

**DOCUMENT RESUME****ED 098 393****95****CE 002 495**

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**TITLE** Right-To-Read for Adults. Final Report.  
**INSTITUTION** Monroe County Library System, Rochester, N.Y.  
**SPONS AGENCY** Bureau of Libraries and Learning Resources (DHEW/OE),  
Washington, D.C.  
**BUREAU NO** BR-2-0981-FR  
**PUB DATE** Mar 74  
**GRANT** OEG-0-72-4604  
**NOTE** 38p.; Some of the appendix material is marginally legible

**EDRS PRICE** MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
**DESCRIPTORS** \*Adult Basic Education; Adult Education; \*County Libraries; \*Functional Illiteracy; \*Interagency Cooperation; Library Cooperation; \*Library Extension; Library Programs; Program Descriptions; Program Effectiveness; Program Evaluation

**ABSTRACT**

Designed by the Monroe County Library System as a cooperative venture with Model Cities and the Adult Basic Education Department of the City School District of Rochester, New York, the project explored the feasibility of using socially oriented programs and area canvass by library aides to uncover communication needs and recruit enrollees for an area adult basic education program. Monroe County, New York, was estimated to have more than 20,000 functionally illiterate adults from divergent backgrounds. The report covers: recruitment and training of the library aides, development of the advisory task force, types of programs sponsored, evaluation methods, and a discussion of the difficulties inherent and experienced in a multiagency venture. Although funding by the Adult Basic Education unit became unavailable in the early stages, similar objectives of encouraging adult basic education participation in general and providing aid to such programs with library materials and support were devised. It was found that cooperative funding efforts require careful consideration, skillful coordination, and a maintenance of effort to insure maximum functioning. The most important development of the project was the continuing interaction between the library and the involved agencies. Three-fourths of the document consists of appendixes of locally used promotional material. (EA)

ED 098393

Final Report

Project No. 2-0981  
Grant No. OEG-0-72-4604

Right-To-Read For Adults

Kathlyn C. Adams

Monroe County Library System

Rochester, New York

March 1974

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EDUCATION & WELFARE  
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CE 002 445

U.S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

Office of Education  
Bureau of Libraries and Learning Resources

## Author's Abstract

The "Adult Right-to-Read" Project was designed by the Monroe County Library System as a cooperative venture with Model Cities and the Adult Basic Education Department of the City School District of Rochester, N. Y. to explore the feasibility of using socially oriented programs and area canvass by library aides as methods to uncover communication needs and recruit enrollees for an Adult Basic Education program existing within the target area.

This report covers the recruitment and training of the library aides; the development of the advisory task force; types of programs sponsored; evaluation methods; and a discussion of the difficulties inherent and experienced in a multi-agency effort of this nature.

The demise of the Adult Basic Education component early in the action stages of the project could have nullified the entire process. However, similar objectives of encouraging Adult Basic Education participation in general and providing aid to such programs with library materials and support were devised. Most important was the development of interaction between the library and agencies involved which continues to flourish.

## INTRODUCTION

Adult illiteracy has long been a blight in these United States. Within Monroe County, N. Y., one of the more affluent in the U. S. and containing a high percentage of persons with post-secondary education, there exists an estimated 20,000+ functionally illiterate adults. Persons in need of the basic educational skills come from divergent backgrounds and include: foreign-language emigrés from Puerto Rico, Central and South America, Italy, and central Europe who, as a result of poverty and inadequate or "elitist" educational system, often do not possess basic skills in their own language; under-educated persons from the southern and Appalachian states who never "dropped into" any educational pattern; and drop-outs, turned off by traditional and meaningless (to them) approaches to learning.

Staff members of the Monroe County Library System had long been aware of the problem locally and had provided supportive services and materials to the local school system, migrant populations, and other programs serving the adult struggling to acquire the basic skills necessary to survive.

During the winter of 1971-72, an opportunity arose for the Library System to participate in a cooperative venture with Model Cities and the Rochester City School District to explore methods for introducing persons to library services and to an Adult Basic Education Program (ABE) in the Model Cities area.

## PROJECT DESCRIPTION

The Library System proposed to hire library aides and establish a task force of community residents to assist with planning and implementing socially oriented programs in the neighborhood libraries; to help determine the feasibility of such an approach for ascertaining educational needs and recruiting enrollees for an existing ABE program; and to acquaint persons living and working in the Model Cities area with the services and materials available through their public library.

The program was designed to fit into the existing library branch structure actively utilizing facilities, materials and staff; and to complement an existing ABE program.

The library was required to use the employment office of Model Cities for the recruitment of project personnel. After a lengthy and difficult process, two library aides - one Spanish-speaking - were hired to work in the community. Their training included instruction in community work library services, and operation of audio-visual equipment; and orientation to the functions and structure of the Model Cities organization and its Adult Basic Education component.

The library aides worked in the community; had regular hours when they worked in their assigned branches; served on the task force; participated in the implementation of programs; enrolled in on-the-job training opportunities; and reported regularly to the project director.

An advisory task force was formed that included Model Cities and library staff members; people who lived or worked in the area; and a representative from the Model Neighborhood Council.

The task force met on a continuing basis to devise and explore programming possibilities, deal with necessary program adjustments, and maintain an ongoing evaluation of the project.

Cooperative efforts with the Urban Information Center of the library system provided an orientation for Model Cities staff in the use of the newly compiled Human Services Directory. This same office coordinated a successful attempt by the Internal Revenue Service to provide tax preparation services to inner-city residents in a meaningful and easily accessible manner. The tax staff was especially grateful for the break-through with the Spanish community.

A joint and ambitious effort, involving much thought and planning, to produce a Social Services Workshop in cooperation with a Welfare Rights Group failed when the originators did not carry through.

Programs for the staff were devised to foster better services by project staff, librarians and Model Cities personnel.

A job/careers program provided background and practical information about the N.Y.S. Employment Service; and the three libraries serving the project area followed through with week-long library programs that incorporated computerized daily job bank information, career materials, and on-site counseling by the Employment Office staff.

The library aides enrolled in an office practice course provided by Model Cities and also participated in workshops dealing with personal development, communication, and community awareness.

Cooking and sewing classes were considered important by task force members, but physical and equipment limitations were never fully resolved. Five area residents and the library aides did complete a course in demonstration cookery offered free of charge by the local utility company and arranged by task force efforts.

