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**ABSTRACT**

Project WE CARE (Workers' Education and Community Awareness of Resources for Education), in Allegheny County, Pennsylvania, developed, implemented, and documented the process of implementing adult basic education program linkage/outreach with business, industry, and human service organizations. The project emphasis was on educating human service professionals who serve potential adult students and on the referral of volunteers to extend adult basic education services. Project activities included three seminars on "The Literacy Problem, You and Your Clients" for human service agency workers; publication of a directory of adult basic and secondary resources in Allegheny County, based on a telephone survey of potential sources; and the referral of students and volunteers to education programs. Evaluation of the program showed it to be beneficial for adult education program administrators, for adult education programs interested in implementing a volunteer program, and for users of referral materials for potential students.  
 (Author/KC)

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ED217146

PROJECT WE CARE

(WORKERS' EDUCATION AND COMMUNITY AWARENESS OF RESOURCES FOR EDUCATION)

July 1981

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## ABSTRACT

Project WE CARE (Workers' Education and Community Awareness of Resources for Education) was a special project of Information and Volunteer Services of Allegheny County, a United Way agency, and was funded from July, 1980 through June, 1981. The project addressed the priority, "Develop, implement and document the process of implementing adult basic education program linkage/outreach with business, industry, and human service organizations."

The project emphasis was on educating human service professionals who serve potential adult students and on the referral of volunteers to extend adult basic education services. This report describes the course of the project, including activities, evaluation, and recommendations.

Project activities included three seminars on "The Literacy Problem, You and Your Clients," publication of a directory of adult basic and secondary resources in Allegheny County, and the referral of students and volunteers.

The information contained herein should prove valuable to adult education program administrators who are interested in forging stronger relationships with human service agencies; adult education programs who are interested in implementing a volunteer program; any program interested in offering information and referral to prospective students.

## INTRODUCTION

Information and Volunteer Services (IVS) of Allegheny County implemented Project WE CARE (Workers' Education and Community Awareness of Resources for Education) in order to encourage human service workers to identify clients who need adult basic education services and to link these clients to services, and to extend adult basic education resources through the recruitment of volunteers. The decision by IVS to undertake this 310 project was influenced by a number of factors:

- (1) An awareness of the lack of knowledge human service agencies have about the adult education system,
- (2) The knowledge that one centralized data base of information on ABE was needed in Allegheny County both for potential students and volunteers.
- (3) The recognition that educating professionals to refer clients is both cost-effective and vital to the linkage process.
- (4) The participation on the Adult Education Task Force by the Director of the Volunteer Action Center.

One reason that IVS implemented Project WE CARE was an awareness that human service workers needed help in accessing the adult education system.

IVS maintains a central information and referral service, HELPLINE, which is available to both individual citizens and to professionals. The latter consult HELPLINE for advice when a client's problem is outside of their sphere of expertise. A review of requests for information adult education services showed that community awareness of adult education services was very low, probably because of the lack of time and money for public relations by service providers and an unfamiliarity with

the education system by non-educators. However, an underlying cause of clients' presenting problems' (e.g. employment problems, lack of adequate income to cover basic expenses, etc.) can be assumed to be a low-level of education. It was felt by IVS that education of the human service personnel would result in more referrals to services and linkages between the human service and educational systems.

The need for a centralized data base of information on ABE was seen as vital step in the education/linkage process. BASIC, a coalition group of adult educators, had been trying to develop a central information service for several years, but the lack of funding and the lack of overall coordination deterred them from achieving the goal. It was unrealistic to assume that IVS could educate human service agencies on the adult education system without being able to provide referral information. It was imperative that we not ask workers to seek out their own resources and add to their work burden. The message had to be-"You know your clients needs and problems. We know services that can help." Our role was to explain how and why to identify potential students and to establish a referral process. Centralized information on where community residents could volunteer to help adult learners was also needed in order to encourage citizen participation.

A major impetus in Information and Volunteer Services's decision to undertake this project was the interest expressed by Mrs. Betty Hepner, Director of the Volunteer Action Center, a department of IVS, in the adult education system. As a member of the Adult Education Task Force, she had participated in the planning process for the development and implementation of the State Plan. She was very cognizant of the benefits to the community that would emerge from a close working relationship between human service workers and educators. It was her desire that the efforts of IVS be directed to linking the two sectors together. Thus, Project WE CARE was designed.

PURPOSES/PROJECT OBJECTIVES

Outlined above have been the reasons why Information and Volunteer Services decided to undertake Project WE CARE. The goal of the project was to help human service workers (1) to identify clients who need ABE services and (2) to develop methods to refer these individuals to services, and to expand the resources of adult educators through the recruitment of volunteers. WE CARE was designed to focus on the professional who has contact with many potential students.

The project had three main goals: (1) To centralize information on literacy/ ABE services, including volunteer needs, so that it is available both to potential students and professionals through Information and Volunteer Services.

(2) To provide Volunteer Action Center and HELPLINE workers with a knowledge of the scope of illiteracy so they can identify presenting problems which indicate that educational deficiencies may be present.

(3) To encourage community linkages by sensitizing human service workers to literacy problems resources.

PROJECT STAFF

Project Director was Anne Walsh Fogoros who had been employed as an Information Specialist researching community services and designing information systems. Having worked in all departments of IVS, she was knowledgeable about community resources throughout Allegheny County and on the role of volunteers.

Secretary for the project was Evelyn I. Gritz, who is an adult education success story. While raising three children, Ms. Gritz found the time, energy, and motivation to return to school to earn her GED. Her input into the project as a former student was invaluable as she freely shared her reactions to the project activities. Her dedication to the project was absolute. The project benefitted from her past experiences.

4.

The project director was responsible to Mrs. Betty S. Hepner, Director of the Volunteer Action Center. Mrs. Hepner has a wide range of experience working with community groups and in coordinating innovative projects. Her support and ideas were most appreciated.

#### Volunteer Staff

Annette Briskman, Elaine Goetz, and Jackie Hogan assisted with project implementation. Their responsibilities included contacting agencies and businesses.

Noel Crawley assisted with office duties.

James I. Smith, III, designed the brochure for the project. He was referred by the Public Service Talent Pool, a group of communication volunteers who donated their skills and time to nonprofit agencies.

#### TIME SPAN

Project WE CARE was operational from August 1, 1980 to June 30, 1981. IVS was unable to implement the project until a signed contract was returned from the state which resulted in a delay in project implementation.

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GOAL ONE: TO CENTRALIZE INFORMATION ON ADULT EDUCATION  
RESOURCES AND VOLUNTEER OPPORTUNITIES

GOAL ONE: To centralize information on literacy / ABE services, including volunteer needs, so that it is available to all, through Information and Volunteer Services.

Projected Time Span: August - December; on-going as needed.

Actual Time Span: August - June

Objectives: (1) To develop a mini-directory of literacy/ABE services in Allegheny County, including volunteer services.

(2) To develop a mechanism whereby directory users will have continued access to current information.

Highlights of Activities: Identification of resources and volunteer opportunities.

Compile and publish directory.

Directory distribution.

Development of a referral mechanism.

DISCUSSION OF ACTIVITIES RELATED TO  
THE CENTRALIZATION OF INFORMATION

The decision was made to include in the data bank all service providers in the following categories: Literacy, ABE, GED, ESL, Education/Job Training, including those who referred their clients out for service. In keeping with established IVS publishing policy, only not-for-profit services were to be included.

6.

INFORMATION GATHERING: Direct Contacts

To identify as many service providers as possible, a telephone survey of potential providers was designed. The telephone survey had two goals. One, to identify all agencies or groups who offer any type of adult basic education service. Two, to familiarize those contacted with adult education resources and to encourage linkages. A minor goal was to determine referral patterns.

As we began our research, we were surprised to learn that Project ABEL at the Allegheny Intermediate Unit was also compiling information on adult basic education service providers for a 310 project. Rather than duplicate efforts, the 310 project directors met, agreed to share resource information and to focus efforts on different target populations when possible. These decisions required that both project directors be able to interpret the goals of each project. The exchange of resource information by Projects WE CARE and ABEL worked extremely well.

TELEPHONE SURVEY

The telephone survey of potential providers included the following:

- A. All adult education providers already known to Information and Volunteer Services.
- B. All agencies and groups who had previously requested adults to volunteer to help adult learners.
- C. All school districts in Allegheny County and other established educational agencies.
- D. Social service agencies serving the adult education target populations, e.g. agencies which serve women.

All agencies were provided with the following information:

- (1) Information on adult education services.
- (2) An explanation of how to refer clients to services.
- (3) An explanation of why clients need service.
- (4) Information on Project WE CARE.

Fact sheets were mailed to all literacy, ABE, GED, and ESL programs as they were identified. A fact sheet was completed based upon the telephone conversation and was mailed to the program director for review and for completion of a publication authorization form. Two copies of the fact sheet were mailed so that each program could keep a copy for office records. This courtesy seemed to facilitate the quick return of the fact sheets. As the fact sheets were returned, the new information was immediately added to the data bank.

All programs were queried to determine whether they currently had a volunteer program or were interested in beginning a program. The staff of the Volunteer Action Center was available to consult with program directors who wanted advice on volunteer administration. More information on the services offered by the Volunteer Action Center is included in the discussion of goal three.

INFORMATION GATHERING: Indirect Contacts

To identify groups who were providing service but who were not identified in the direct contact process, press releases were sent to community newspapers. Information on Project WE CARE was also included in the HELPLINE newsletter (mailed to 900 human service agencies, legislators, etc.) and in the Volunteer Action Center newsletter (sent to over 600 volunteer administrators and community groups). Newsletter articles and a sample press release are included in Appendix D.

DIRECTORY DESIGN

All of the resource information was compiled for the purpose of publishing a directory to centralize information on adult basic and secondary education resources. The original directory design called for a brief mini-directory. However, as the project progressed it became evident that because human service workers were unfamiliar with both the adult education process and the terminology a more extensive publication was needed. The directory format was enlarged to answer the most common questions fielded by Project WE CARE and to provide background information.

The directory format was field tested by the HELPLINE staff who used a working copy of the directory for referral purposes. Through experimentation the "bugs" in the design were worked out. The directory evolved from a massive, hard-to-use format which listed one resource per page, alphabetically arranged, to a streamlined chart format, color-coded, and organized according to type of service (ABE, GED, etc.). The final arrangement permits the user to quickly locate a service by geographic area.

DIRECTORY FORMAT

The directory was divided into eight main sections:

- (1) A Guide to Adult Education
- (2) Literacy Councils
- (3) Adult Basic Education
- (4) GED, including test sites
- (5) English as a Second Language
- (6) Evening High School
- (7) Education/ Job Training
- (8) Volunteer Opportunities

Information was also included on refresher courses, learning disabilities and sponsoring a class. A section of case histories was included to portray potential adult learners for caseworkers.



## GUIDELINES FOR INCLUSION IN THE WE CARE DIRECTORY

The following guidelines were established for inclusion in the directory:

- (1) Agency must be located in Allegheny County
- (2) Agency must serve Allegheny County residents
- (3) Service must be non-profit
- (4) Agency must offer a direct service in one or more of the following categories: Literacy, ABE, GED, ESL, Evening High School, Job Training.
- (5) Service must be open to all potential students or seek community volunteers.

The guidelines were established to provide information on services that could accept students or volunteers. Prison and institutional ABE programs which serve a specific client population were eliminated unless the program was seeking community volunteers. Also eliminated were programs that refer clients out for service. Programs were listed by agency sponsor.

It had been hoped that a few resources outside of Allegheny County could be mentioned but financial restraints prohibited their inclusion.

### SPECIFIC RESOURCE INFORMATION INCLUDED IN DIRECTORY

The following items were selected as the key items to be included about each resource. Comments are given on rationale and decisions made.

**Geographic Area** - The neighborhood or borough where the service is located.

**Class Location** - The specific street address where class is held.

**Days/Time/Fee** - Specific days and times of classes. A trial directory listed morning, afternoon, or evening rather than specific class hours. Callers wanted beginning and ending class times so this information was included in the final directory.

**Eligibility Restrictions** - For instance, does a YMCA program serve both men and women? Does the program serve a specific age group?

**Class Meets** - Includes typical yearly schedule which may be three terms or follow the school year. Indicates if a program is open entry, or has limited registration.

**Contact/Class Sponsor** - Phone number, school name, and appropriate department for registration or more information. Because contact persons change frequently, personal names were deleted and positions included.

**INFORMATION NOT INCLUDED:**

**Wheelchair Accessibility** - Many program directors were unsure if buildings and restrooms were accessible. We therefore opted to include in the directory a general open-ended statement, regarding accessibility. Our dilemma indicates a need for staff development in this area.

**Documents Needed** - Only the CETA programs require a client to produce specific documents (e.g. birth certificate) at the intake interview so this item was not charted.

UPDATING THE DIRECTORY

Because resource information changes frequently each referral chart (i.e., list of class sites, sponsors, etc.) included the HELPLINE phone number along with the instruction "call for current information." Requests for updated information indicate that this system is working. Several directory evaluators urged us to publish updates.

The evaluation of the directory follows.

COMMENTS AND EVALUATION

**A. DIRECT vs INDIRECT CONTACTS**

Contacting agencies directly was much more successful than the newspaper publicity releases. The newspaper release did generate phone calls from potential students and from job seekers.

**B. REFERRAL PATTERNS**

Each agency or group which did not offer GED classes or literacy tutoring was asked to identify which resource if any to which they referred their clients.



The following observations were made. (1) The majority of agencies contacted knew where to refer a client who wanted to take the GED test. However, in most cases the agency did not know that there was usually more than one resource available. (2) Few agencies were aware of volunteer literacy councils or ABE classes and were uncertain where to refer a client with severe reading or math deficiencies. (3) CETA programs are well-known and visible.

#### C. LINKAGE

As noted previously, one goal of the telephone interview was to familiarize agencies with resources and to encourage linkages. As telephone interviews were conducted, agencies were given information on the adult education program(s) nearest to them and were encouraged to make direct contact. Examples of linkage: The referral of an agency which serves status offenders<sup>who</sup> wanted to translate their job inventory and counseling information to a lower reading level was linked with a literacy council which has a writing task force. (2) The referral of a public library interested in offering GED classes for its clients to its school district or to Community College. (Community College did offer a GED course at the library during the winter/spring session.) (3) The compilation of a listing of GED classes accessible to senior citizens in a specific geographic area.

#### D. INFORMATION COMPILATION

Gathering and verifying resource information was a never-ending process. The directory was originally scheduled for publication in December. Shortly into the project we realized that this was unrealistic. Publication was delayed until late April so that we could monitor programs throughout more than one semester. All agencies were given a final opportunity to review the information to be printed on their program.

One area of concern was whether to list services by the sponsoring agency or by the agency contracted to provide services. We decided to list services by sponsoring agency. A key consideration was the application process. For example, CETA was listed but CETA subcontractors were not since all clients apply at CETA and are assigned to a service.



