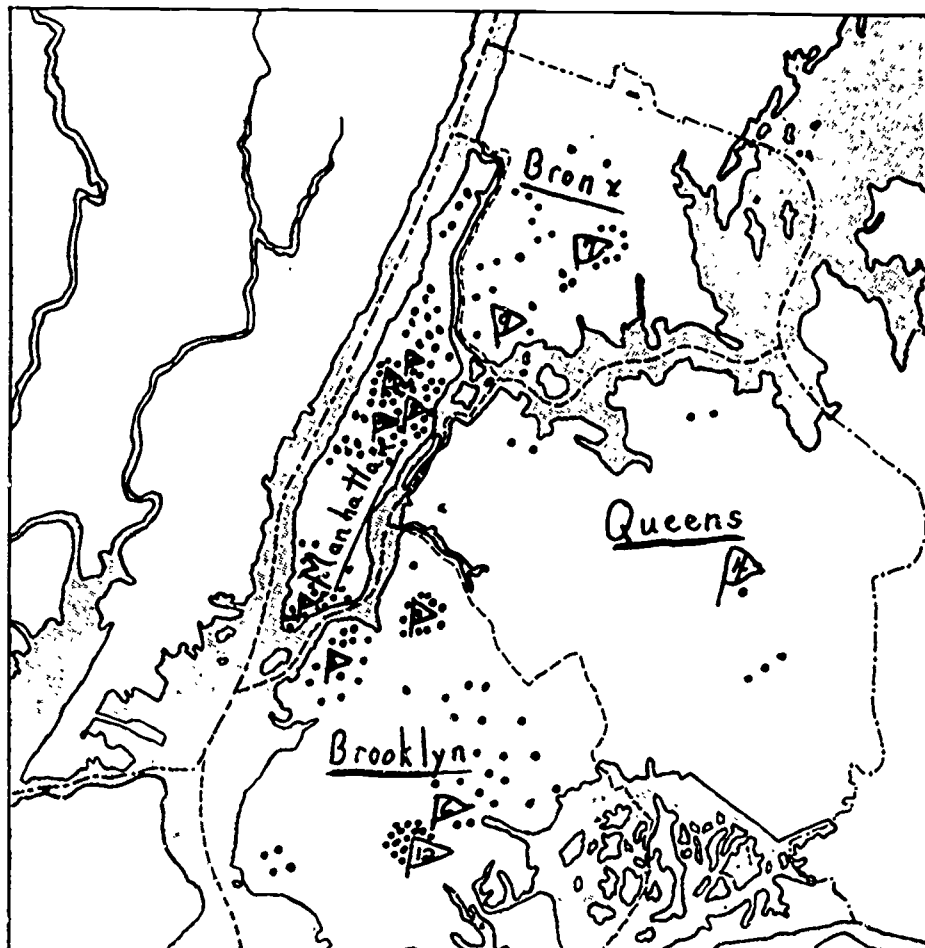
\$100,000,000 for fiscal year ending June 30, 1969

\$110,000,000 for each fiscal year thereafter.

ERIC Clearinghouse

MAR 7 1973

on Adult Education



WEP Area, Classes and Student Distribution
May 9, 1969

| Program | Area | Number of Classes | Number of Students |
|---------|--------------|-------------------|--------------------|
| 1 | Manhattan | 19 | 375 |
| 2 | Manhattan | 12 | 199 |
| 3 | Brooklyn | 10 | 145 |
| 4 | Queens | 9 | 145 |
| 5 | Brooklyn | 16 | 255 |
| 6 | Brooklyn | 17 | 295 |
| 7 | Bronx | 19 | 374 |
| 8 | Manhattan | 18 | 276 |
| 9 | Evening | 25 | 440 |
| 10 | Man., Bronx | 19 | 360 |
| 11 | Manhattan | 14 | 257 |
| 12 | Brooklyn | 14 | 255 |
| | Total | | 3276 |

0 2 4 6 8
Scale of Miles