Materials acquisition and development were important elements in the program. Learning games and materials relating to basic education, jobs, and high school equivalency tests were purchased to enrich the branch collections and those at Model Cities and the Adult Basic Education sites.

The library aides distributed materials describing and/or promoting the senior employment program, toy safety, the Supplementary Security Income changeover, and a proposed City Charter change. As the project ended, work was still in progress on a pamphlet describing adult educational opportunities available to residents in the area.

The library provided business pamphlets to the staff of the Economic Development Corporation of Model Cities and also to the Spanish Businessmen's Association. Additionally, film information and program assistance was provided in one training course for minority businessmen and a library orientation component was incorporated in another.

### An overview of the Problems

As with many programs, the lag generated by "start-up time", was present in this endeavor, and the complicity of agency involvement tended to increase this factor.

First there was the need to execute and effect a contract with Model Cities: until this was accomplished, there was a reluctance to proceed to make too many commitments. Nevertheless, aware of recruitment difficulties from past experience, the wheels for employment of the library aides were set in motion while contract negotiations were in progress.

Recruiting through another agency remains an experience to remember. Despite a job description and explanation of the necessary qualifications for applicants, much time was spent on interviews with people who were not sufficiently screened. Bilingual, Spanish-speaking applicants proved the most difficult to locate. On the first day of training - no Spanish-language Aide. Resorting to our own bank of community resources, we were able to find an acceptable replacement on short notice.

Once the project was underway, further adjustments were necessary since a 100% turnover of professional staff in the key participating branch, and staff changes in the other two affiliate branches necessitated a new approach in the supervisory structure and reporting procedures.

No sooner had these changes been thought through and implemented when the basis for our community canvass and effort ceased. Undetermined difficulties brought an end to the funding of the ABE component. We turned our attention to the Street Academy, its' staff and students, but its operations were about to be suspended.

## RESULTS

Cooperative funding efforts need careful consideration, skillful coordination, and a maintenance of effort to insure the greatest level of achievement and purpose for staff, services and community.

### Considerations in such a program include:

The need to establish project personnel as permanent and functioning members of the library units providing service to insure the greatest inter-action and understanding of everyone's role and responsibilities. This should also insure closer supervision and more ready follow-up.

A full-time supervisor with total responsibility for a program is necessary to provide the best results; the closer to the action, the easier to sustain involvement.

Involvement in library programs can lead to personal growth of new staff, greater use of library services for self and family, and the opportunity for job continuance and advancement.

Building an awareness of all resources in a service area is necessary so the library staff can take advantage and profit from them - as well as provide service to them.

Agency cooperation does allow greater group participation and cross patterns of service leading to more constructive problem solving and better community service.

Agency participation and involvement can lead to continued support for programming after initial funding has terminated.

Agency interaction and inter-awareness was heightened by the task force approach. Within this informal approach to problem solving, agency strengths and needs emerged and the exchange of ideas and resources was constant.

Monies that allow meetings of agency personnel to function on a social level are not without merit, such programs have great appeal.

The interaction nurtured by regular meetings provides a base for the growth of service and community awareness on the part of library personnel. It was through the rapport established in this setting and the ripple-effect created with a changing group that the library learned of community needs, and changing or additional opportunities available within this area. At the same time, agency personnel came to know more about the library and the many services available.

Multiple agency involvement adds to the difficulty of administration, especially when distances prevail and when funding is precarious. It also compounds the reporting process.

Special programs can allow purchase of and experimentation with non-traditional library equipment useful in adult learning situations, i.e. language-masters, globes, blackboards.

Involvement with particular programs and clients can serve to uncover other opportunities for library promotion and services within an agency; and also gaps in services such as special language needs other than those being addressed.

Wide and wise distribution of informational materials can lead to greater participation by the community in services and programs.

Flexibility on the part of project administrators and funding sources is needed to allow for adjustments and change once a program is underway.

## CONCLUSIONS

This project has indicated the viability of "charting cooperative agency effort for efficient and effective service"; not to be denied because of the problems met under such an approach.

Projects such as this serve to spark the library staff, widen their horizons, and provide resources not usually available at the local funding level.



PROJECT COST  
(Federal Support Only)

FINAL REPORT

Project Number 2-0931

Project Title The Right to Read for Adults

Project Director Kathlyn C. Adams Institution or Agency Monroe County Library System

Proposed Duration: (mos.) 18 Starting date: 6/1/72 Ending Date 11/30/73

A. DIRECT COSTS

Personnel Salaries	51	4,907.21
Employee Benefits (charged as direct)	52	367.30
Travel	53	271.34
Supplies and Materials	54	126.36
Communications	55	180.20
Services		
Duplicating and Reproduction	56	
Statistical	57	
Testing	58	
Other : Library Materials	59	1,326.62
Final Report Production	60	
Equipment	61	579.09
Training Program Costs		
a. Trainee Support Costs	62	
b. Institutional Allowance	63	
Other Direct	64	84.00
Subtotal, Direct Costs	65	
B. INDIRECT COSTS	66	
C. TOTAL COSTS (Federal Support)	67	7,842.12

## APPENDIX

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## Appendix I

### The Right-to-Read for Adults Project No. 2-0981

#### Abstract

Over a period of eighteen months a task force comprised of residents of the Model Cities area, library and Model Cities staff, Adult Basic Education students and members of the Model Neighborhood Council will be involved in the design and implementation of a series of RIGHT-TO-READ programs and "social occasions" (i.e. breakfast and coffee hours) within the library. These programs will be evaluated to determine the feasibility of such a method for discovering the communications needs of adults and for their success in introducing these adults to the Adult Basic Education program of the target area. Library in-house programs will be designed to fit the expressed needs of the participants. Library materials, A.V. equipment, facilities and staff will be available for adults and concurrent programs for their children. Project personnel recruited from the neighborhood will be responsible to a great degree for the project program and process. Existing Outreach Library Aides will be able to play an active role in recruitment for the Adult Basic Education program. Model Cities cooperation and coordination will be evident in training, programming, referral, and the financial assistance of a "mini-grant" of \$2,000.