EVALUATION OF "IT'S NEVER TOO LATE TO LEARN! :  
A GUIDE TO ADULT BASIC EDUCATION RESOURCES  
IN ALLEGHENY COUNTY"

OVERVIEW OF DISTRIBUTION AND EVALUATION

A total of 1,850 copies of "It's Never Too Late to Learn: a Guide to Adult Basic Education Resources in Allegheny County" were printed for distribution. In order to reach as many potential referral agents as possible, directories were mailed to representatives from five different sectors: business/industry, clubs/service groups, educators, human service agencies, and libraries. Because of the diversity of the directory recipients, the directory evaluation which follows will present both an overall evaluation and an analysis of how the directory was rated by each of the five categories.

The directory distribution among the five sectors is listed below. When possible, contact was made with major organizations such as the welfare department and the labor unions, and they distributed the directories to their members.

DIRECTORIES DISTRIBUTION BY SECTOR

| <u>SECTOR</u>  | <u># RECEIVED</u> |
|--|-------------------|
| Business/Industry                                    | 175               |
| Clubs/Service Groups                                 | 200               |
| Educators  | 300               |
| Human Service Agencies<br>(includes gov't. agencies) | 1,115             |
| Libraries  | 60                |

An evaluation form was included in each directory. See Appendix II. for a sample copy. In addition, the directory cover letter requested that the recipient of the publication complete the form.

A total of sixty-eight evaluation sheets were returned. In addition, phone calls were received from forty-two individuals who had received a copy of the directory and were pleased or who had seen the book and were anxious to receive a personal copy.

It is estimated that the sixty-eight evaluation sheets represent 7% of the total directories distributed. This percentage is based on 950 directories being in the hands of users at the time the evaluation sheets were due. It is assumed that agencies who agreed to distribute multiple copies of the directory chose to do so at the next scheduled staff meeting or other time-delayed event.

The sixty-eight evaluation sheets which were returned may be divided into the following categories:

|                        |          |
|------------------------|----------|
| human service agencies | 44       |
| educators              | 16       |
| libraries              | 5        |
| business/industry      | 3        |
| clubs/service groups   | <u>0</u> |
| total                  | 68       |

HOW THE DIRECTORY WILL BE USED

|                   | <u>Client Referral</u> | <u>Community Service</u> | <u>Background Info</u> | <u>Clients Use</u> | <u>Planning</u> | <u>File</u>  | <u>N</u> |
|-------------------|------------------------|--------------------------|------------------------|--------------------|-----------------|--------------|----------|
| Human Service     | 84.1%                  | 4.5%                     | 72.72%                 | 59.1%              | 47.7%           | 72.7%        | 44       |
| Education         | 75                     | 12.50                    | 56.3                   | 50.00              | 43.8            | 87.5         | 16       |
| Libraries         | 100                    | 20                       | 80                     | 100                | 0.0             | 100          | 5        |
| Business/Industry | <u>33.33</u>           | <u>33.33</u>             | <u>100</u>             | <u>33.33</u>       | <u>66.6</u>     | <u>66.66</u> | 3        |
| TOTAL             | 80.88                  | 8.82                     | 70.58                  | 60.29              | 44.11           | 79.41        |          |

To determine how the directory will be used, five possible uses were listed and respondents were asked to check as many as applied. As the above table indicates, referral of clients to classes and/or tutors was the most frequent response, closely followed by filing as a reference book. No group indicated that they would just

file the directory. In fact, most human service workers selected four potential uses for the directory. The opportunity to list other uses for the guide was given but yielded only slight rewordings of the listed options.

The possible use selected least often was "to select a community service project." Because no evaluation sheets were returned by clubs or service groups, the low ranking of this option is not surprising. The lack of response may have been because the directory was distributed after many clubs recessed for the year. It is anticipated that the directory will lead to requests from clubs for speakers on adult education and that these direct contacts will lead to community involvement.

Responses to this item indicate that the directory will be used for the primary reason it was compiled, i. e., to refer adults to adult education classes and tutors. Throughout the project it was noted that many human service workers needed background information in order to use referral information. For that reason it was not surprising that 72.7% of the human service agencies indicated that they would use the directory for background information as opposed to only 56% of educators who are also education service providers.

Very few businesses responded to the survey so no generalizations about the directory's impact on business/industry can be made.

Hopefully, the listing of possible uses for the directory will encourage multiple uses. Indicative of the range of possibilities are two vastly different responses by public libraries. One noted that usage would be difficult to estimate since the book would be filed with Pennsylvania directories, "near the college catalogs." Another sent a press release to the local newspaper to encourage adults to use the directory.

#### EVALUATION OF DIRECTORY BY SERVICE CATEGORY

Directory evaluators were asked to rate the six major sections of the directory. The following chart summarizes the overall ratings of the six major sections of the directory. Each section of the directory was rated very highly; very few agencies indicated that any part of the directory was not useful or not applicable.

Because there were significant differences in ratings according to the sector represented, the following section will analyze the responses to each service.

OVERALL RATING BY SERVICE CATEGORY, N-68

|                  | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>Total</u> |
|------------------|-------------------|---------------|--------------------|-----------------|--------------------|--------------|
| Background Info. | 0                 | 38.2%         | 57.4%              | 1.5%            | 2.9%               | 100%         |
| Literacy Info.   | 1.5               | 30.9          | 55.9               | 2.9             | 8.8                | 100          |
| ABE Info.        | -                 | 20.6          | 67.6               | 1.5             | 10.3               | 100          |
| ESL Info.        | -                 | 33.8          | 50                 | 5.9             | 10.3               | 100          |
| GED Info.        | -                 | 23.5          | 70.6               | 1.5             | 4.4                | 100          |
| Volunteer Oppty. | 1.5               | 32.4          | 32.4               | 23.5            | 10.3               | 100.1        |

BACKGROUND INFORMATION SECTION RATING

|                   | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>N</u> |
|-------------------|-------------------|---------------|--------------------|-----------------|--------------------|----------|
| Human Service     | -                 | 36.36%        | 63.63%             | -               | -                  | 44       |
| Education         | -                 | 37.5          | 56.3               | -               | 6.2                | 16       |
| Libraries         | -                 | 40            | 20                 | 20              | 20                 | 5        |
| Business/Industry | -                 | 66.66         | 33.33              | -               | -                  | 3        |
| Overall           | -                 | 38.2          | 57.4               | 1.5             | 2.9                | 68       |

Rating of the background information section was consistent among all groups. Only one respondent indicated that the background information was not applicable. 57% found this section to be very useful.

LITERACY GROUP SECTION RATING

|                   | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>N</u> |
|-------------------|-------------------|---------------|--------------------|-----------------|--------------------|----------|
| Human Service     | 2.3               | 29.5          | 63.63              | -               | 4.5                | 44       |
| Education         | -                 | 25            | 50                 | 12.5            | 12.5               | 16       |
| Libraries         | -                 | 40            | 20                 | -               | 40                 | 5        |
| Business/Industry | -                 | 66.66         | 33.33              | -               | -                  | 3        |
| Overall           | 1.5               | 30.9          | 55.9               | 2.9             | 8.8                | 68       |

The literacy group section was judged to be very useful by both the human service agencies and educators. Business/industry and libraries, who are both non-education providers in most circumstances, found the section useful.

Feedback from the literacy groups indicate they are being contacted by agencies and schools to tutor very low-level readers and to discuss linkage efforts.

ABE SERVICES SECTION RATING

|                   | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>N</u> |
|-------------------|-------------------|---------------|--------------------|-----------------|--------------------|----------|
| Human Service     | -                 | 13.63%        | 77.27%             | -               | 9%                 | 44       |
| Education         | -                 | 31.2          | 56.2               | 6.3             | 6.3                | 16       |
| Libraries         | -                 | 20            | 40                 | -               | 40                 | 5        |
| Business/Industry | -                 | 66.66         | 33.33              | -               | -                  | 3        |
| Overall           | -                 | 20.6          | 67.6               | 1.5             | 10.3               | 68       |

The ABE service section was rated very high by all groups. One explanation for this is the fact that most non-educators know very little about adult education services other than GED and possibly ESL. They do know that some of their clients cannot pass the GED and are pleased to learn about ABE level classes.

GED SERVICES SECTION RATING

|                   | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>N</u> |
|-------------------|-------------------|---------------|--------------------|-----------------|--------------------|----------|
| Human service     | -                 | 11.4%         | 84.1%              | -               | 4.5%               | 44       |
| Education         | -                 | 37.5          | 50                 | 6.3             | 6.3                | 16       |
| Libraries         | -                 | 60            | 40                 | -               | -                  | 5        |
| Business/Industry | -                 | 66.66         | 33.33              | -               | -                  | 3        |
| Overall           | -                 | 23.5          | 70.6               | 1.5             | 4.4                | 68       |

The GED section had an overall rating of 70.5%. This is the highest overall rating. A number of agencies noted that they had tried to find a complete listing of GED classes before, with no luck, and were glad that a list was available finally.

ESL SERVICES SECTION RATING FOR ANY SECTION

|                   | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>N</u> |
|-------------------|-------------------|---------------|--------------------|-----------------|--------------------|----------|
| Human Service     | -                 | 29.54%        | 56.81%             | 4.5%            | 13.63%             | 44       |
| Education         | -                 | 37.5          | 43.7               | 12.5            | 6.2                | 16       |
| Libraries         | -                 | 40            | 20                 | -               | 40                 | 5        |
| Business/Industry | -                 | 66.66         | 33.33              | -               | -                  | 3        |
| Overall           | -                 | 33.8          | 50                 | 5.8             | 13.2               | 68       |

The English as a second language section was rated as very useful by 50% of those completing a questionnaire. The rating of not applicable or no response was used by agencies who serve client populations which do not include foreign born adults. A match-up of questionnaire response with agency name and service, for this item, indicates that the responses are reliable.

VOLUNTEER OPPORTUNITIES SECTION RATING

|                   | <u>Not Useful</u> | <u>Useful</u> | <u>Very Useful</u> | <u>Not Appl</u> | <u>No Response</u> | <u>N</u> |
|-------------------|-------------------|---------------|--------------------|-----------------|--------------------|----------|
| Human Service     | 2.27%             | 31.81%        | 29.54%             | 25%             | 11.36%             | 44       |
| Education         | -                 | 18.7          | 37.5               | 31.2            | 12.5               | 16       |
| Libraries         | -                 | 60            | 40                 | -               | -                  | 5        |
| Business/Industry | -                 | 66.66         | 33.33              | -               | -                  | 3        |
| Overall           | 1.4               | 32.3          | 32.3               | 23.5            | 10.29              | 68       |

The volunteer opportunities section was ranked lower in usefulness than any of the educational services section. A major reason for this is the fact that no evaluation sheets were returned by clubs or service groups. It also reinforces the need for personal contact when asking a group to undertake a project. The two groups which have the most potential for using the directory to choose a project or to make the directory available to those who might choose a project, i. e., libraries and business/industry, rated the volunteer opportunities section higher than did the groups most concerned with referral of students.

EVALUATION OF DIRECTORY FEATURES

Directory users were asked to evaluate four aspects of the directory: ease of use, inclusion of a phone number for current information, color-coding and comprehensiveness, as well as the overall directory. The results are charted below.

OVERALL RATING OF DIRECTORY BY SPECIFIC FEATURE

|                   | <u>Poor</u> | <u>Fair</u> | <u>Average</u> | <u>Good</u> | <u>Excellent</u> | <u>No Response</u> | <u>Total</u> |
|-------------------|-------------|-------------|----------------|-------------|------------------|--------------------|--------------|
| Easy to Use       | 2.9         | 1.5%        | 5.9%           | 42.6%       | 42.6%            | 4.4%               | 99.9%        |
| Reference Phone   | -           | -           | 2.9            | 42.6        | 39.7             | 14.7               | 99.9         |
| Color Coding      | -           | -           | 2.9            | 38.2        | 52.9             | 5.9                | 99.9         |
| Comprehensiveness | -           | -           | 5.9            | 44.1        | 41.2             | 8.8                | 100          |
| Overall directory | -           | -           | 4.4            | 39.7        | 50               | 5.9                | 100          |

As the previous chart indicates, the directory was rated excellent on an overall basis by 50% of the respondents. An additional 39.7% judged the directory to be "good." Combining these two sections, we find that 89.7% of the evaluators rated the directory above average.

The one aspect of the directory which concerned some users was the format used for the charts of class locations. A few users noted that they felt that it was distracting to have to turn the directory to read the pages. They would prefer a chart that continued from page to page. The decision to confine the charts to one-page units was made because it was felt that a two-page unit would not be visually manageable. However, the criticism of this decision is noted as justified.

The most popular aspect of the directory was the color-coded sections. The use of colored pages did increase the cost of the directory but the money was judged to be well spent.

Each section of the directory included a chart listing class locations, hours, etc. A phone number where current information can be obtained was included on each page along with the statement "Class locations and times vary from semester to semester. For current information, call HELPLINE, 255-1155." 42.6% rated this feature of the directory as good; 39.7% as excellent. The fairly high rate of no response coupled with several pencilled-in question marks indicates that some users were not sure what they were being asked to evaluate.

#### IMPACT OF DIRECTORY ON REFERRAL NETWORK

In order to approximate how far 1,850 directories would reach, directory recipients were asked to estimate how many people would use the directory to make referrals. Responses ranged from one to two thousand with an average of 10 workers per agency using each copy. Libraries and businesses indicated that they could not estimate usage by employees or patrons but did indicate an intent to make the directory available.



97% of the respondents indicated that they would recommend the directory to others. In fact many phone calls from colleagues and friends of directory recipients have been received.

For planning purposes, those receiving the directory were asked if additional directories would be helpful and if they would be willing to pay for a directory. 67.6% indicated that they <sup>would</sup> appreciate an additional copy (ies) of the directory. 55.8% would be willing to purchase a directory. Many of those not willing to buy a directory indicated that budget constraints would prevent them from doing so.

It is obvious from the responses that the directory fills a void that previously existed in the human service community. One agency requested approximately 200 directories and planned to photocopy the copies WE CARE could not furnish.

#### SUMMARY OF DIRECTORY EVALUATION

"It's Never Too Late to Learn" was very well received by all who were given a complimentary copy. 50% of those who returned an evaluation sheet rated the directory as excellent. An additional 39.7% rated the directory as good. A total of sixty-eight evaluations were received.

The following unsolicited comments were offered by directory recipients. They are listed to provide additional insights into how the users responded to the publication.

"Thank you for sending this guide to me. I have spent many wasted hours trying to locate the resources so clearly outlined in the adult education section. The guide will be most helpful."

"Approximately ten years ago when I was doing casework, I expressed the idea there was a need for this kind of training. I am happy to find out the need is being fulfilled."

"Beautiful job-clear, easy to understand."

"If I can't help someone, I can refer them promptly to someone who can. There is less chance of losing people in the shuffle of trying to find an appropriate program for them."