6/1/72

Appendix II

FOR INFORMATION		FEBRUARY 1973 (Revised)				HOURLS
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NIEVES	TERRY
<p>MAIN LIBRARY 115 South Ave. 546-2260 Ext. 66</p> <p>LINCOLN BRANCH 585 Clifford Ave. 232-4554</p>	<p>PORTLAND BRANCH 571 Portland Ave. 342-6640</p> <p>MANUEL ALONSO 946 Clifford Ave. 544-8022</p>	<p>MODEL CITIES 560 Hudson Ave. 232-1150</p> <p>ABE LEARNING LAB St. Theresa 14 Mark St. 232-2141</p>	<p><u>LIBRARY AIDES 1</u> Miss Gloria Terry 2/7 Mrs. Iraida Nieves 2/8</p>	2		
5	6	7	8	9		
<p>9-12 Aide Training 1-4 "</p> <p>Louise Lee/G. Terry LINCOLN BRANCH C. Cruz/I. Nieves School # 30 Inez Blake/I. Nieves</p>	<p>9-12 System Orientation - H. Hacker MAIN LIBRARY</p> <p>1-4 Aide Training LINCOLN BRANCH L. Lee/G. Terry I. Blake/I. Nieves</p>	<p>9-12 A.M. Job Orientation MAIN LIBRARY Room 306 - Mrs. Adams</p>	<p>Carmen Cruz - Extension A.M. School # 50 Storytelling P.M. St. Francis Films</p> <p>MODEL CITIES OPEN HOUSE 1-2 ALONSO with Carmen Cruz.</p>	<p>9-12 Community Study MAIN LIBRARY Steve Lesnak (ABE &amp; MODEL CITIES will send representatives)</p>		
12	13	14	15	16		
<p>9-12 Aide Training 1-4 "</p> <p>COMMUNITY WORK G. Terry - 4 hours I. Nieves/C. Cruz All day.</p>	<p>9-12 System Orientation - H. Hacker MAIN LIBRARY</p> <p>1-4 Aide Training LINCOLN BRANCH L. Lee/G. Terry I. Blake/I. Nieves</p>	<p>9-12 Aide Training 1-4 "</p> <p>LINCOLN BRANCH L. Lee/G. Terry MANUEL ALONSO C. Capelits/I. Nieves</p>	<p>9:30-3 ABE LEARNING LAB Richard Bialczak</p>	<p>9:30-3 ABE LEARNING LAB Richard Bialczak</p> <p>4-5 MAIN LIBRARY Nettie Miner</p> <p>TIME REPORTS DUE</p>		
19	20	21	22	23		
<p>9-12 Aide Training 1-4 "</p> <p>LINCOLN BRANCH L. Lee/I. Nieves I. Blake/G. Terry</p>	<p>9:30-12 MAIN LIBRARY Sue Boyay Community File</p>	<p>9-12 MODEL CITIES 1-3 "</p>	<p>9-12 LINCOLN BRANCH David Thompson Community File MAIN LIBRARY "Hottest Spot in Town" - Rm. 306 Mrs. Adams Report Session</p>	<p>9-12 PORTLAND BRANCH Steve Lesnak Community Study Fines, etc.</p>		
26	27	28				
<p>9-12 Aide Training 1-4 "</p> <p>LINCOLN BRANCH L. Lee/I. Nieves I. Blake/G. Terry</p>	<p>9-12 MAIN LIBRARY A-V Training Lois Klonick</p> <p>COMMUNITY WORK - 3 hrs</p>	<p>9-12 MAIN LIBRARY A-V Training Lois Klonick</p> <p>COMMUNITY WORK - 3 hrs</p>				

Appendix II

FOR INFORMATION		MARCH 1973				HOURS	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NIEVES	TERRY	
<p><u>MAIN LIBRARY</u> 115 South Ave. 546-2260 Ext. 66</p> <p><u>LINCOLN BRANCH</u> 585 Clifford Ave. 232-4554</p>	<p><u>PORTLAND BRANCH</u> 571 Portland Ave. 342-6640</p> <p><u>MANUEL ALONSO</u> 946 Clifford Ave. 544-8022</p>	<p><u>MODEL CITIES</u> 566 Hudson Ave. 232-1150</p> <p><u>ABE LEARNING LAB</u> Theresa 17 Mark St. 332-2141</p>	<p>1 COMMUNITY WORK 4 hours</p>	<p>2 9-12 <u>MAIN LIBRARY</u> Mrs. Adams Report Session</p> <p>Tour of Libraries TIME REPORT DUE</p>			
<p>5 1-4 COMMUNITY WORK</p>	<p>6 <u>MAIN LIBRARY</u> Linda Bretz STORYTELLING IN-SERVICE TRAINING COMMUNITY WORK 4 hrs.</p>	<p>7 1-5 Branch Duty G. Terry - LINCOLN I. Nieves - ALONSO</p>	<p>8 COMMUNITY WORK - 4 hrs.</p>	<p>9 9-12 <u>MAIN LIBRARY</u> Mrs. Adams Plan program for 29th Report session Letter writing 2-5 COMMUNITY WORK</p>			
<p>12 1-5 <u>MAIN LIBRARY</u> Carl Zimmerman Program Planning Public Relations</p>	<p>13 COMMUNITY WORK 5 Hours - G. Terry BOOKMOBILE - All Day I. Nieves</p>	<p>14 1-5 Branch Duty G. Terry - LINCOLN I. NIEVES - ALONSO</p>	<p>15 COMMUNITY WORK - 4 hrs</p>	<p>16 9-12 <u>MAIN LIBRARY</u> Mrs. Adams Report session Letters for mtg. TIME REPORT DUE</p>			
<p>19 1-5 <u>MAIN LIBRARY</u> Mrs. Adams Program Planning</p>	<p>20 COMMUNITY WORK 5 Hours - I. Nieves BOOKMOBILE - All day G. Terry</p>	<p>21 1-5 Branch Duty G. Terry - LINCOLN I. Nieves - ALONSO</p>	<p>22 COMMUNITY WORK - 4 hrs</p>	<p>23 9-12 <u>PORTLAND BRANCH</u> Steve Lesnak Community Study TIME REPORT DUE</p>			
<p>26 COMMUNITY WORK - 4 hrs</p>	<p>27 COMMUNITY WORK - 4 hrs</p>	<p>28 1-5 Branch Duty G. Terry - LINCOLN I. Nieves - ALONSO</p>	<p>29 PROGRAM #1 Get together LINCOLN, PORTLAND or ABE CENTER</p>	<p>30 9-12 <u>MAIN LIBRARY</u> Mrs. Adams Report Session COMMUNITY WORK - 3 hrs TIME REPORT DUE</p>			

Appendix III

**MONROE COUNTY LIBRARY SYSTEM**  
115 SOUTH AVENUE, ROCHESTER, N. Y. 14604

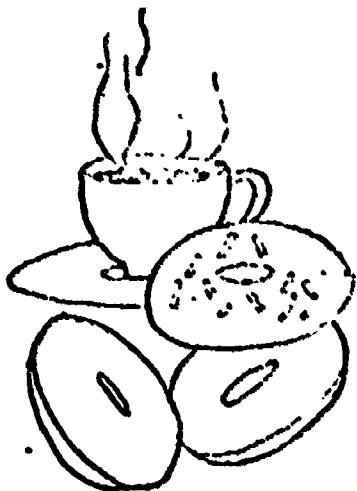
RIGHT-TO-READ

ADULT BASIC EDUCATION

CONTENTS OF AIDES' KIT

Training Schedule/ monthly  
Time record  
Payroll sheet  
"Reading & Storytelling"  
"Your Library Card"  
"Libraries & You"  
Notebook & pen  
City Map  
Calendar  
File card holder  
Enrollee cards and dividers  
Agenda  
Application for library card  
List of addresses and phone numbers of libraries & agencies  
List of staff names  
Got a Problem  
Policy for Circulation for Print & Non-Print materials  
"About Writing"  
Pamphlet - Library for the Blind and Applications  
"How to Tell a Story"  
Did you Know about Library Hours  
Map of Model Cities Area  
Suggested Programs for Pre-School Story Hours  
Hints for Storytellers  
Once Upon a Time ...  
How to Conduct Effective Picture Book Programs

Appendix IV



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JOIN US FOR COFFEE & DONUTS

AT OUR

"GET ACQUAINTED MEETING"

BRING YOUR CHILDREN  
WE HAVE A SPECIAL PROGRAM  
FOR THEM TOO!

APRIL 25, 1973  
10 A.M. to 12 NOON  
LINCOLN LIBRARY  
585 CLIFFORD AVE.

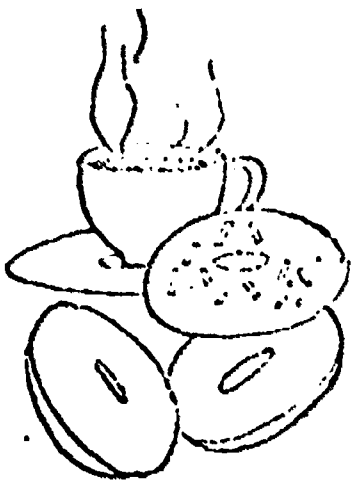
corner JOSEPH AVE.

SPONSORED BY  
MONROE COUNTY  
LIBRARY SYSTEM  
&  
MODEL CITIES

IRIDA NIEVES  
GLORIA TERRY

Appendix IV

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ENCONTRESE CON NOSOTROS  
PARA CAFÉ y PASTELERÍA  
PARA CONOCERNOS

TRAIGA SUS NIÑOS SI DESEA  
NOSOTROS TENEMOS UN PROGRAMA  
ESPECIAL PARA ELLOS TAMBIÉN

25 de ABRIL

10 a 12 de la MAÑANA

BIBLIOTECA LINCOLN  
585 CLIFFORD AVENUE

PROMOVIDO POR  
HONROE COUNTY SISTEMA  
de BIBLIOTECA

y

• TRAI DA NIEVES  
GLORIA TERRY

• CUIDAD MODELA



WE WOULD LIKE TO HAVE

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YOU OR YOUR

REPRESENTATIVE JOIN US FOR LUNCH

LINCOLN BRANCH LIBRARY

585 CLIFFORD AVENUE

(CORNER OF JOSEPH)

AT

12 NOON

THURSDAY, MAY 31

LET'S RAP & TRY TO CLOSE THE GAP  
BETWEEN

THE PEOPLE & THE LIBRARY

WE NEED SUGGESTIONS

ON HOW TO MAKE THIS POSSIBLE

AND HOPE YOU WILL JOIN US

PLEASE CALL 546-2260, EXT. 66

ON OR BEFORE MAY 28

SO WE WILL KNOW WHAT KIND OF

SANDWICH TO ORDER FOR YOU.

ROAST BEEF

CORNERED BEEF

PASTRAMI

TUNA FISH

GLORIA TERRY \*\*\*\* IRAIDA NIEVES \*\*\*\* K. ADAMS



BIBLIOTECA MANUEL ALONSO  
946 CLIFFORD AVENUE

**¡GRATIS!**

TENDRA CLASES DE MACRAMÉ  
TODO EL MES DE NOVIEMBRE

PARA ADULTOS

MARTES Y MIÉRCOLES  
3:00 - 5:00 P. M.

ENSEÑADO POR LA SEÑORA ANA BROWN

ULTIMO DIA, DE REGISTRACION,  
OCTOBRE 31

Para mas informacion llamar  
544-0450 Ext. 22

O Visite la Biblioteca

**BEST COPY AVAILABLE**



BIBLIOTECA MANUEL ALONSO  
946 CLIFFORD AVENUE

**FREE**

WILL HAVE MACRAMÉ CLASS  
FOR ADULTS

DURING THE MONTH OF NOVEMBER

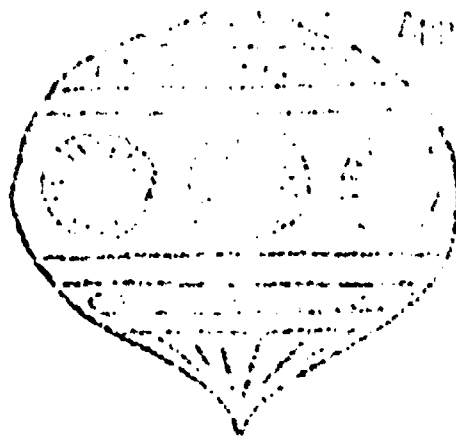
TUESDAY AND WEDNESDAY  
3:00 - 5:00 P. M.