"Excellent background on adult education; good descriptions of ABE and GED programs."

Last, but not/least...a phone call was received from a social worker who said that he could not be more pleased with the directory. He had just been assigned the task of compiling complete information on ABE programs in Allegheny County. He returned to his desk, discovered the directory, and found his not yet begun job already completed!

**GOAL TWO: IN-SERVICE TRAINING FOR  
VOLUNTEER ACTION CENTER  
AND HELPLINE WORKERS**

**GOAL TWO:** To provide Volunteer Action Center and HELPLINE workers with a sensitive, in-depth knowledge of the scope of illiteracy and to identify presenting problems that indicate educational deficiencies.

**PROJECTED TIME SPAN:** First quarter and as needed

**ACTUAL TIME SPAN:** First quarter and as needed

- OBJECTIVES:**
- (1) To hold two in-service training sessions for VAC/HELPLINE staffs.
  - (2) To hold a follow - up session to have worker input for planning of meetings.
  - (3) To identify factors which prevent clients from utilizing existing literacy and ABE services.

**ACTIVITIES:** In-service training; Development of record-keeping procedures  
Analysis of unmet client requests

DISCUSSION OF IN-SERVICE TRAINING

Project WE CARE worked very closely with all departments of IVS. HELPLINE staff referred adults to classes; VAC staff referred volunteers to adult education programs. In-service training for each department was done by the project director.

**HELPLINE TRAINING**

Training for the HELPLINE staff was done on September 26, 1980. Follow - up was done by the WE CARE project director in a number of ways - update memos as needed, directory additions, and attendance at staff meetings.

The HELPLINE training session included: an overview of the project, explanations of the array of services included in the term "adult education." The assessment procedure to be used was thoroughly discussed.

To document requests for adult education services, the HELPLINE record form was modified. All workers were instructed to code these requests with the limiting factor "education." Specific criteria for coding education as a limiting factor were agreed upon and distributed to all caseworkers. See Appendix E for a copy of the criteria for coding a case with the limiting factor of education. No problems were encountered with this coding system throughout the year.

Throughout the project, any request for service which could not be met was reported as unmet. A record of all unmet needs discovered by HELPLINE is shared with the local health and welfare planning agency on a regular basis. Training sessions for workers stressed creative problem solving. Resource information was closely monitored to prevent unmet requests caused by inaccurate information. Information on unmet requests is included under the discussion of goal three.

#### VOUNTEER ACTION CENTER STAFF TRAINING

All volunteers and staff of the Volunteer Action Center attended an in-service training session to familiarize them with literacy and adult basic education systems.

Volunteer opportunities in adult education were posted for ready-reference and updated on a regular basis.

#### COMMENTS AND EVALUATION

The staff training component of the project went smoothly. Regular staff updates and "alerts" when extra publicity was expected kept both staffs knowledgeable and comfortable with making referrals.

## INFORMATION AND REFERRAL FOR POTENTIAL ADULT LEARNERS

### DISCUSSION AND EVALUATION

The referral of adults to classes and tutors was ongoing throughout Project WE CARE. Brochures, flyers, and the workshops all encouraged both adults and professionals to call for information.

The referral process for calls concerning adult education was handled according to the standards established by the Association of Information and Referral Services (AIRS): problem assessment, referral, case management and/or feedback. An integral part of each referral was followup to determine if the service requested was received. This process ensures continual monitoring and evaluation of the referral procedure. Problems such as long waiting lists or incorrect referral information are identified and appropriate action is taken. A feedback phone call can also motivate the client to action. Success stories are often shared during feedback.

As mentioned earlier, IVS had historically received limited inquiries concerning adult education. One hypothesis for this was a general unfamiliarity with the service. An examination of HELPLINE referral patterns supports this theory.

From January through July, 1980 (ie, the six months preceding Project WE CARE), forty-three requests for adult basic education services were logged. From January through June 1981, 319 requests were logged. This represents an increase of 641%!

Also significant is the fact that only 53.3% of the requests for service came from women. Typically, 80% of calls to HELPLINE are from women.

WE CARE reached a different group than usually calls HELPLINE. Why? A number of reasons are possible: the use of a flyer with a picture of a male; increased awareness of the ABE system by social workers who in turn referred clients; we handled phone calls after The Pride of Jesse Hallam—perhaps men identified with Jesse Hallam and were motivated to seek help.

A total of 368 calls were handled throughout the year; 319 during the last half of the project. As word of the project spread, the number of calls increased. The cases handled in 1981 were computerized. It is assumed that an analysis of these requests will be representative of the calls received throughout the project. Results are analyzed below. See also appendix E.

#### PROFILE OF AGE AND SEX OF CALLERS

Fifty-three percent of the calls came from women; 39.8% from men; the client's sex was not noted in 6.9% of the cases. Most calls were from those aged 25-44, followed by the 19-24 age group.

#### RESOURCES USED

The three referrals made most often, and equally often, were to Connelley, literacy councils, and community colleges. Other resources were used irregularly.

#### RELATIONSHIP OF SERVICE NEEDEE TO CLIENT

As the list below outlines, 61% of the potential students called on their own behalf. Relatives called in 17% of the cases. Professionals called on behalf of a client in 13% of the cases. This indicates that social workers are encouraging clients to call on their own behalf.

| <u>Service Needer</u> |     |
|-----------------------|-----|
| Self (caller)         | 61% |
| Relative              | 17% |
| Friend                | 7%  |
| Client                | 13% |
| Other                 | 2%  |

#### FOLLOW-UP RESULTS

Followup is usually done within two weeks of the initial request for service. This permits IVS to monitor how many callers are actually linked to services.

FOLLOW-UP

|                     |       |
|---------------------|-------|
| Service Received    | 30.3% |
| Service in Progress | 18.1% |
| Service not Rec'd   | 6.6%  |
| Unmet Request       | 10.3% |
| Request Withdrawn   | 1.5%  |
| No Agency Contact   | 14.4% |
| Other               | 15.2% |

Service was not received, in 29 cases, for the following reasons (listed in decreasing order of frequency) waiting list, location of class, time (class schedule), income guidelines not met (ie, CETA), and cost of class.

## CONCLUDING COMMENTS

During the WE CARE project, requests for information on adult education increased significantly from the number received six months earlier. This growth is attributed to publicity and community education.

**GOAL THREE: TO ENCOURAGE COMMUNITY LINKAGES BY  
SENSITIZING HUMAN SERVICE WORKERS  
TO LITERACY PROBLEMS AND RESOURCES**

**GOAL THREE:** to encourage community linkages by sensitizing human service workers to literacy problems and resources

**PROJECTED TIME SPAN:** Throughout Project

**ACTUAL TIME SPAN:** Throughout Project

- OBJECTIVES:**
- (1) To develop a brochure interpreting HELPLINE's literacy focused services and VAC services to literacy and ABE groups.
  - (2) To hold three educational seminars for human service workers
  - (3) To develop a flyer for distribution by agencies to clients.
  - (4) To recruit and refer volunteers.

**ACTIVITIES:**  
Recruit flyers.  
Plan workshops.  
Volunteer recruitment.

**DISCUSSION OF VOLUNTEER RECRUITMENT**

Recruiting volunteers to work with adult learners was an activity which extended throughout the project. The WE CARE project staff compiled information on volunteer opportunities and coordinated public relations efforts. The staff of the Volunteer Action Center (VAC) counseled volunteers interested in the area of adult education and referred them to two or three appropriate agencies. Consultation on beginning or continuing a volunteer program was also available to literacy groups and other adult educators.

**IDENTIFICATION OF VOLUNTEER OPPORTUNITIES**

Every provider of adult education services was given the opportunity to register a request for volunteers with the Volunteer Action Center.

The cover letter which accompanied the directory fact sheet encouraged those interested in including volunteers as a part of their program to contact the VAC. A question to determine a program's interest in having volunteers referred was included



on the directory fact sheet. The Volunteer Action Center contacted all programs which indicated an interest in a volunteer program.

In talking with adult educators, it was evident that many of them were unsure of what was involved in adding a volunteer component to their adult education program. Questions on recruitment, supervision, and job descriptions were raised. To answer the many questions, a special seminar to introduce adult educators to volunteerism was cosponsored by the Volunteer Action Center and Project WE CARE. Although this seminar was not included in the original plans or time schedule for the project, it was decided by the VAC and WE CARE that adult educators needed an orientation to volunteerism before they could begin to make any decisions about volunteer programs. A seminar was designed to outline the services of the Volunteer Action Center and to discuss the current role of the volunteer in adult education. See Appendix C for related forms.

The seminar was held on December 16, 1980. Eleven persons attended. Two attendees represented school-based programs; the others were from social service or job training programs. All participants felt that the session was very helpful. A New (Volunteer) Director's Manual was available at cost.

In addition to this seminar, the Volunteer Action Center provided ongoing consultation. This service helped not only the schools and agencies but also the potential volunteers. The VAC staff recognizes that it is of utmost importance that an agency be prepared for volunteers before any volunteers are referred to it. A volunteer program is not free; careful planning and good administration are mandatory. In keeping with this philosophy, the VAC offered unlimited consultation but referred volunteers only to programs which submitted written requests and registered a contact person responsible for the volunteer program.

At the end of the program year, eighteen programs had requested volunteers. Only two of the programs were sponsored by strictly educational agencies. This does

not reflect a lack of interest on the part of school districts but it does point to a need for staff training in this area. Establishing a volunteer program for a GED program which meets two evenings a week during the school year requires careful planning and cannot be achieved overnight. It is a recommendation of this project that staff training on how and why to establish a volunteer program be offered for all adult education programs. A complete list of the volunteer sites and opportunities is included in the WE CARE directory (p. 49-52).

#### REFERRAL OF VOLUNTEERS

In-service training was held for the volunteer referral specialists who work in the Volunteer Action Center. As a part of their ongoing responsibilities, they referred volunteers to adult education programs. Each person who registers with the VAC is given a chance to identify the age group and service area preferred. . Those who specified a combination of the age group adults and education as an area of preference were provided with information about literacy groups and other adult education possibilities.

The referral process outlined above was ongoing. In addition, specific recruitment and outreach activities were undertaken. A synopsis of these activities follows.

(1) Volunteer Opportunities Columns. A listing of volunteer opportunities which appears in The Pittsburgh Press each Sunday has proven to be a very effective recruitment tool. Two complete columns were devoted to adult education. See appendix C.

A September column highlighted International Literacy Week; a February column featured adult education month. Throughout the year, various adult education programs were featured both in The Pittsburgh Press and in the AT&T Long Lines employee newsletter.

(2) Press Releases. A number of clubs and organizations were asked to include information on volunteer opportunities in their newsletters. A special effort was made to reach church groups. Each press release that appeared prompted at least one phone call.

(3) Recruitment Flyers. Handouts designed as volunteer recruitment pieces included:

- (1) the original ABEL/WE CARE flyer
- (2) bookmarks

Samples of each can be found in Appendix A.

Inquiries were received from each recruitment effort.

The rationale for distributing bookmarks was both the cost factor and the possibilities for linkage with libraries&bookstores. Four bookmarks could be printed for the cost of one flyer. Our assumption was that readers would be open to tutoring non-reading adults and therefore would be a good target audience. We asked bookstores to help us to recruit volunteers while offering them free bookmarks for their customers. No bookstore refused to cooperate with the project. Follow-up indicated that more volunteers picked up a bookmark in a public library than in a bookstore. Conversations with those who responded to the bookmark's challenge "If you can read this, you can help." indicated that they had been interested in adult education but had not known how to get involved.

(4) Media Outreach Activities included an appearance on "Pittsburgh Today", and arranging to have our phone number announced at the end of the movie "The Pride of Jesse Hallam" which portrayed an illiterate adult male who was tutored by a literacy volunteer.

The following groups assisted with the recruitment of volunteer through publishing press releases or distributing bookmarks.

Christian Associates

Diocesan Council of Catholic Women

Visting Nurse Association

Carnegie Library

Women in The Urban Crisis

Allegheny County Federation of Women's Clubs

Grocery Stores, Food Coops

Book Stores

Pennsylvania Library Association

Bookmarks were also distributed at the following events:

Opening of the Pittsburgh Convention Center

Employee thank-you at Equibank

United Way thank-you fair

Women's Resource Day

Chatham College

## REFERRAL OF VOLUNTEERS

Approximately 13.36% of all volunteers referred directly by the Volunteer Action Center were referred to adult basic education programs. From August 1980 through June 1981, 136 volunteers were referred to literacy and other adult education programs. The majority of volunteers were referred to literacy programs. English as a second language classes were also a popular volunteer placement.

To put this figure into perspective, consider that there are over 465 volunteer sites to which volunteers are currently referred; of 465, only 13 are adult education programs. The special emphasis that the VAC placed on literacy is reflected in the percentage of referrals to adult education programs. Targeted public relations and community education are the key.

The above figures represent individual volunteers only. Several groups of volunteers were also referred. Soroptomist International and the Allegheny County Federation of Women's Clubs (an organization of 100+ women's clubs) both requested information on volunteer options. When their interest was piqued, a representative from each organization attended one of the educational seminars for more information. Working with the foreign born is a priority for the Soroptomists who have since been trained as ESL tutors by a literacy council. The Federation of Women's Clubs remains interested but has not yet chosen a project. Dialogue with their Education Chairperson continues.

In addition to the above groups, several church groups were referred to literacy councils. The flexibility in time and location offered by the literacy councils and the opportunity for group training makes working with a literacy council a popular choice for groups.

LINKAGE DEVELOPMENT

Throughout the project the need for linkages was stressed to both club groups, service organizations, libraries, and social service agencies. Groups were encouraged to brainstorm on how they could work together with educators. To provide food for thought, a questionnaire on linkages was mailed to adult educators, results were tallied, and disseminated widely. All workshop participants received a copy; it was used as a learning tool at community meetings, such as a meeting in Homestead/Munhall hosted by the Methodist Union of Social Agencies to discuss what agencies could do as a unit; an article written for The Point made it available to educators statewide.

A copy of the questionnaire and results are in Appendix F.



## DISCUSSION/EVALUATION OF BROCHURE PREPARATION

A volunteer to write and design a brochure for WE CARE was provided by the Public Service Talent Pool, a group of communications specialists who volunteer their time and talents to nonprofit organizations. The PSTP is coordinated by the Volunteer Action Center.

A sample brochure is included in Appendix A. The brochure briefly describes the project and announces that information is available both for those who want help or want to help. A total of 7,500 copies were printed.

Brochure production was scheduled for October-November. The need for printed information resulted in our preparing a one-page description of the project to use until the brochure was available. It is recommended that projects planning to use a brochure have it available early in the project.

Two separate brochure mailings were done. One, to every human service agency and to clubs in Allegheny County; the other, to businesses and industries. A volunteer made follow-up phone calls to selected businesses to offer additional information. A number of agencies distributed multiple copies to their workers.