TAUGHT BY MRS. ANA BROWN

REGISTRATION CLOSES OCTOBER 31

For more information & to register call  
544-0450 Ext. 22

or  
Visit the Library



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MAKE YOUR OWN

HOLIDAY DECORATIONS

AT

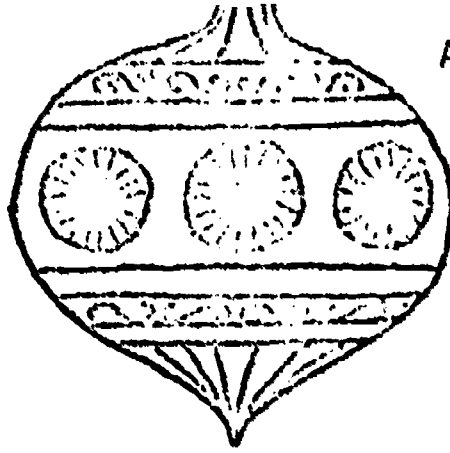
LINCOLN BRANCH LIBRARY

585 CLIFFORD AVENUE

232 - 5445

DECEMBER 10 & 12

10 AM - NOON



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HACE SUS DECORACIONES

PROPIAS DE LAS

NAVIDADES

EN LA

BIBLIOTECA LINCOLN

585 CLIFFORD AVENUE

232 - 5445

DICIEMBRE 10 Y 12

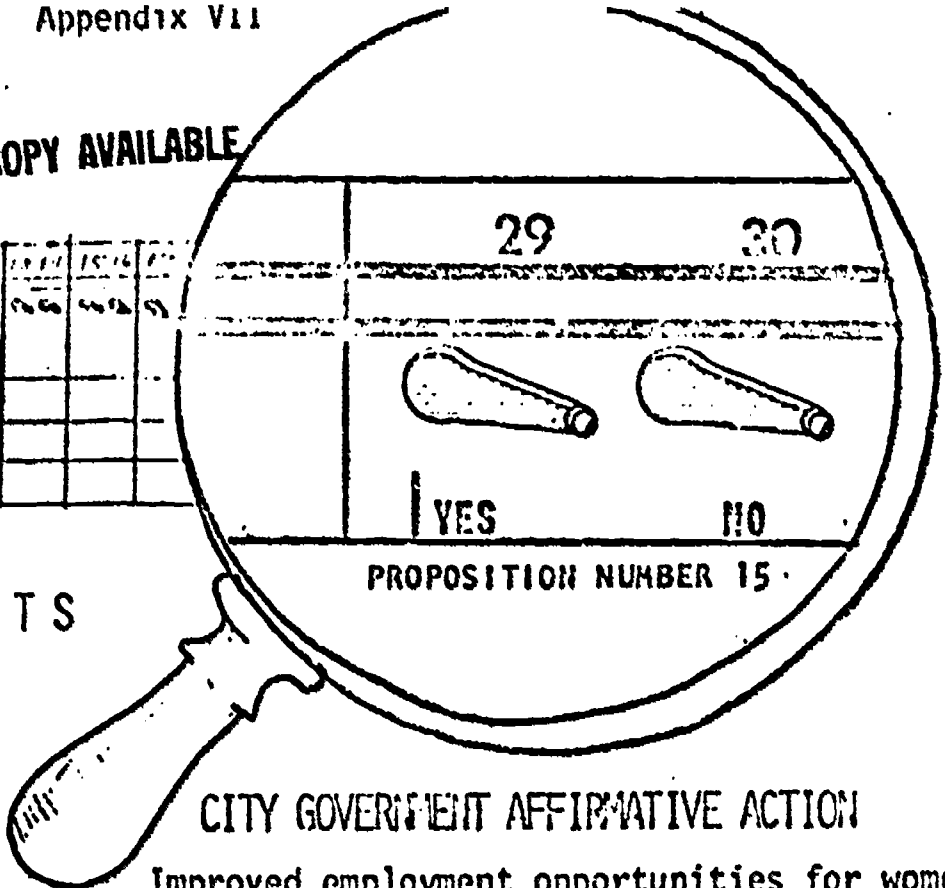
10 A 12 AM

MAKE YOUR VOTE COUNT.

NOVEMBER 6

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17



### CITY CHARTER FACTS

#### INCREASED REPRESENTATION

City Council Districts increased to 8  
 "At-Large" Councilmen reduced to 3  
 Council members increased from 9 to 11  
 Your Representative is closer to your problems

#### DIRECTLY ELECTED MAYOR

Elected by ALL city residents  
 Authority & responsibility for City Government  
 Appointments need City Council approval  
 Aided by professional administrator

#### ETHICS CODE

Rewritten; Expanded; Strict new requirements

#### PLANNING DEPARTMENT

New emphasis: plans for neighborhoods & city

#### PUBLIC AFFAIRS COMMISSION

Citizen members nominated by American Arbitration Association  
 Recommends Council District Boundaries; elected officials salaries; staff for Council  
 Enforces Ethics Code

#### CITY GOVERNMENT AFFIRMATIVE ACTION

Improved employment opportunities for women & minority groups in city government

#### COMMUNITY COUNCILS

Permits decentralized advisory community districts by "Enabling Legislation"

#### ECONOMIC DEVELOPMENT COORDINATOR

Ombudsman between business & government to help city economic base

#### UPDATED/STREAMLINED ADMINISTRATIVE PROCEDURES

#### NO EXTRA COSTS

\* \* \* \* \*

### FOR MORE INFORMATION

YOU CAN GET A FREE COPY  
 OF THE COMPLETE CHARTER  
 AT YOUR NEAREST  
 ROCHESTER PUBLIC LIBRARY

This workshop is designed to acquaint all interested individuals with the various services available to the public, and to provide an opportunity for the exchange of ideas and information among the participants.

The following information is being provided for your information and is intended to assist you in making a decision regarding the various services available to the public.

Information on the various services available to the public is available in the following format:

Multiple copies of career pamphlets.

Information on the various services available to the public is available in the following format:

Multiple copies of career pamphlets.

Information on the various services available to the public is available in the following format:

Multiple copies of career pamphlets.