To demonstrate the response to the brochure mailings the following anecdotes are offered:

- An employer called at 8:15 AM the morning after he received the brochure to request help for an employee.
- Another employer called to ask if we knew where his friend from Italy could learn English.
- A radio station requested a speaker for a public affairs program.
- A newspaper ran a story.
- The personnel director for a grocery store called to ask us to send information to every store.

To summarize, the brochure drew attention to the project. It was an invaluable public relations tool. We regret that we did not have it earlier in the project.

#### FLYER DEVELOPMENT

Projects ABEL and WE CARE designed two flyers to recruit both students and volunteers. The fall flyer was printed by Project ABEL; the winter flyer (for the second semester) was printed by Project WE CARE. Both flyers were widely distributed by agencies and posted in visible locations. A brochure listing WE CARE only was also distributed.

The posting of flyers was an effective recruitment device. Distribution of flyers to the following organizations yielded the highest number of calls: YMCA, YWCA, Immigration Office, libraries, preschool programs, Health department offices: - It should be noted that the YMCA offers residential housing and most of the calls came from residents rather than YM members.

For a listing of some of the many agencies which distributed flyers, see Appendix A.



WE CARE EDUCATIONAL SEMINARS

Three seminars were held to familiarize human service workers with the literacy problem, available resources, and to encourage and facilitate community linkages.

The target audiences for these meetings were professionals from human service agencies who could attend the seminar, learn about adult education services, and then use the information to refer clients. The workshops were not designed for educators.

Invited to the seminars were (1) agencies who expressed an interest in the workshop during the telephone survey, (2) agencies that had called WE CARE, HELPLINE, or the Volunteer Action Center for consultation on services, (3) agencies that serve adult education target populations (4) agencies designated as priorities for linkages by adult educators. In addition, announcements of the seminar were included in the HELPLINE and Health Education Center newsletters.

**PURPOSE OF MEETING:** The seminars had four main objectives:

- (1) to present an overview of the literacy problem
- (2) to provide information on the adult education system and resources
- (3) to demonstrate to human service workers that educational deficiencies do affect their clients lives and use of social services
- (4) to facilitate community linkages

Three seminars were held:

January 22, 1981, April 22, 1981 and April 29, 1981. Each lasted from 9am - Noon.

Attendance at the first seminar was limited to providers of health and welfare information. Included in this group are all agencies in Allegheny County who pro-

vide either generic or specialized information and referral. Because these agencies serve diverse populations and are the agencies identified as information - givers for the community, they were targeted as key groups to be informed on adult education resources and the literacy problem.

An information packet was prepared for distribution to those who attended the meeting. The packet was mailed to those who did not attend. At the beginning of the meeting an "Assessment of Awareness of ABE Services" was completed by the attendees. An evaluation sheet was completed at the end of the meeting. Training at this meeting was done by the WE CARE Project Director.

Results of the pre - and post - survey are included at the end of this section.

Invitations for the second and third workshops were sent to the groups mentioned earlier. Refer to Appendix G for the invitation letter. Meeting reservations came in quickly, indicating an interest in this type of educational seminar. We had planned for a small group so that there would be plenty of opportunities for dialogue. When the reservations listed multiple agency representatives, the decision was made to include as many representative as space would allow which necessitated moving the meeting to a larger room.

The agenda for the second and third workshops is included in Appendix G. Briefly, the seminar highlighted the problem, the resources, how to motivate, and reports from agencies who sponsor adult education programs for their clients.

#### SEMINAR MATERIALS AND SPEAKERS

Each seminar participant was given an information packet which contained:

- The Literacy Problem, You and Your Clients
- Adult Education/Social Service Agencies Linkage Needs
- Definitions of Adult Basic Education Programs
- Adult Education Fact Sheet (prepared by PAACE)
- Program Description of Project Literacy at Western Psychiatric Institute
- WE CARE brochure and flyers
- A Consumer Checklist: What to Consider when Helping an Adult to Make the Decision to Return to School
- Literacy Councils Serving Allegheny County

All of the above materials are included in Appendix G.

Speakers at the seminar included:

William Jackson, Connelley Skill-Learning Center

Meliza Jackson, Western Psychiatric Institute and Clinic

Barbara Zivkovich and Cheryl Witzleb, Internal Revenue Service

Anne Walsh Fogoros, Project WE CARE

Mr. Jackson spoke on how to motivate the adult learner and showed a film strip which outlined services at Conelley, a full-time adult learning center. A very dynamic speaker, Mr. Jackson discussed reasons why adults return to school and why they stay. His remarks were well received by the many front-line workers in the audience.

Brief descriptions of a literacy tutoring project for outpatients of a mental hospital and of the Volunteer Income Tax Assistance program were given by their program directors. This how-to provide an adult education service, on a shoe string, for your clients was designed to demonstrate how agencies and adult educators currently work together and to encourage other agencies to consider what they could do for their clients. Post-meeting feedback from Ms. Jackson indicates that she has been contacted by at least one agency for consultation.

The WE CARE project director presented an overview of the literacy problem, outlined ways to identify potential learners, and discussed educational resources. Many of the caseworkers had questions about assessing the educational level of a client and were relieved to learn that they were not expected to do the assessment. Another area of concern was the learning disabled adult.

In addition to speakers, the workshop featured the film by Dorothy Tod, "What You If You Couldn't Read?" Despite its rural setting, the film was chosen for its portrayal of the feelings experienced by an adult with reading and math deficiencies and the impact on the entire family when the adult decides to improve his skills.

EVALUATION OF WE CARE SEMINAR

WE CARE ASSESSMENT OF AWARENESS OF ABE SERVICES

At the beginning of each seminar, participants completed a brief questionnaire to provide WE CARE with information on the current adult education needs of clients of social service agencies and on the participant's awareness of adult education. Questionnaire results are tallied below.

Please note that not all participants completed the survey.

1. Does your agency currently refer clients to adult basic education classes?

|             | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> | <u>Total</u> |
|-------------|---------------|---------------|---------------|--------------|
| Yes         | 7             | 13            | 17            | 37           |
| No          | 5             | 1             | 4             | 10           |
| No Response | 1             |               |               | 1            |

2. Type of service to which agencies currently refer clients:

|                | <u>Currently refer</u> |               |               |              | <u>Need more info</u> |               |               | <u>Total</u> |
|----------------|------------------------|---------------|---------------|--------------|-----------------------|---------------|---------------|--------------|
|                | <u>Mtg. 1</u>          | <u>Mtg. 2</u> | <u>Mtg. 3</u> | <u>Total</u> | <u>Mtg. 1</u>         | <u>Mtg. 2</u> | <u>Mtg. 3</u> |              |
| Literacy       | 3                      | 7             | 8             | 18           | 2                     | 5             | 7             | 14           |
| ABE            | 4                      | 9             | 12            | 25           | 1                     | 3             | 5             | 9            |
| GED Classes    | 7                      | 13            | 18            | 38           | 2                     | 1             | 4             | 7            |
| GED Test Sites | 2                      | 12            | 11            | 25           | 1                     | 1             | 7             | 9            |
| ESL            | 3                      | 5             | 4             | 12           | 1                     | 4             | 6             | 11           |

3. The majority of agencies indicated that they do follow-up with clients to see that service was received.

4. In your work with clients do you observe the following problems? Please check all that apply.

|  | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> |
|--|---------------|---------------|---------------|
| Failure to complete forms correctly            | 3             | 13            | 15            |
| Problems writing letters                       | 4             | 11            | 16            |
| Job problems                                   | 7             | 13            | 18            |
| Reading comprehension                          | 6             | 12            | 20            |
| Budget problems                                | 5             | 11            | 14            |
| Daily survival skills                          | 4             | 12            | 15            |
| Reluctance to read/write<br>in front of others | 3             | 11            | 17            |

5. Do you ask your clients to:

|                            | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> |
|----------------------------|---------------|---------------|---------------|
| Complete forms             | 9             | 10            | 16            |
| Read pamphlets             | 5             | 12            | 15            |
| Record verbal instructions | 5             | 9             | 12            |

If you suspect that a client has a reading or writing problem, do you provide special assistance?

|     | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> |
|-----|---------------|---------------|---------------|
| Yes | 8             | 13            | 18            |
| No  | 2             |               | 1             |

6. Has your agency considered sponsoring an adult education class for your clients?

|     | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> | <u>Total</u> |
|-----|---------------|---------------|---------------|--------------|
| Yes | 5             | 8             | 6             | 19           |
| No  | 3             | 5             | 11            | 19           |

7. Please check each service that would be most helpful to your clients.

|                    | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> | <u>Total</u> |
|--------------------|---------------|---------------|---------------|--------------|
| Basic reading      | 5             | 14            | 18            | 37           |
| Basic math         | 3             | 14            | 17            | 34           |
| Metric Education   | 0             | 3             | 2             | 5            |
| Consumer Education | 7             | 12            | 15            | 34           |
| GED                | 7             | 13            | 15            | 35           |
| Budgeting          | 7             | 12            | 15            | 34           |
| ESL                | 3             | 6             | 4             | 13           |

The preceding questions were designed for two purposes: (1) to gather information and (2) to allow participants to pinpoint their own information needs prior to the seminar.

An examination of the results of this preliminary testing reveals the following:

Although most agencies do refer clients to adult education services, there is a need for more education on non-GED services.

The most common problem agencies encounter in their work with clients are job problems caused by educational deficiencies and reading comprehension problems. However, all of the problems listed were noted. Ranking varied from meeting to meeting.

The majority of agencies require an individual to perform reading and writing tasks in the course of receiving service. Special assistance is offered if a case-worker perceives a problem. However, "assistance" varies from the worker performing the task to a referral to an educational agency.

An equal number of agencies have considered sponsoring adult education classes as have never considered it.

The services judged most helpful for clients were basic reading and GED preparation, closely followed by basic math, consumer education, and budgeting. Metric education was judged least helpful.

#### WE CARE SEMINAR EVALUATION

At the conclusion of each seminar, participants completed a brief evaluation form.

Results indicate that 100% of the attendees felt that the meeting added to their understanding of adult education. As the following chart outlines, workers who attended the meeting intend to apply the information in a number of ways.

HOW PARTICIPANTS WILL USE THE INFORMATION PRESENTED

|                              | <u>Mtg. 1</u> | <u>Mtg. 2</u> | <u>Mtg. 3</u> | <u>Total</u> |
|------------------------------|---------------|---------------|---------------|--------------|
| Refer clients to WE CARE     | 9             | 14            | 16            | 39           |
| Will use the directory       | 11            | 17            | 20            | 48           |
| Share info with co-workers   | 11            | 17            | 19            | 47           |
| Evaluate how to help clients | 10            | 13            | 14            | 37           |
|                              | N=11          | N=18          | N=21          | N=50         |

Finally, participants were asked to designate the support services they might be willing to provide. The most popular services checked were the referral of clients and advertisement of classes. There was little interest in the areas of child care and transportation. There was limited interest in possibly offering all of the support services mentioned.

In summary, the participants increased their knowledge of adult education by attending the workshop and intend to share their new information with co-workers. Additionally, some agencies indicated an interest in providing support services.

### PROJECT RECOMMENDATIONS AND REFLECTIONS

Project WE CARE was a one-year linkage project to bridge the education and the human service sectors. The key elements in the campaign were information and education. Reviewing on the project leads to the following recommendations and reflections.

(1) Human service agencies are very concerned about educational deficiencies which compound clients' problems. They were pleased with the WE CARE directory because it presented information they can use to help their clients. Many agencies did not know that adult education courses were available in their very own community.

(2) A number of agencies indicated an interest in offering space for classes. Housing adult education classes in agencies which presently offer child care would benefit everyone.

(3) There is a need for greater outreach by both agencies and schools. A deterrent to increased publicity is the additional demand which would be placed on already over-extended classes. It seems more appropriate however to do widespread publicity so that anyone who needs the service may apply for it.

(4) In-service training on the role of the volunteer in adult education should be offered. Active volunteers are excellent spokespeople for the service with which they are involved. Also, their viewpoints are respected because they are not paid employees.

(5) Continued emphasis should be placed on in-service workshops for non-educators on adult education.



(6) There is a need to increase the working relationship between literacy groups and other adult educators.

In summary, awareness of adult education services in Allegheny County was raised through Project WE CARE. Each agency now has a directory of adult education resources and volunteer opportunities and knows to call IVS for updated information. We look forward to linking those who need help to those who can help.

Appendix A

Flyers

51

# IT'S NOT TOO LATE TO LEARN!

ADULTS

Learn to read better

Earn a G.E.D.

Improve your math

Learn to speak English



Free classes and tutoring are available, days and evenings.

For information, call

**255-1124**

WE CARE

Information and Volunteer Services

200 Ross Street

Pittsburgh, PA 15219

51

310 Adult Education Project

supported in whole or in part by the

Pennsylvania Department of Education and the U.S. Department of Education

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Pittsburgh, PA 15219



Project ABEL

323-5837

Allegheny Intermediate U

Two Allegheny Center

Pittsburgh, PA 15212



310 Adult Education Projects  
supported in whole or in part by the  
Pennsylvania Department of Education and the U.S. Department of Education

# VAC Newsletter

A publication of the Volunteer Action Center, 200 Ross Street, Pgh., PA. 15219 (412) 255-1121

## VAC HAS A NEW PHONE NUMBER - 255-1121

As of August 25, 1980, callers may dial directly to the person or department within the Volunteer Action Center.

- VAC 255-1121
- Betty Kiepner-VAC Coord. 255-1122
- Maudie Armstrong-Asst. Coord 255-1121
- Mary Ann Sekely-Info. Spec. 255-1125

Many VAC volunteers continue to extend our services. On a regular basis you might talk to:

- Janet Genis
- Beverly Johnson
- Elizabeth Moran
- Vanessa Hart

## \*\*\*\*\*NEW VAC SERVICE\*\*\*\*\*

The Volunteer Action Center is constantly on the alert for ways to assist agencies in their recruitment of effective volunteers. The VAC will shortly have the best local trainers available for consultation to volunteer programs and agency programs generally. The local Chapter of the AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, concerned with the development of human resources, is currently beginning to plan for its volunteer roster and volunteer service will be available by the beginning of the year. Watch for a letter with details of how your agency can use this exciting new resource, coordinated by the VAC.

## SENSITIVE TO SIGHT SEMINAR

"Sensitive to Sight" Seminar co-sponsored by VAC and the Pittsburgh blind Association led 14 participants into a fascinating new world of understanding. A summary of the session edited and will be available in the near future.

## Volunteer Administrators of Southwestern Pennsylvania

VASP was officially formed last June to facilitate the development and advancement of volunteer services administration. The VERY FIRST meeting will be held Tuesday, September 30, 9 a.m. and you are welcome to join us. We will meet at the New American Red Cross Bldg. 225 Blvd. of the Allies-Room 203.

For further exciting details, call or write- Mike Cianfrocco, Magee Womens Hospital, 647-4185 or Ruth Saugh, Adult Services, 355-5791.

## WE CARE

And we are sure you do too! Information and Volunteer Services has a grant from the PA. Department of Education to develop community linkages between those who need adult basic education services and the agencies who offer those services.

If your agency offers classes or tutoring in basic reading and writing, GED preparation or English as a Second Language, we want to include you in our directory of literacy/adult basic education services. If you know of group or clubs in your neighborhood that offer tutoring, let us know and we will contact them. We want to recognize the many volunteers involved in this work.

Agencies interested in learning more about the illiteracy problem and how they can help their clients should call WE CARE. Small group meetings are being planned to discuss the problem and solutions.

For more information, call WE CARE at



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Consideration is being given to the many requests for a repeat. In the meantime, send a self-addressed, stamped envelope to VAC for a Summary.

### SUPPORT THE UNITED WAY!

Encourage your volunteers to support the United Way Pledge 'A' Thon by contributing a few hours at convenient Heinz Hall  
Sep. 22-Oct. 3. Call VAC for details.



A United Way Agency

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Agencies interested in learning more about the illiteracy problem and how they can help their clients should call WE CARE. Small group meetings are being planned to discuss the problem and solutions.

For more information, call WE CARE at 255-1124, Anne Walsh Fogoros, Project Director.

### BITS AND PIECES

A 20 year study done by Dr. Erdman Palmore, Duke University shows that those who volunteer or who have outside the home interests live longer and are healthier and happier.

RECOGNITION...Nominate someone special  
Allegheny County Medical Society, which sponsors annual awards for individuals/organizations who contribute to the advancement of public health within Allegheny County, are accepting nominations for these awards until Nov. 1, 1980. Official nomination forms and further details are available from the AGHS, 713 Ridge Avenue, Pittsburgh, 15212 321-5030.

#### CHARITABLE TAX LEGISLATION

Independent Sector is an organization influential on the national scene promoting public service in philanthropic enterprises. Their current interest is in the Charitable Contribution Legislation S.219 (twin of the Fisher-Conable Bill, HR 1785).

This legislation recently gained the support of Senator Russell Long, Chairman of the Senate Finance Committee, and will come up for vote in late September. Your support of C.C.L. will promote contributions of non-profit organizations by insuring income tax deductions only if contributions are made.

#### HANDCRAFTS AT GOODWILL

Goodwill Industries of Pittsburgh has recently opened the balcony of their South Side Store to be used for "special" merchandise such as hand-crafted items. These items will be taken on consignment between the hours of 9:30 and 11:30 a.m., Monday through Friday, and sold for the crafter. If members of your organization or the people you serve are interested in making use of this service, please get in touch with the South Side Store at 481-9009.

#### GOOD NEWS FOR VOLUNTEERS...OR IS IT?

IRS's automobile mileage tax deduction for volunteers has increased from 8¢ to 9¢ retroactive to Jan. 1, 1980. Although we have been waiting for an equitable increase, a penny does not cover those expenses actually incurred by volunteers. Nor, does 9¢ come near to the amount allowed for those in "business." Many of you may not be ap-

#### FOR your information... VAC STATUS REPORT

Listed below are some of the priorities of the Volunteer Action Center-- The statements reflect some of our achievements in the period from January-June 1980.

PRIORITY I. To provide supportive services to agencies interested in the development and/or expansion of volunteer programs.

-VAC Newsletters were published and distributed, in February and May, to 700 agencies and individuals.

-1 mini-workshop and 7 seminars were conducted in conjunction with CCAC; 159 people attended.

PRIORITY II. To educate the public about volunteerism and encourage citizen participation; to provide referral options to those interested in volunteering.

-390 individuals responded to the Sunday Pittsburgh Press volunteer opportunities column.

-The AVB High School Recognition Program continues; 909 students at 89 schools received certificates.

-462 individuals and 18 groups initiated inquiries about direct service volunteer opportunities.

-396 individual volunteers were referred to agencies.

#### OUTSTANDING VOLUNTEER SERVICE

Mayview Hospital recently recognized the outstanding record of continuous group volunteer assistance donated by the Mayview Group, who have been working at the hospital since 1935!

#### MORE BITS AND PIECES

Did you know that there is a Directory Service for Toll Free Numbers - 800-555-1212.

#### NFLC . PITTSBURGH PHOTO CONTEST

If you can capture the people, places, and events of Pittsburgh's Neighborhoods on film, you may enter and win

Independent Sector is an organization influential on the national scene promoting public service in philanthropic enterprises. Their current interest is in the Charitable Contribution Legislation S.219 (twin of the Fisher-Conable Bill, HR 1785).

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-VAC Newsletters were published and distributed, in February and May, to 700 agencies and individuals.

-1 mini-workshop and 7 seminars were conducted in conjunction with CCAC; 150 people attended.

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-The AVB High School Recognition Program continues; 909 students at 89 schools received certificates.

-462 individuals and 18 groups initiated inquiries about direct service volunteer opportunities.

-896 individual volunteers were referred to agencies.

#### OUTSTANDING VOLUNTEER SERVICE

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#### MORE BITS AND PIECES

Did you know that there is a Directory Service for Toll Free Numbers - 800-555-1212.

#### NFLC PITTSBURGH PHOTO CONTEST

If you can capture the people, places, and events of Pittsburgh's Neighborhoods on film, you may enter and win the "NEIGHBORHOODS - ANOTHER GREAT THING ABOUT PITTSBURGH" photo contest.

Winning entries will be viewed at traveling exhibits in 1981. Those who are interested have until October 31, to enter. Entry blanks are available at many local photo stores or from the Neighborhoods for Living Center, 1701 Law and Finance Bldg., 429 Fourth Avenue, Pgh. 15219 (255-2101/2)



# WE NEED YOUR HELP

and we want to help you...



323-5837

**WE CARE**

255-1124

We need to know if you know someone who wants to . . .

- Learn to read and write better.
- Learn to speak English.
- Learn to do math better.
- Study for a high school diploma.
- Volunteer to help other adults learn.

## HOW YOU CAN HELP

We're asking agencies, businesses, and organizations in this area to help us reach prospective students for free Adult Basic Education classes throughout Allegheny County.

## WHO WE'RE LOOKING FOR

We're looking for adults who want to improve their reading, writing, math, or English language skills, especially . . .

- Adults from urban or rural areas
- Adults with limited English speaking skills
- Adults re-entering community life
- Women
- Older adults
- Handicapped adults
- Minority adults
- Adults with little or no formal education

## WHAT WE CAN DO FOR YOU

- Include your organization or firm in a directory to be distributed to businesses, agencies, organizations, and educational programs throughout Allegheny County.
- Refer prospective clients, employees, or members to your agency or firm.
- Put you in touch with local ABE programs interested in offering free classes on site for your members, clients, or employees.
- Speak to your group about ABE services in Allegheny County.
- Sponsor small-group meetings of representatives with similar interests to increase networking and promote awareness of ABE.
- Recruit volunteers to help your agency provide support services for ABE students.

## WHAT YOU CAN DO FOR US

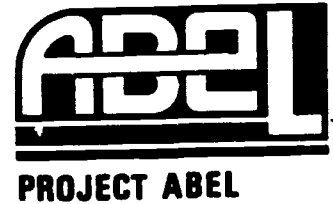
- Post and distribute our flyers within your organization.
- Mention us in your newsletter and at meetings.
- Provide us with copies of your informational brochures, handouts, etc.
- Notify us of changes in your services, location, contact persons, etc.
- Include us on your mailing list.
- Refer employees, clients, or members of your organization to us for more information on ABE classes.
- Notify us of your interest in attending a small-group meeting or workshop on Adult Basic Education.

\* Janet R. Graham, Project Director  
Adult Basic Education Linkage Project  
Allegheny Intermediate Unit  
Suite 1300 - Two Allegheny Center  
Pittsburgh, PA 15212

\* Anne Walsh Fogoros, Project Director  
WE CARE  
Information & Volunteer Services  
200 Ross Street  
Pittsburgh, PA 15219

310 Adult Education Projects supported in whole or in part  
by the Pennsylvania Department of Education and the U.S. Education Department

# FREE CLASSES FOR ADULTS



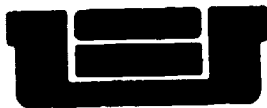
- Learn to speak English
- Learn to do math better
- Day and evening classes
- Volunteer to help others learn
- Learn to read and write better
- Study for a high school diploma
- Many locations in Allegheny County

**CALL**

**323-5837**

**Project ABEL**

**Adult Basic Education Linkage  
Allegheny Intermediate Unit**



**255-1124**

**Project WE CARE**

**Information & Volunteer Services**



Appendix B  
Directory Forms

# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

**AARON SACKS**  
**EXECUTIVE DIRECTOR**

200 ROSS STREET • PITTSBURGH, PA. 152  
(412)255-1133

Dear

Thank you very much for agreeing to submit information on your adult education program to WE CARE. Please complete the enclosed fact sheet and return it to me as soon as possible.

WE CARE is working to develop linkages between human service agencies and literacy and adult basic education (ABE) service providers. Our projects will include the referral of prospective students and/or volunteers to your program, publication of a directory and informational pieces, and small group meetings to familiarize human service workers with literacy and ABE services. WE CARE is a one year project funded by the Pennsylvania Department of Education and the United States Department of Education.

The information you send to WE CARE will be included in a directory of literacy and ABE services to be distributed to local agencies, professional organizations, and employers who work with potential students. It is hoped that the professionals in turn will refer their clients to adult education classes. This method of referral has been identified as a positive factor in encouraging participation in adult basic education programs.

If you have or are planning a volunteer program, our Volunteer Action Center can help. The VAC will contact agencies who indicate on the fact sheet an interest in volunteers.

Agency brochures, program booklets, and any other information about your program that you can send will be appreciated. If you have any questions, please feel free to contact me.

Sincerely,

Anne Walsh Fogoros  
Project Director  
WE CARE

AWF/eg

Enclosure

# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

**ARON SACKS**  
**EXECUTIVE DIRECTOR**

200 ROSS STREET • PITTSBURGH, PA. 15219  
(412)255-1133

Dear

Thank you very much for sharing information on your adult education program with WE CARE. Based upon our telephone conversation, I have completed a fact sheet which I am presently using to refer students to your program. Please review the information carefully and make any additions, deletions, or changes that you feel are necessary. Then, complete the blank fact sheet and return it to me.

The information you send to WE CARE will be included in a directory of literacy and ABE services to be distributed to local agencies, professional organizations, and employers who work with potential students. It is hoped that the professionals will in turn refer their clients to adult education classes. This method of referral has been identified as a positive factor in encouraging participation in adult basic education programs.

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Sincerely,

Anne Walsh Fogoros  
Project Director  
WE CARE

AWF/eg

Enclosure

Agency Name \_\_\_\_\_

Address \_\_\_\_\_ Program Location \_\_\_\_\_

Phone Number \_\_\_\_\_

Contact Person \_\_\_\_\_

Is agency wheelchair accessible? \_\_\_\_\_ Title \_\_\_\_\_ Phone \_\_\_\_\_  
Bus Routes \_\_\_\_\_

### PROGRAM INFORMATION

Description of Service \_\_\_\_\_

Program Hours & Dates \_\_\_\_\_

Are class sessions group or one-to-one? \_\_\_\_\_

Program Fees \_\_\_\_\_ Are scholarships available? \_\_\_\_\_

Registration Procedure & Deadline \_\_\_\_\_

Must student present any specific forms? (birth certificate, etc.) \_\_\_\_\_

### ELIGIBILITY REQUIREMENTS (If no restrictions, please enter "none".)

Age \_\_\_\_\_ Educational Level \_\_\_\_\_

Financial \_\_\_\_\_ Geographic Area \_\_\_\_\_

### VOLUNTEER PROGRAM INFORMATION

Do you presently use volunteers in your program? \_\_\_\_\_

### PUBLISHING AUTHORIZATION

I hereby give permission for the above information to be included in a directory to be published by WE CARE.

| Name | Title | Date |
|------|-------|------|
|      |       |      |

Please return this form to: Anne Walsh Fogoros, Project Director  
WE CARE  
Information & Volunteer Services  
200 Ross Street  
Pittsburgh, PA 15210

A 310 Adult Education Project funded in whole or in part by the Pennsylvania Department of Education and the U.S. Education Department.

Appendix C  
Volunteer Recruitment

# Literacy Week The Perfect Time To Aid Others

This is World Literacy Week.

In Allegheny County, 125,000 functionally illiterate adults cannot read and write well enough to read signs, complete application forms or use a telephone book.

These agencies need persons to give individual attention to adult learners. To fill a listed position, call the organization directly.

Phone the Volunteer Action Center, 290 Ross St., Downtown, for information about other openings. 344-3777

**ALLEGHENY COUNTY LITERACY COUNCIL**, 311 Cumberland Road, McCandless, needs tutors to work on an individual basis with adults and older children who read at less than a fifth-grade level. Training is provided. Opportunities for clerical and administrative volunteers also exist. Call William Kolmehl. 343-8979 *Mary Yardumian*

**GREATER PITTSBURGH LITERACY COUNCIL**, will train you to teach an adult to read and write. After training, you will be assigned to an adult who has requested a tutor. Hours are arranged by tutor and learner. Call the Volunteer Action Center. 281-2376

**EDUCATIONAL PROGRAMS**, 109 Washington Place, Uptown, hopes to hear from persons interested in teaching basic math and reading. Volunteers are needed in the main office Mondays, Wednesdays, Fridays. In McKeesport, persons are needed Tuesdays, Thursdays. All classes meet during the day. Call Emil Felicity. 281-7380

**PROGRAM FOR FEMALE OFFENDERS**, 1318 Fifth Ave., Uptown, needs persons to work with students preparing for their general education diploma exams and to assist the teacher with preparation of instructional materials. Class meets from 9 to 1 p.m. Thursdays. Call Judy Mihalic.

343-2700 x498  
**MAYVIEW STATE HOSPITAL**, Bridgeville, needs persons to tutor patients who read poorly and those preparing to take general education diploma exams. Daytime opportunities exist. Call Erna Jochum.

341-1200  
**URBAN SURVIVAL CENTER**, 2129 Perrysville Ave., Perry Hilltop, needs five persons to tutor high

school dropouts preparing to take general education diploma exams. You will work with students on an individual basis. Call Ernestine Halloway.





# It's Good Time To Aid Others

The Volunteer Action Center, 200 Ross St., Downtown, matches volunteers to needy organizations throughout Allegheny County.

If you would like to fill any of these positions, call the listed agency directly. For information about other openings for volunteers, call the Volunteer Action Center.

279-2000 X 496



**WOODVILLE STATE HOSPITAL**, Carnegie, a hospital for mentally ill persons, seeks friendly visitors. Possible activities include escorting patients and helping them with daily living skills, writing letters, playing cards and reading aloud.