Information on the various services available to the public is available in the following format:

Multiple copies of career pamphlets.

Information on the various services available to the public is available in the following format:

Multiple copies of career pamphlets.

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December 17, 1973

**To:** Harold Hicker, Kay Adams, Sue Bovay, Bill Cox, Suellyn Hunt,  
 John Mack, Rosemary Schifferli, and the New York State Employment Services staff at the Youth Opportunity Center

**From:** Jeff Rice, YA Librarian (Lincoln Branch)

**Subject:** Evaluation of the Career Opportunities Workshop

The evaluations of the Career Opportunities Workshop held November 12th have been compiled and finalized now that the majority of those who attended the workshop have responded. Of the 36 participants who attended the workshop to hear the New York State Employment Services' four-member team speak, 21 have responded to the questionnaire, "Evaluation of the Career Opportunities Workshop", dated November 19th.

Both the tabulated results and the participants' comments were most complementary towards the staff from the New York State Employment Services. Here is a specific and rather self-evident tally of the responses.

In your estimation, did the workshop succeed in accomplishing these specific goals which it set up?

	YES	MAYBE	NO	NO COMMENT
1. Explanation of the work done by the NYS Manpower Services Division.	19	-	1	1
2. Explanation of the use of valuable reference materials in the Division's work.	17	2	2	-
3. The library's role in providing career information to the public.	14	4	3	-
4. Use of NYS Employment Services Division's resources to various groups.	18	-	1	2
5. Explanation of the Rotating Career Collection (Road Show).	19	-	2	-

It can be ascertained from this chart that most people were completely satisfied with the presentation of the workshop.

Perhaps even more interesting than the tabular results are the responses which individuals made about the workshop. Here are the criticisms (well-put and well-taken, I might add) and the complements (equally, if not more, well-put and well-taken):

"The workshop was very worthwhile. I was particularly impressed with Helen Curtis' presentation. Her many years of experience in the field and her enthusiasm for her work with young people were most evident. I am delighted that Mrs. Curtis will be coordinating and presenting the 'Road Show' for our interested community libraries."



"Very well presented. Overcame for me the picture of the drop-of-the-street agency for unemployables. I was impressed by the versatility of the services and the up-to-date retrieval methods."

"Male speakers very poor. Overall, vague to me what was intended. Finally, things gelled together moderately well. Women's info was fine and direct..."

"What information gleaned was good, however I felt it was run-on and much too long. The total sum of the information presented could have been contained in 1½ hours with ample time for questioning."

"Well thought through on the part of the library staff involved and also the youth workers. Definitely needed... all in all a valuable and informative and pleasant morning."

"Good presentation except for the first man...who didn't seem to get to anything."

"A good workshop...fine job in organizing, planning, and conducting."

"Went quite well and was rather interesting."

"The two men were unclear, rambling, disorganized and spoke too low. The two women were very good -- answered the questions I had. The display seems little more than give-away literature."

"The entire program was well developed and presented."

"Too much repetition -- felt all the 'pep' talk on being a good librarian was unnecessary and condescending."

"The workshop succeeded in accomplishing its goals but in twice the time really necessary. I am looking forward to the 'Road Show'."

"Very stimulating -- it is very 'broadening' to find out about other organizations."

"The session was very pleasant as well as informative. Thanks."

"Worthwhile to learn about work done by NYS Manpower Services, especially the Youth Opportunity Center."

"One of the best. Practical and down to earth. Will help my understanding of the Urban File."

"I was very favorable impressed with the workshop -- the YOC staff was knowledgeable and articulate both in their presentations and their answers. The librarians are now in a much better position to assist those individuals who come to us for career guidance info."

Appendix VIII

The results of the workshop have been even more encouraging than the participants' comments listed above -- many libraries have signed up for the "Road Show" (Rotating Career Collection). Below is an updated list of the participating libraries and their approximate reservation dates.

Lincoln	November 5-9
Alonso	November 16-23
Henrietta	November 26-30
Edison Tech High School	December 3-7
Greece-Paddy Hill	January 7-11
Monroe	January 14-18
Portland	January 21-25
Maplewood	January 28-February 1
Sully	February 4-8
Arnett	February 11-15
Hudson	February 18-22
Edgerton	February 25-March 1

Also very interested in signing up for a date in March is Phillis Wheatley, with a possibility for Central's Teen Lounge and the main foyer provides space for the career collection. The remaining libraries who may not yet have a specific date in mind are not listed here.

Also branching out of this workshop is a special committee composed of four Young Adult Librarians who will periodically meet to recommend certain career pamphlets provided by the 100 organizations which I chose to contact for information on their specific trade or occupation. Reference guides deemed necessary for a core career collection will also be reviewed. The Youth Opportunity Center staff has offered its aid to us in the selection of these materials.

The Lincoln Branch has also received a grant of \$200 for the rebuilding of its career collection, with the possibility of lending these valuable materials or giving information to other libraries when needed.

In sum, the Career Opportunities Workshop has been a success and its resulting actions which will be in effect for the months to come are excellent indications that we librarians are very much interested and concerned in providing the public with vital information in the careers field.

My thanks to the many people who have made this program a success.

Sincerely,



Jeff Rice, Lincoln Branch

The Monroe County Library System  
brings you



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**FREE Employment Service**  
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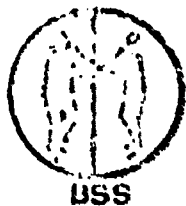
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# Baden Street Settlement

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152 BADEN STREET

ROCHESTER, N. Y. 14605

January 14, 1974

Ms. Kay Adams, Director  
 Outreach Program  
 Rochester Public Library  
 715 South Avenue  
 Rochester, New York 14620

Dear Kay:

We received the Adult Education materials which you purchased as part of the Right-to-Read Program late last Monday.

It is really exciting to have all these books, workbooks, and other materials as part of our permanent library for the Adult Education Program. The students and teachers are really happy about having them, also. We gave the paperback dictionaries to those students who did not own one.

It was really kind of you to suggest this purchase for the program. This will make it easier to keep the program going. Thank You.

Thank you also for the Christmas gifts you donated. They were distributed to families who were in need of them and made many children happy, I'm sure

Please keep in touch, and if I can ever be of help to you, let me know.