Four hours weekly are requested for at least six months. Call Genevieve Leib 228-2588

*Anna MacKnezevich*

**RIVERVIEW CHILDREN'S CENTER**, 655 Sylvan Way, Verona, needs persons to help teachers with naptime, lunch activities and the outdoor playhouse. The center operates five days weekly, all year. Hours are flexible. Call the Volunteer Action Center. 681-5533

**HISTORICAL SOCIETY OF WESTERN PENNSYLVANIA**, Archives Department, 4338 Bigelow Blvd., Oakland, needs someone to assist with the arrangement and description of family and organizational papers. You must be at least 16 years of age and able to work two daytime hours weekly, Tuesday through Saturday. Call Ruth Reid 628-1300 X 231.

**HARMARVILLE REHABILITATION CENTER**, Guys Run Road, Blawnox, needs persons to escort patients through the cafeteria line, take trays to tables and socialize. No experience is necessary. Call Pauline Egan 421-1339.

**NATIONAL COUNCIL OF JEWISH WOMEN**, 1636 Murray Ave., Squirrel Hill, seeks teachers, tutors and conversation group leaders to lead English classes for Russians. A three-hour orientation session will include curriculum materials and methods. After training, some persons may be able to work in their homes. Call Elaine Krash 687-4400.

**WESTERN PENNSYLVANIA MULTIPLE SCLEROSIS SOCIETY**, 4401 Penn Ave., Bloomfield, needs part-time clerical workers to work one day weekly. Call Karen Haddad.

# IF YOU CAN READ THIS, YOU CAN HELP

...one of the 125,000 functionally illiterate adults in Allegheny County—adults who are unable to read such things as instructions on medicine bottles or the telephone book. Some of these adults did not complete high school; others are immigrants or refugees to this country. Tutors, office volunteers, and people with special skills can all help these adult learners.

Volunteer opportunities currently available are listed below. Agencies with these volunteer needs are listed on the back of this sheet. To volunteer, contact the agencies directly. For other volunteer suggestions, call the Volunteer Action Center, 255-1121.

TUTORS teach basic reading and writing to adults or work with students who are studying for the GED test. Tutoring is done on a one-to-one basis at a place and time convenient to both tutor and student. Training is given.

CLASSROOM AIDES work with adults who are preparing for the GED test. You work under the direction of a teacher with one student or a small group of students. Day and evening hours are available.

ENGLISH AS A SECOND LANGUAGE volunteers teach English to foreign-born adults. Locations and times vary. Training is given.

ENGLISH CONVERSATION volunteers help foreign adults who want to practice and improve their English skills. Sessions are informal. Homebound volunteers may participate. Times and locations vary.

CLERICAL VOLUNTEERS provide needed office assistance—typing, filing, phone work. Daytime hours. Locations vary.

\*\* ADMINISTRATIVE AND SPECIAL SKILL VOLUNTEERS may match tutors and students; assist with program planning, public relations, proposal writing, etc. If you have a special skill to share, don't hesitate to offer it.

\*\* Needed by every agency and group.

## FOR MORE INFORMATION

For information about adult education services, call WE CARE 255-1124. WE CARE is funded by the Pennsylvania Department of Education and is sponsored by Information and Volunteer Services, a United Way agency. This information was compiled by WE CARE.

For information about volunteering, call the Volunteer Action Center, a United Way service, at 255-1121.

TURN THIS PAGE OVER FOR A LIST OF VOLUNTEER OPPORTUNITIES.

**WE CARE**

255-1124

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## ADULT LEARNERS NEED YOUR HELP!

To volunteer, call the agencies listed below. For an explanation of the volunteer opportunities, see the reverse side of this sheet. Agencies also need administrative and special skill volunteers. For information about other volunteer opportunities, call the Volunteer Action Center at 255-1121.

### ALLEGHENY COUNTY LITERACY COUNCIL/CHRISTIAN LITERACY ASSOCIATES

Volunteer Opportunities: Tutors, clerical volunteers  
Location: County-wide. Clerical opportunities in North Hills.  
Call: Dr. William E. Kofmehl, Jr. 364-3777

### EDUCATIONAL PROGRAMS

Volunteer Opportunities: Classroom aides, clerical volunteers  
Location: McKeesport, Tarentum, Uptown  
Call: Linda Nakoma or Nellie Kinavey 281-2376

### GREATER PITTSBURGH LITERACY COUNCIL

Volunteer Opportunities: Tutors  
Location: County-wide  
Call: Mary Yardumian 833-6177

### MAYVIEW STATE HOSPITAL

Volunteer Opportunities: Tutors, classroom aides, English conversation aides  
Location: Bridgeville  
Call: Erna Jochum 343-2700 X498

### NATIONAL COUNCIL OF JEWISH WOMEN

Volunteer Opportunities: English as a Second Language, English conversation volunteers  
Location: Squirrel Hill  
Contact: Elaine Krasik at the National Council of Jewish Women's office 421-6118

### PITT/OAKLAND YMCA - Project Bridge

Volunteer Opportunities: English conversation volunteers  
Location: Oakland  
Call: Tara Pomposini 624-5912

### PITTSBURGH COUNCIL FOR INTERNATIONAL VISITORS

Volunteer Opportunities: English conversation volunteers to meet with a group of foreign wives.

Location: Oakland

Contact: Barbara Platt 682-7929

### PROGRAM FOR FEMALE OFFENDERS

Volunteer Opportunities: Tutors, classroom aides  
Location: Uptown  
Call: Judy Mihelic 281-7380

### URBAN SURVIVAL CENTER

Volunteer Opportunities: Tutors  
Location: North Side  
Call: Ernestine Holloway 321-1440

# INFORMATION and VOLUNTEER SERVICES

## CF ALLEGHENY COUNTY

AARON SACKS  
EXECUTIVE DIRECTOR

200 ROSS STREET • PITTSBURGH, PA. 1521  
(412)255-1133

Dear

Thank you for your interest in including volunteers as a part of your adult education program. WE CARE is working in two ways to help adult education service providers to extend their services through the development of volunteer programs. First, by introducing you to the Volunteer Action Center. Second, through the distribution of flyers encouraging people to volunteer in an adult education program.

The Volunteer Action Center provides consultation to agencies on beginning and maintaining a volunteer program. They also refer volunteers to programs that request them and recruit volunteers through a weekly volunteer opportunities column published in The Pittsburgh Press.

A fact sheet from the Volunteer Action Center is enclosed. Please complete the form and return it to them. They will then begin to refer volunteers to your program.

WE CARE will work with the Volunteer Action Center to interpret your volunteer needs to interested individuals and groups. We will also continue to refer students to your program. As you identify other ways on which we can be of help, please contact me.

Sincerely,

Anne Walsh Fogoros  
Project Director  
WE CARE

AWF/eg

# INFORMATION and VOLUNTEER SERVICES OF ALLEGHENY COUNTY

AARON SACKS  
EXECUTIVE DIRECTOR

200 ROSS STREET • PITTSBURGH, PA. 15219 • WE CARE  
255-1124

November 26, 1980

Dear Friend:

You are invited to a meeting of representatives from adult basic education programs who have expressed an interest in beginning a volunteer program. WE CARE and the Volunteer Action Center are co-sponsoring the meeting on December 16, 1980, from 9:15 a.m. - Noon in Room 309, 200 Ross Street, Downtown.

The meeting will give you an overview of the Volunteer Action Center and its services - including the referral of volunteers, publicity, consultation and education, and The Public Service Talent Pool. The potential role of the volunteer in adult basic education programs will also be discussed.

A materials fee of \$3.75 will be charged to cover the cost of a New Director's kit which will be distributed.

Please call me at 255-1124 if you are able to join us on December 16 from 9:15 a.m. - Noon. If you cannot attend, feel free to send another representative from your program. I look forward to meeting you then.

Sincerely,

*Anne Walsh Fogoros*

Anne Walsh Fogoros  
Project Director  
WE CARE

AWF/eg

A UNITED WAY AGENCY

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The Link Between Service and Need

VAC/WE CARE SERVICES FOR NEW DIRECTORS SEMINAR

Tuesday, December 16, 1980

AGENDA

- 9:15 - 9:30 Coffee and Registration
- 9:30 - 9:45 Introduction & Agency Identification
- 9:45 - 10:00 WE CARE & the Role of the Volunteer in Adult Education
- 10:00 - 10:10 IVS: Three Departments & Special  
Projects - Campership & RSVP
- 10:10 - 10:20 Goals of VAC
- 10:20 - 10:35 Overview of VAC Services to Volunteers & Services to Agencies.  
Include DOVIA, Newsletter
- 10:35 - 10:45 RSVP  
Include REV, Communication Corp
- 10:45 - 10:55 BREAK
- 10:55 - 11:10 VAC Resources
- 11:10 - 11:25 Maudie - Volunteer referral system
- 11:25 - 11:30 Shift
- 11:30 - 11:40 Issues, National Scene
- 11:40 - 11:50 Questions & Answers - Mary Yardumian how GPL can work with other programs.
- 11:50 - Noon Feedback/Evaluation

Appendix D  
Press Releases  
and  
Publicity Articles

## WE CARE aids functionally illiterate

Mrs. Jones cannot read the instructions on her prescription label so she takes all of her medicine at the same time. Mrs. Jones is one of the 125,000 functionally illiterate adults in Allegheny County. If a physician has a

patient who needs help with reading, Project WE CARE can help.

Free classes and tutoring are available for adults who want to:

- learn to read better
- earn a GED
- improve math skills
- learn to speak English

Day and evening classes and tutoring are held in locations throughout Allegheny County. The classes are small and are designed especially for adults. For more information about the classes and tutoring, call Project WE CARE at 255-1124. Callers will be referred to a program that meets their individual needs. All calls are confidential. A free directory of services is available to professionals.

Project WE CARE is funded by the Pennsylvania Department of Education and is sponsored locally by Information and Volunteer Services, a United Way agency.

## 100 YEARS OF SERVICE

to the medical profession of Allegheny County

Our reputation for quality products, competitive prices, and repair services has enabled us to march forward with the doctors of Western Pennsylvania for an exciting century. We thank you for letting us be your partner and we look forward to the next hundred years.

## FEICK MEDICAL SUPPLY

5220 Centre Avenue  
(next to Shadyside Hospital)  
Pittsburgh, Pa. 15232  
681-5300



*See "McGregor" p. 3*



Grace Ware - President

NEWSLETTER

Margaret O'Grady

81-3 (3-81)

NEED DINNER

The Negro Education Emergency Drive will be holding its Annual Dinner on Thursday, April 9, 1981 at 6:30 p.m. in the main ballroom of the Pittsburgh Hilton Hotel.

Mrs. Ossie Davis, renown star of stage, screen and television will be the dinner speaker.

Grace Ware, President of Women in the Urban Crisis, will present the Florence S. Reizenstein Human Relations Award (Scholarship) to a high school senior.

Board members Shadie Crosland and Lynn Rayvid assisted in selecting the fortunate student.

.....

WOMEN'S TIME

Sundays at 11 a.m. have become WOMEN'S TIME in the Pittsburgh area. Since February 1 the weekly half-hour production of the PA Commission for Women and WIIC-TV has turned the talk of the town to such subjects as the confidentiality of rape crisis centers' counseling records and women's studies programs.

Host Helen Seager, Director of the Commission, has interviewed a variety of guests on plight and progress of displaced homemakers, women's music industry, women's history, ETA services to women and the state's new non-fault divorce law.

Margie McGregor, who was recently reappointed by Gov. Thornburgh to the Commission for

(Continued Page Two)

BOARD OF DIRECTOR'S SEMINAR

Wednesday, April 8, 1981

10:00 A.M.

UNIVERSITY OF PITTSBURGH  
Cathedral of Learning  
Room 1201

Speaker: Carl Brown, LL.B.  
University of Pittsburgh  
Public Affairs

TOPIC: Legal Responsibility of a Board

A short business meeting will follow.

.....

INTERNATIONAL YEAR OF DISABLED PERSONS

The United Nations has proclaimed 1981 the International Year of Disabled Persons and has called upon all member nations to observe the year in ways appropriate to their social structures and stages of development. The U.S. Council has formed as a nonprofit organization to promote the U.N. observance in the United States. One of the Council's major programs--the Community Partnership Programs-- is a nationwide effort to encourage communities to set locally appropriate goals and commit themselves to short and long-term programs to achieve these goals.

(Continued Page Two)

The Western PA coalition for Human Needs (682-1738) held a meeting in the City Council Chambers on April 2 the subject being "The Budget Cuts".

"Mobilizing to Oppose the Budget Cuts - Where do we go from Here?" is also on the agenda.

The Coalition, an ad hoc group of more than 40 church, community, labor and civic groups concerned about the spending priorities of federal, state and local government is holding an organizational meeting to discuss Governor Thornburgh's Welfare Bill (HB720) and the Budget Cuts on April 9th. Call 471-0180 for details.

.....

**FEDERALLY EMPLOYED WOMEN**  
12th National Training Program  
July 16-18, 1981  
Indianapolis, Indiana

Complete information and registration package available at the WIUC office.

.....

**PENNSYLVANIA HUMANITIES COUNCIL**

Public Happenings in PA Calendar of Events is available in our office.

Also, the Council now offers seven major grant programs for potential applicants. The programs are spelled out in the new Program Announcement and Application Guidelines. Address funding questions to Dr. Craig Eisendrath, Ex. Dir. Toll-free calls on 1-800-462-0442.

.....

Project WE CARE, sponsored by Information and Volunteer Services, is working to let Allegheny County know that there is a literacy problem, that although there are some resources to solve the problem, more creative resources are needed. Through the recruitment of volunteers, we are trying to extend services to adult learners.

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FROM THE BREAKFAST TABLE.

A newly formed Junior Volunteer group was organized for the purpose of assisting the hostess with the younger breakfast guests. The volunteers are age nine to twelve and they are doing a fine job.

The following are excerpts from student's compositions:

**WHAT NUTRITION DOES FOR YOU**

What does Nutrition do for you? It helps you fuel up. It makes you strong, and healthy you get energy from Nutrition. ....Oh, you shouldn't forget. When you wake up say, "Mom, Dad, I want some nutritious food today." And then you should exercise, so the food can get all around your body. O.K.

Amber Berry, Age 10

**MEAT GROUP**

When you eat meat, you are eating the flesh and body tissue of a variety of animals. Cows, pigs, lamb, poultry provide us with the meats most common to our diets -- beef, pork, lamb, chicken and turkey. Another common food in the meat group is fish and other seafood, including shrimp, lobster, clams and oysters. We also eat such game animals as duck, rabbit, deer and pheasant. Other foods included in the meat group are eggs, dried peas and beans and nuts. All of these goods are rich in proteins, vitamins, minerals and fats. Nutritionists recommend one or two servings from this group every day.

Rita Quashie, Age 11

.....