Sincerely yours,

Eileen C. Levy  
 Director of Tutoring

ECL:am

SENIOR CITIZENS OF MODEL CITIES OF  
ROCHESTER, NEW YORK, INC.  
33 HOLLISTER STREET  
ROCHESTER, NY 14605  
342-7990

January 28, 1974

Ms. Kathlyn C. Adams, Outreach Consultant  
Monroe County Library System  
115 South Ave.  
Rochester, NY 14604

Dear Ms. Adams:

We are pleased, delighted, and over joyed with all the reading material you sent us. You can rest assured that it will be put to good use.

If I remember correctly you mentioned that there was a possibility that we might be able to get one or two magnifying glasses. If this offer is still open we'll be happy to accept this reading aid.

Also if the craft materials are still available we can use them.

On behalf of all the senior citizens I extend our heartfelt and sincere thanks.

Sincerely yours,

*Sara M. Li Vecchi*

Sara M. Li Vecchi, President

rmv

Dear Mrs. Adams  
 Thank you very much for the books we read about Henry Adams  
 I think you very much

your truly

Jennie L. Madley

January 30 1974

Dear Mrs. Adams we thank for books we started to read book of Harriet Tubman we will enjoy them much.  
 I think the spelling game is exciting

Sincerely Ella Brown

Dear Mrs. Adams we received your letter and we are wondering how we have been to many wonderful things from books we are using we are very glad we can help you with wonderful books. Please tell the book about it. I think it is a wonderful idea.

Sincerely Yours

William B. ...

Lincoln Branch Library  
335 Clifford Avenue

Wednesday, February 20 - 5pm - 8  
Wednesday, April 3 - 5pm - 8

and

Center No. 2  
609 N. Clinton Avenue

Spanish interpreters available

Thursday, February 25 - 9am - 2  
Friday, February 26 - 9am - 2  
Saturday, February 27 - 9am - 2  
Sunday, March 1 - 9am - 2  
Monday, March 2 - 9am - 2  
Tuesday, March 3 - 9am - 2  
Wednesday, March 4 - 9am - 2  
Thursday, March 5 - 9am - 2

Urban Information Center  
Monroe County Library System  
115 South Avenue  
Rochester, New York 14604

1/74

10/1/74  
**Libraries Join  
IRS in Aiding  
On Tax Returns**

Doing your own income tax returns this year and worried about making an error? The Rochester Public Library may be able to help.

Representatives of the Internal Revenue Service, in cooperation with the library, are offering free income tax service at the following libraries:

Phyllis Wheatley Community Library, 12 Bronson Ave., Feb. 2, 9 a.m. to 3 p.m.; Feb. 11, 5 to 8 p.m.; April 15, 5 to 8 p.m.

Lincoln Branch Library, 335 Clifford Ave., Feb. 20, 5 to 8 p.m.; April 3, 5 to 8 p.m.

Biblioteca Manuel Alonso, 946 Clifford Ave., March 4, 5 to 8 p.m.; April 6, 9 a.m. to 3 p.m. Spanish interpreters will be available at Biblioteca.

Similar free income tax service on several dates from February until April will be given at Action for a Better Community's Center No. 1, 42 S. Washington St. and at its Center No. 2, 609 N. Clinton Ave. where interpreters will also be on hand.

BEST COPY AVAILABLE

## INNER-CITY SMALL BUSINESSMEN'S AND WOMEN'S WORKSHOP

<b>PURPOSE</b>	(1) To improve managerial ability of anyone currently in a business capacity; (2) To provide a workshop that will help the participants to become successful in their business; (3) To see whether this is an area where Extended Services can be of use to the small business segment of the community for further educational program.	Oct. 17	2. Business organization a. lease, rental, mortgage, etc. Questions and Answers <u>Business Procedures</u> Bookkeeping, accounting, records, banking and checking account, petty cash, personnel, financial statement, etc. (Demonstration) Questions and Answers
	This program will be designed to examine "real issues" by considering needs, resources and practical applications. The presentations will be conducted by local people who are experienced and active in the developing of minority businesses.	Oct. 24	<u>Financial Support</u> EDC, SBA, Model Cities, RBOC saving and commercial banks, bank rate, private development with conventional financing. Questions and Answers
<b>FOR WHOM</b>	Small businessmen, owners, employees, concerned citizens, and anyone who would be benefitted by this workshop.	Oct. 31	<u>Insurance and Taxes</u> Fringe Benefits, Social Security, Income Tax, Workmen Compensation, Liability Ins., Fire Protection, error and omission, hot items. Liquidation. Question and Answers
<b>WHERE</b>	Rochester Institute of Technology, Metropolitan Center, 50 West Main St. Rm. 313 3rd floor		
<b>WHEN</b>	One night a week Wednesdays Oct. 10 - Nov. 14, 1973		
<b>TIME</b>	7:30 - 9:30 p.m.	Nov. 7	<u>Communication and "goodwill"</u> 1. Advertising and public relations a. Business conduct, telephone, stationary, secretary, newspaper, daily records, business cards, letter writing, library research. b. Memberships: Better Business Bureau, Chamber of Commerce, Credit Bureau, and others.
<b>FORMAT</b>	Session will include: Lecture, action oriented techniques.		2. Investment Insurance, Stocks, and others - advantages, and disadvantages Problems in business Questions and Answers
<b>FEE</b>	\$25.00 per person - include materials, certificate and Social Hour.		
<b>INFORMATION</b>	Those wishing more information may call Mrs. Jessie James or Miss Grace Law at 262-2729 or 262-2740		
<b>SCHEDULE</b>			
Oct. 10	<u>Going into Business</u> 1. Business Types a. Corporation, partnership, joint venture, etc. problem in business - failure or success	Nov. 14	Last session, Review, Round Table Discussion Success Story - Social Hour



Altona, N.J.  
 Maude Adams  
 Nov. 30, 1972  
 Fairwell Report

To the Dearest People in our lives,

We wish to express our support thanks and our love to all of the Monroeville County Military Staff, and a good a very special one to Kay Adams and Nettie Winer. It is a very nice feeling to know someone cares, by that I mean the trying times we have had with the first few months of training. They were hectic and confusing, but very interesting and helpful in our job.