Call WE CARE at 255-1124 for information on how to assess the education needs of your clients or general information on adult basic education.

.....

# KALEIDOSCOPE

## WHO IS TEACHING JOHNNY'S PARENTS TO READ?

In Allegheny County there are an estimated 125,000 functionally illiterate adults—people who are unable to read such things as the want ads or instructions on medicine bottles, who cannot figure the amount of change due to them by subtracting what they spent from a \$20 bill.

Many programs have been established to tutor these people and to help alleviate the illiteracy problem. Some are funded by the state, some are small, volunteer tutoring programs in churches.

The state has also funded a new program entitled WE CARE, sponsored by Information and Volunteer Services, a United Way agency. WE CARE, which stands for Workers Education and Community Awareness of Resources for Education, is currently compiling a directory of all the adult basic education programs in the county including those in schools and churches and in both government-funded and private agencies. Anne Walsh Fogoros, director of WE CARE, would like to hear from all groups which offer literacy, adult basic education, English as a second language, or GED (General Education Development) classes for adults. She can be reached at 255-1124.

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## WE CARE

Anne Walsh Fogoros

WE CARE (Workers' Education and Community Awareness of Resources for Education) is a 310 project sponsored by Information and Volunteer Services of Allegheny County, an agency which includes HELPLINE, an information and referral center, and a Volunteer Action Center.

WE CARE is working to develop an awareness within the human service community of the need for and the availability of adult basic education services. Project activities include an adult basic education awareness telephone survey of selected human service agencies, the distribution of a directory and other educational materials, and small group meetings to educate human service workers on the adult education process.

WE CARE is working in two ways to extend adult basic education services. First, the results of a survey of adult education providers to determine what support services and linkages they would like to develop with social service agencies are being shared with local agencies, asked to consider how they can help.\* Second, volunteers are being referred, upon request, to adult basic education programs. The Volunteer Action Center staff is helping educators to identify the role of the volunteer in their programs. The many opportunities for volunteers to help the adult learner will be included in a directory to be distributed to human service agencies, businesses, and industries.

The publication of the directory of Literacy/ABE/GED/ESL services in Allegheny County and the referral of students are inter-related. Information gathered for the directory is immediately added to the referral data bank. The information and referral component of WE CARE includes an assessment of the client's needs, a discussion of the options, and a follow-up to determine if service was received. Client demographic information and all needs reported as unmet, due to a lack of transportation, a waiting list, etc., will be analyzed. The I & R phase of the project is shared by WE CARE and the HELPLINE staff who have been trained to assess whether the need for education is contributing to a client's presenting problem of employment concerns, financial situation, etc.

Throughout the project, WE CARE is working cooperatively with Project ABEL (Adult Basic Education Linkage) of Allegheny Intermediate Unit (Jane Graham, Project Director), another 310 project, to extend ABE services in Allegheny County.

Through its many and varied projects, WE CARE is working to reach the professionals, who in turn will refer adults to classes, as well as the adults themselves. Further information is available from Anne Walsh Fogoros, Project Director, c/o Information and Volunteer Services, 200 Ross Street, Pittsburgh, PA 15219, (412) 255-1124.

*\*A copy of the results is available upon request. Please send a self-addressed stamped envelope.*

## ANNOUNCEMENT

Applications for the Adult Education Act's Section 306 Funds for Adult Basic Education, including English as a Second Language, and Adult Secondary Education Programs for 1981-82 are now available. The deadline for all proposals will be April 17, 1981.

Eligible applicants include local education agencies, public or private nonprofit agencies, organizations or institutions. A public or private nonprofit agency, organization or institution, in order to attain eligibility, must seek advice on the development of its application and must provide the opportunity to comment on the application to the legally constituted public board of education or administrative agency located in the same city, county, township, school district, or other political subdivision of the State to be served by the application.

The federal share of the grant will be 90 per centum of the total cost of the program. The local sponsors must provide a 10 per centum match of the total cost of the program. The local match may be in-kind. Other federal funds may not be used for the local match.

Application packets, guidelines, and additional information may be obtained from:

Dr. John Christopher, Chief  
Division of Adult Education and Training  
Programs  
P. D. E.  
33 Market Street  
P. O. Box 911  
Harrisburg, PA 17108  
(717) 787-5532



# HELPLINE NEWS

A Quarterly Publication of the HELPLINE, (412) 255-1155

Vol. II, No. 1

Winter, 1981

## WHAT DOES HELPLINE DO?

Many people, even those who are familiar with HELPLINE, ask about the types of questions and problems we handle. Over several hours, HELPLINE social workers helped:

- A caller's friend who was being robbed.
- A convict looking for a halfway house.
- Someone who wanted to adopt.
- A person who needed someone to clean house.
- A caller too weak to cook for herself.
- A person who wants to open a boarding home.
- A caller who wanted to become bonded to be a private detective.
- Someone who needed to find articles of incorporation.
- People who needed information about flu shots.
- A person who needed assistance with her light bill.
- A child with cerebral palsy, who needed placement.
- A caller who needed a good divorce lawyer.
- A parent who thought her child was on drugs.
- Someone who wanted information about the sidewalks in the city.
- A woman who had a lump on her chest.
- A caller who needed to find a psychiatrist.
- Someone who needed weatherization for his home.
- A woman who wanted information on child-rearing and mothering classes.
- Someone who needed to get help paying her medical bills.
- A person who wanted to know who is authorized to call and get wage information from an employer.
- Someone who needed help paying their rent.

## WE CARE

WE CARE is a project to help the more than 125,000 functionally illiterate adults in Allegheny County. Funded by the Pennsylvania Department of Education, WE CARE is a one-year project to reach prospective adult students, to recruit volunteers for literacy programs, and to educate human service workers on the literacy problem. A complete directory of adult basic education programs in the county will be published.

WE CARE is sponsored by IVS and uses the information and referral service of the HELPLINE. If you have a client who wants to read or write better, do math better, study for a G.E.D., or learn to speak English, call WE CARE Project Director, Anne Walsh Fogoros at 255-1124, or the HELPLINE at 255-1155.

## WHERE TO GO FOR OUTPATIENT HEALTH CARE

The Resource/Publishing Department of Information and Volunteer Services has published The Health Referral Guide. This directory was originally assembled for the Health Spirit '80 fair and combines services provided by hospital out-patient departments, health screening programs, mental health base service units and community agencies. The index is an alphabetical listing of such health concerns as, Allergy; Anemia; Lupus; Mental Health; Weight Control, etc. Cross referencing helps the user to locate any particular service offered in the area.

Directories are available for \$4 plus 75¢ for postage and handling from: Resource/Publishing Dept., Information and Volunteer Services, 200 Ross St., Pgh., Pa. 15219. For more information about the directories, call the dept. at 255-1139.

# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

AARON SACKS  
EXECUTIVE DIRECTOR

200 ROSS STREET • PITTSBURGH, PA. 15219  
(412)255-1133

For more information, contact

Anne Walsh Fogoros  
255-1124

FOR IMMEDIATE RELEASE

### HELP AN ADULT TO LEARN

Think of how many things you read today. What if you couldn't read? There are an estimated 125,000 adults in Allegheny County who cannot read want ads, medicine labels or perhaps even street signs. They need YOUR help.

Volunteers to help adult learners are needed. Maybe your club's service project this year can be adult education. Opportunities include teaching a native or foreign-born adult to read, tutoring a person who is preparing for the GED exam, giving individual attention to a student under a teacher's guidance, or providing child care or transportation so that an adult can attend a class. Both individuals and groups are needed for this worthwhile work. More information on how to help is available by calling Project WE CARE at 255-1124.

Project WE CARE is funded by the Pennsylvania Department of Education and is sponsored locally by Information and Volunteer Services, a United Way Agency.



# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

**AARON SACKS**  
**EXECUTIVE DIRECTOR**

**200 ROSS STREET • PITTSBURGH, PA. 15219**  
**(412)255-1133**

For more information, contact

Anne Walsh Fogoros  
255-1124

IF YOU CAN READ THIS, YOU ARE NEEDED

Project WE CARE is interested in helping adults to learn. There are an estimated 125,000 adults in Allegheny County who cannot read want ads, medicine labels or perhaps even street signs.

We need volunteers to help adult learners. Maybe your club's service project next year could be adult education. Opportunities include teaching a native or foreign-born adult to read, tutoring a person who is preparing for the GED exam, giving individual attention to a student under a teacher's guidance, or providing child care or transportation so that an adult can attend a class. Both individuals and groups are needed for this worthwhile work. More information is available by calling 255-1124.

Project WE CARE is funded by the Pennsylvania Department of Education and is sponsored locally by Information and Volunteer Services, a United Way agency.

Appendix E

HELPLINE Referral Information



Helpline and WE CARE Referral Procedure

1. Helpline has responsibility for all calls for help and/or community information.
2. WE CARE will furnish Resource/Publishing with the following information on adult basic education: G.E.D. testing  
G.E.D. preparation classes  
English as a Second Language classes  
Literacy tutoring

Resource/Publishing will provide Helpline with the information.

3. If a telephone request is for adult basic education information only, the request may be handled by Helpline or WE CARE depending upon which will provide the best service for the client, e.g. callers will not be transferred needlessly.
4. Walk-ins will be handled by Helpline.
5. A Helpline record will be completed on all cases.

8/80

AWF/tlm

A. Name (last, first)

B. Phone

HELP LINE RECORD

Client (caller)

Case # \_\_\_\_\_  
 do done  
 c-man    
 idbk    
 date \_\_\_\_\_

C. Location or Agency

D. Date

E. Client's words (re: problem)

F. Summary of initial request

M. Service Code

G. Client/worker agreement

O. Serv.Cd.

P. Help Line Activity

| Type of Contact | Code | Act.Cd. | Resource(s) | Code | Result | Code | e | Wkr |
|-----------------|------|---------|-------------|------|--------|------|---|-----|
|                 |      |         |             |      |        |      |   |     |
|                 |      |         |             |      |        |      |   |     |
|                 |      |         |             |      |        |      |   |     |
|                 |      |         |             |      |        |      |   |     |

Q. Unmet Request

1/1/68  
 1/7/68  
 1/7/68

Codes Type of Contact  
 1. Request for service  
 2. Consul/intra-office  
 3. Consul/other agency  
 4. External research  
 5. Case Man followup  
 6. Followup  
 7. Other

ACTION CODES  
 1. Simple information  
 2. Complex information  
 3. Simple referral  
 4. Complex referral  
 5. Support return  
 6. Advocacy  
 7. In-depth assessment  
 8. Discretionary fund operation  
 9. Information obtained  
 10. Other

Codes Result  
 1. Service received  
 2. Message  
 3. Request withdrawn  
 4. Client refused service  
 5. No agency contact  
 6. Service in progress  
 7. Service not received  
 8. Unmet request (see box)  
 9. Discretionary fund  
 10. Information unavailable  
 11. Other

Attempted Contacts Total



Appendix F

LINKAGE NEEDS QUESTIONNAIRE

# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

**AARON SACKS**  
**EXECUTIVE DIRECTOR**

**200 ROSS STREET • PITTSBURGH, PA. 15219**  
**(412)255-1133**

Adult Education/Social Service Agencies Linkage Needs

WE CARE queried adult basic education programs to determine what support services and linkages they would like to develop with social service agencies. An overview of the results of the survey is presented below.

1. The following services would make it easier for students to attend classes:

Bus fare, child care, release time for employees, transportation.  
Transportation was the need cited most often.

2. Educational agencies would like the following agencies to refer students to them. Agencies are listed in order of preference. Ties are listed on the same line.

Job training programs  
Literacy councils; unemployment offices  
Family counseling centers; job placement centers  
Community centers; health department; Veterans Administration  
CETA; churches; welfare department

3. Child care and transportation are the support services most needed by educational programs. In order of priority, the support activities that educational programs would like most from social service agencies are:

Provide support services such as child care, transportation, etc.

Post flyers and mention programs in their newsletters.

Refer clients to them.

Do a needs assessment to determine interest in classes.

Invite them to speak at an agency meeting.

Provide space and recruit students.

4. Volunteer literacy councils need the following:

Groups of volunteers to be trained to teach basic reading and writing.

Space for volunteers to work.

Agencies willing to train a group of their volunteers to tutor at the agency.

For more information:

Anne Walsh Fogoros, Project Director  
WE CARE

Information & Volunteer Services  
200 Ross Street  
Pittsburgh, PA 15219  
755-1124

# INFORMATION and VOLUNTEER SERVICES OF ALLEGHENY COUNTY

AARON BACKS  
EXECUTIVE DIRECTOR

200 ROSS STREET • PITTSBURGH, PA 15219 • 261-6010

Dear Friend:

WE CARE is a one-year project to develop community linkages between human service organizations and ABE, GED, ESL, and literacy programs. It is funded by the Pennsylvania Department of Education.

As a provider of adult education services, your input to the project is invaluable. I hope that you will take a few minutes to complete the enclosed questionnaire on your working relationship with social service agencies. The questionnaire is being sent to administrators of ABE, GED, ESL, and literacy programs in Allegheny County.

The results of the questionnaire will be presented to social service workers at a series of small group meetings to be convened by WE CARE. At these meetings, professionals who come into contact with adults who lack a high school diploma or basic reading and math skills will be introduced to adult basic education resources. They will be encouraged to identify clients who can benefit from the services you provide and to refer the clients to you. They will also be helped to identify ways in which they can link up with you for the good of your mutual clients. The agencies will be encouraged to contact adult education providers in their local area to explore cooperative relationships.

If you have any question about this questionnaire or WE CARE, please call me at 255-1124.

Sincerely,

Anne Walsh Fogoros  
Project Director  
WE CARE

AWF/eg

Enclosure

A UNITED WAY AGENCY



# WE CARE

255-1124

## ADULT EDUCATION SERVICE PROVIDER QUESTIONNAIRE

WE CARE needs your input on adult education/social service agencies linkages. Please help by completing and returning this questionnaire promptly.

1. The following services would make it easier for students to attend our classes. If you provide the service, write in "provide." Please check all choices that apply.

|                               |                                  |
|-------------------------------|----------------------------------|
| Additional class spaces _____ | Release time for employees _____ |
| Bus fare _____                | Transportation _____             |
| Job placement _____           | Other _____                      |

2. Please check the appropriate boxes to indicate with which agencies you have or would like to have a working relationship.

- BVR
- CETA
- Churches
- Community centers
- Drug/Alcohol programs
- Family counseling centers
- Health Department
- Information/Referral services
- Job placement centers
- Job training programs
- Literacy councils
- MH/MR
- Unemployment offices
- Veterans Administration
- Volunteer Action Center
- Welfare Department

| Have Linkage With | Would like Referrals From |
|-------------------|---------------------------|
|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |
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|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |
|                   |                           |

3. Agencies could assist our program by providing the following services. Please check the appropriate boxes.

Agencies could:

- a. Refer clients to us.
- b. Post our flyers and mention our program in their newsletters.
- c. Provide support services such as child care, transportation, etc.
- d. Do a needs assessment to determine interest in classes.
- e. Provide space and recruit students.
- f. Invite our staff to speak at an agency meeting.

| Would be helpful | Would not be helpful | Currently do, to some extent |
|------------------|----------------------|------------------------------|
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |



GROUPS AND/OR INDIVIDUALS could assist our program by providing the following services. Please check the appropriate boxes.