One thing we enjoyed ~~the most~~ were the meeting of people, the meeting of the neighborhood. I mean I really never looked at what was around me. The people, the places and the "young ones" in the neighborhood look different because they are. I have changed I see things has they really are. I can now by-pass that "front" that they have up and see what they really are.

Also I wish to thank Kay for send us over to the Model Cities typing classes. We really didn't think it could be so easy to learn a new different experience in a few short weeks.

We wish to thank everyone at the model cities program.

Then there were the classes at P.T.T. sessions were educational to the mind and the body as well. The Rap and Produce was for the body and self being and the Strip Awareness was for the mind and also the self being. I wish (both of us) to thank Mrs. Jessie James and Grace Law for their helping hand in our education.

I loved the Spanish Library I myself think it is a wonderful help to the whole community and the system as well.

I really enjoyed Mr. Thompson and his staff at Lincoln Branch. They were a wonderful group to work with even if for only one day a week.

Although I have seen very little of Portland and Cathy, none of Winter but some of Steve I wish to thank them for their effort in our little project.

All this amounts to is one thing:

WE WILL MISS YOU, HOPE WE CAN GET IT BACK TOGETHER WITH YOU AND MANY, MANY THANKS TO ALL OF THE SYSTEM FOR ITS HELPING HAND IN OUR "JUST STARTING" LIVES.

THANK YOU FOR EVERYTHING — Inaido Nieves  
 Gracias Por Todo — GLORIA TERRY

Appendix XIV

RIGHT-TO-READ FOR ADULTS  
Task Force Evaluation

From the beginning, the Right-to-Read program was plagued by delays in hiring personnel as community aides to initiate the door to-door canvassing of the Model Cities neighborhood. The canvassing was the key component to determine the needs of the area, to publicize the existence of the Right-to-Read program, and to recruit potential area residents as members of a Citizens' Advisory Board.

As a result of the delays, a Citizens' Advisory Board was not established. However, agencies in the area were able to plan joint activities that reflected interests of the area. These activities were to be used as occasions to encourage participants to attend Adult Basic Education classes available in the area.

Shortly after the library community aides were hired, the Adult Basic Education component of the program was notified that their funding would end June 1. Now that the foundational work had been done, the prime component of the program was no longer in existence. So, in effect, the Right-to-Read Program was a failure.

However, a switch in program objectives enabled the Agency Planning Committee to salvage the program and accomplish similar objectives of encouraging participation in Adult Basic Education type of activities being offered by various agencies in the area. The growth of agency interaction and program participation is a definite positive result of the Right-to-Read Program. Also agencies began their own ABE activities which the library was able to aid with materials and supplies.

These activities have resulted in long term cooperation between the library and community agencies.

SL/nw

ORIGINAL PROPOSAL

The RIGHT TO READ (translate "Ability to Communicate") for adults has long been neglected - especially for those locked into poverty and out of those channels accessible to other members of our society. With today's "small world" and media bombardment, communication skills and the ability to function under the visual and audio assault is imperative for everyone.

With this in mind, the Monroe County Library System proposes this opportunity to enter into a cooperative venture with the City School District and the Model Cities Program of Rochester that will seek out, identify and recruit people to participate in an educational program offering the essentials of Basic Education and the opportunity to obtain High School Equivalency Diplomas; and to acquaint them with the services and materials available through their public library system.

OBJECTIVES

It has been demonstrated that skills cannot be generated in a vacuum. The personal and industrial mobility, rapid technological developments, educational expectations and social pressures of today demand personal growth and development that call for utilization of the opportunities available through all educational agencies. With this in mind, the immediate OBJECTIVE of this project will be to promote a cooperative venture with the Adult Basic Education program presently underway in the Model Cities neighborhood. This will involve:

1. Devising Spanish and English language programs within the library that will appeal to inner city adults to introduce them to library programs and materials of appeal to them and their families.
2. Offering optional and alternative methods of communication using various media in addition to print materials.
3. Creating a method for identification and referral of candidates for the educational program in the Model Cities area.
4. Providing some job opportunities for residents of the target area.
5. Involving residents in planning and decision making in programs that affect their lives.

PROCEDURES

Although the Outreach Consultant of the Monroe County Library System will act as the Project Director, to a great degree, the responsibility for planning and evaluation will rest with a TASK FORCE composed of members selected from:

- residents of the target area
- participants in the Adult Education Program
- staff of the Model Cities Program
- staff of the library system
- representatives on the Model Neighborhood Council

Project staff will include two part time library aides recruited, if possible, from the Model Cities Adult Educational Program. While both will be responsible for programs design and implementation, the prime responsibility of one Aide will be recruitment; the other will coordinate and supervise the program structure.

It has often been demonstrated that a less than structured approach is one of the best means of eliminating barriers and creating an atmosphere of confidence and discovery. With this in mind, it is planned to use the facilities, materials, and such staff time as possible to implement informal meetings and social occasions - breakfast, brunch, tureen suppers planned by project staff.

Spotting programs in various time slots should insure wider participation of the employed as well as the homemaker. At such times as necessary or desirable, children's programs would be carried on simultaneously with those planned for adults.

In-the-library programming offers exposure to library staff, materials and services to:

- students
- teachers
- family members of the student
- agency staff

Out-of-the-library programs offer all of the possibilities of library outreach philosophy:

- on-the-spot availability
- accessibility to those unable to come to the library
- supportive measures for regular library services
- knowledge of and exposure to agency facilities

Basic to the programs would be the underlying theme of the opportunities the library offers to the individual for self-development at his own level of achievement and pace and secondarily those opportunities available to all the members of his family.

Two libraries located within the target area - one incorporating a media center - the other designed to serve the Spanish speaking residents - are ideally located for program purposes.

Recruitment of participants will be the province of:

Two part time library aides hired for this program  
Staff of the Model Cities, adult education program  
Existing library aides as they perform their regular duties

Regular self-appraisal of the "benefits", results, advantages and purpose of the programs will be undertaken by staff, Task Force, and participants. The participant response should be the most effective measure available and/or advisable for a critique of any value. Final reporting of the results (negative or positive) of such inter-agency cooperation in planning and program production should prove of assistance to any library desirous of offering service to its entire community. It should be useful too as an indicator for charting cooperative agency efforts for efficient and effective service.

Kathlyn C. Adams  
Monroe County Library System  
March 21, 1972

KCA:CR