Groups and/or individuals could:

- a. Donate time as volunteers in our program. We need tutors, secretaries, classroom aides, etc.
- b. Donate specialized skills on a one-time or an ongoing basis (public relations, proposal writing, art work, training expertise, etc.).
- c. Donate or raise money.
- d. Donate free tickets for community events.
- e. Adopt us as their special project.

| Would be helpful | Would not be helpful | Currently do, to some extent |
|------------------|----------------------|------------------------------|
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |
|                  |                      |                              |

5. SOCIAL SERVICE AGENCY/EDUCATIONAL AGENCY INTERACTIONS

- a. We have a staff person assigned to developing community linkages. Yes \_\_\_ No \_\_\_
- b. We refer clients to the local literacy councils. Yes \_\_\_ No \_\_\_
- c. Our counselors work closely with local social service agencies. Yes \_\_\_ No \_\_\_
- d. We need a list of the social service agencies in our area. Yes \_\_\_ No \_\_\_ Have One \_\_\_
- e. We need a county-wide list of social service agencies. Yes \_\_\_ No \_\_\_ Have One \_\_\_

COMMENTS:

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Thank you for your help.

Please return this form by November 14, 1980 to:

Anne Walsh Fogoros, Project Director  
 WE CARE  
 Information & Volunteer Services  
 200 Ross Street  
 Pittsburgh, PA 15219  
 255-1124



Appendix G : WE CARE Seminars

WE CARE Meeting Invitation Letter

Meeting Agenda

Meeting Handouts

Assessment of ABE Awareness

Evaluation Form

Attendance Lists



# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

**AARON SACKS**  
EXECUTIVE DIRECTOR

200 ROSS STREET • PITTSBURGH, PA. 15219  
(412)255-1133

April 14, 1981

Dear Friend:

Project WE CARE is pleased to invite you to a special seminar on "The Literacy Problem, You, and Your Clients." Literacy is a hidden but very real problem. It is estimated that there are 125,000 functionally illiterate adults in Allegheny County. If you work with adults with poor reading and math skills, who have problems writing letters and completing forms, or who face limited opportunities for advancement because they lack a GED, this seminar is designed for you. The seminar will provide you with information on the problem, discuss resources available to solve the problem, and provide suggestions on how human service agencies can link with educational agencies for the benefit of our clients.

The seminar will include:

- Information on the literacy problem and available community resources
- How to motivate adults to seek help with basic skills
- The award winning film, "What If You Couldn't Read?"
- Presentations by agencies that have begun programs to meet their clients' needs

DATES: April 22 and April 29  
(Choose your preference.)

TIME: 9 a.m.-12:30 p.m.

COST: Free

LOCATION: 200 Ross Street, Second Floor  
Urban League Meeting Room  
Downtown Pittsburgh

I look forward to seeing you at the seminar. Please fill in and return the registration form IMMEDIATELY to indicate your workshop date preference. If you are unable to attend, please send a representative from your agency.

For additional information, please call me at 255-1124.

Sincerely,

*Anne Walsh Fogoros*  
Anne Walsh Fogoros, Project Director

.....  
REGISTRATION FORM  
I will attend the workshop on "The Literacy Problem, You, and Your Clients" on  
April 22 \_\_\_\_\_ April 29 \_\_\_\_\_

NAME

AGENCY

92

PHONE

 ERIC  
Full Text Provided by ERIC  
United Way Agency  
WE CARE, Information & Volunteer Services, 200 Ross Street, Pittsburgh, PA 15219

The Link Between Service and Need

WE CARE, Information & Volunteer Services, 200 Ross Street, Pittsburgh, PA 15219

# INFORMATION and VOLUNTEER SERVICES OF ALLEGHENY COUNTY

AARON SACKS  
EXECUTIVE DIRECTOR

200 ROSS STREET • PITTSBURGH, PA. 152  
(412)255-1133

## WE CARE MEETING AGENDA AND OUTLINE

Meeting Dates: April 22 and 29  
(Meeting will be repeated in its entirety.)

Time: 9:00 a.m. - 12:30 p.m.

Location: Urban League Conference Room  
200 Ross Street - Second Floor  
Pittsburgh, PA 15219

|               |   |
|---------------|---|
| 9:00 - 9:10   | Registration  |
| 9:10 - 9:25   | Introduction to Project WE CARE<br>Administration of pre-test to participants<br>Results of WE CARE survey on linkage needs   |
| 9:25 - 9:50   | The literacy problem. Discussion of types<br>of resources available and how to use them.<br>Some group discussion.  |
| 9:50 - 10:20  | Movie "What If You Couldn't Read?"  |
| 10:20 - 10:35 | Reaction to and discussion of movie   |
| 10:35 - 10:45 | BREAK   |
| 10:45 - 11:30 | How to motivate adults to seek help with<br>basic skills -- Connelley Skill-Learning Center   |
| 11:30 - Noon  | How your agency can help your clients:<br>Reports from those who are doing it<br>- Western Psychiatric Institute and Clinic<br>- VITA (Volunteer Income Tax Assistance)<br>- Program for Female Offenders (Cancelled) |
| Noon - 12:15  | General discussion  |
| 12:15 - 12:30 | Evaluation  |

# INFORMATION and VOLUNTEER SERVICES OF ALLEGHENY COUNTY

AARON SACKS  
EXECUTIVE DIRECTOR

200 ROSS STREET · PITTSBURGH, PA 15219 · 261-6010

## WE CARE ASSESSMENT OF AWARENESS OF ABE SERVICES

Your cooperation in answering the questions below is requested. The survey is intended to provide information on the current adult education needs of clients of social service agencies.

1. Does your agency currently refer clients to adult basic education classes?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, please check each type (s) of classes to which you refer clients?

Need more info  
on this service

|                              |       |       |
|------------------------------|-------|-------|
| Literacy (1:1 tutoring)      | _____ | _____ |
| Adult Basic Education        | _____ | _____ |
| GED Classes                  | _____ | _____ |
| GED Test Site                | _____ | _____ |
| English as a Second Language | _____ | _____ |

3. Do you check back with your clients to determine whether or not the requested service was received?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. In your work with clients, do you observe the following? Please check all that apply.

|   |       |
|---|-------|
| Failure to complete forms correctly.  | _____ |
| Problems with writing letters.  | _____ |
| Job problems caused by a lack of education.                                     | _____ |
| Problems comprehending written materials.                                       | _____ |
| Budget problems compounded by a lack of math skills.                            | _____ |
| Inability to handle daily survival skills,<br>(e.g., checkbook, reading signs). | _____ |
| Reluctance to carry out reading and writing tasks<br>in front of others.        | _____ |

(OVER)



5. Do you ask your clients to:

- Complete forms (applications, release of records, etc.) \_\_\_\_\_
- Read pamphlets and other educational materials \_\_\_\_\_
- Record your verbal instructions for future action \_\_\_\_\_  
(e.g., telephone instructions)

If you suspect that the client has a reading or writing problem, do you provide special assistance?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please explain. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Has your agency ever considered sponsoring an education class for your clients?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. Please check each of the following classes that would be most helpful to your clients.

- Basic reading \_\_\_\_\_
- Basic math \_\_\_\_\_
- Metric education \_\_\_\_\_
- Consumer education \_\_\_\_\_
- GED preparation \_\_\_\_\_
- Budgeting \_\_\_\_\_
- English as a Second Language \_\_\_\_\_

Thank you for your help. The following information will be used in interpreting the results. All replies are confidential.

\_\_\_\_\_  
Agency Representative

\_\_\_\_\_  
Agency Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Phone

EVALUATION

1. Did today's program add to your understanding of the literacy problem and of the services available to adult learners?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. How will you use the information you learned today? Please check all items that apply.

- I will refer clients to WE CARE. \_\_\_\_\_
- I will use the WE CARE directory, when published. \_\_\_\_\_
- I will share the information presented with my co-workers. \_\_\_\_\_
- I will evaluate how my agency can best help clients that have reading and math problems. \_\_\_\_\_

3. Which of the following support services might you be willing to provide for adult basic education providers?

- Referral of clients.
- Child care may be possible for programs housed at our agency.
- Transportation of our clients to a class.
- Provision of class space.
  - Morning
  - Afternoon
  - Evening
- Advertise classes by posting flyers, mentioning in our newsletter.
- Recruit a group of volunteers to be trained to tutor our clients.

|  | Yes | Possibly | No |
|--|-----|----------|----|
| Referral of clients.   |     |          |    |
| Child care may be possible for programs housed at our agency.      |     |          |    |
| Transportation of our clients to a class.                          |     |          |    |
| Provision of class space. Morning                                  |     |          |    |
| Provision of class space. Afternoon                                |     |          |    |
| Provision of class space. Evening                                  |     |          |    |
| Advertise classes by posting flyers, mentioning in our newsletter. |     |          |    |
| Recruit a group of volunteers to be trained to tutor our clients.  |     |          |    |

4. Comments. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. The following information is requested so that we can provide additional information to agencies interested in providing support services.

\_\_\_\_\_ Agency Representative

\_\_\_\_\_ Agency Name

\_\_\_\_\_ Address

\_\_\_\_\_ City State Zip

\_\_\_\_\_ Phone

# INFORMATION and VOLUNTEER SERVICES

## OF ALLEGHENY COUNTY

RESOURCE/PUBLISHING

200 ROSS STREET • PITTSBURGH, PA. 15219 • (412)255-1139

### MEMORANDUM

To: Providers of Health Welfare Services Information  
From: Joan Hamby, Director of Resource/Publishing Department  
Date: February 20, 1981  
Re: Summary of January 22, 1981 meeting

| AGENCY NAME                                | REPRESENTATIVE     |
|--|--------------------|
| Parish Outreach - Catholic Social Service  | Sister Ruth Bearer |
| Children and Youth Services                | Berenice Platik    |
| Women's Center University of Pittsburgh    | Cynthia Vanda      |
| KDKA Call for Action                       | Betsy Ring         |
| KDKA Call for Action                       | Jo Brown           |
| Monroeville Mall Ministry and              |                    |
| CWS Refugee Resettlement                   | Joan Paul          |
| Monroeville Mall Ministry                  | Gayle Kumer        |
| Carnegie Library                           | Mariam Douglas     |
| Community Action Pgh. Inc.                 | Helen Daniels      |
| Carnegie Library, Reference Dept.          | Marlene Goldman    |
| Adult Services/AAA                         | Warren DeFilippis  |
| Allegheny County Mental Health/Retardation | Gen Lucidi         |
| Drug & Alcohol                             |                    |
| Helpline/IVS                               | Kathy Powell       |

### WE CARE

WE CARE presentation included the distribution of materials. For those who could not attend, we are including a materials packet. Please read it and direct any questions to:

Anne Walsh Fogoros, Project Director 255-1124

In addition your cooperation with the following is appreciated.

- (1) Please complete and return the "WE CARE Assessment of ABE Services".

The results of this questionnaire will be shared with those who plan adult basic education classes.

- (2) Please post the blue "It's Not Too Late To Learn", and the yellow "If You Can Read This" flyers in a visible location.

A directory of adult basic education services will soon be published by WE CARE. You will be sent a copy upon the directory's completion.

WE CARE SEMINAR

April 22, 1981

Moria A. Griffin  
Allegheny County Adult Probation  
5020 Centre Avenue  
Pittsburgh, PA 15213  
621-8900

Pauline R. Moore  
Allegheny County Board of Assistance  
State Office Building  
300 Liberty Avenue  
Pittsburgh, PA 15222  
565-2338

James A. Biondi  
Allegheny County Dept. of Public Assistance  
300 Liberty Avenue  
Pittsburgh, PA 15222  
565-2364

Elsie Werkmuser  
Allegheny County Head Start  
Suite 1300, Two Allegheny Center  
Pittsburgh, PA 15212  
3-5860

Betty Stevens  
Allegheny County Literacy Council  
311 Cumberland Road  
Pittsburgh, PA 15237  
364-3777

William R. Jackson  
Connelley Skill-Learning Center  
1501 Bedford Avenue  
Pittsburgh, PA 15219  
566-2000

Susan B. Gittins  
Family & Childrens Service  
717 Liberty Avenue, Clark Building  
Pittsburgh, PA 15222  
261-3623

Lois Bowe  
The Hill House Association  
1835 Centre Avenue  
Pittsburgh, PA 15219  
392-4453

Josephine D. Roberts  
The Hill House Association  
1835 Centre Avenue  
Pittsburgh, PA 15219  
392-4406

Dorothy Good  
Job Service East (BES)  
5817 Penn Mall  
Pittsburgh, PA 15206  
665-2481

Stacie J. Gaynor  
Neighborhood Centers Association  
1439 N. Franklin Street  
Pittsburgh, PA 15233  
322-5717 x27

Wesley E. Kerlin, Jr.  
The Salvation Army  
424 Third Avenue  
Pittsburgh, PA 15219  
261-3960

Marie A. Rathke  
Sorooptimist International of Pittsburgh  
1519 Fernledge Drive  
Allison Park, PA 15101  
487-2260

Tom Caffrey  
State Correction Institute of Pittsburgh  
Post Office Box 9901  
Pittsburgh, PA 15233  
761-1955

Susan D. Pettigrew  
Urban League of Pittsburgh  
200 Ross Street  
Pittsburgh, PA 15219  
261-6010 x293

Carol Emmerling  
Vocational Rehabilitation Center of  
Allegheny County  
1323 Forbes Avenue  
Pittsburgh, PA 15219  
471-2600

Meliza Jackson  
Patient Library  
WPIC  
3811 O'Hara Street  
Pittsburgh, PA 15261  
624-2194

Barbara Zivkovich/Cheryl Witzleb  
Taxpayer Education Coordinators  
Internal Revenue Service  
P.O. Box 2488, Room 1120  
Pittsburgh, PA 15230  
644-6504

Anne Walsh Fogoros  
Project Director  
WE CARE  
200 Ross Street  
Pittsburgh, PA 15219  
255-1124



WE CARE SEMINAR

April 29, 1981

Julie Satterfield  
Allegheny County Head Start  
Two Allegheny Center, Suite 1300  
Pittsburgh, PA 15212  
881-3222

Helen Salaski  
Department of Community Service  
512 Chartiers Avenue  
McKees Rocks, PA 15136  
771-1977

Diane Notoro  
Western Penitentiary  
P.O. Box 9901  
Pittsburgh, PA 15233  
761-1955 x339

Patricia Mason  
Allegheny County Head Start  
512 Chartiers Avenue  
McKees Rocks, PA 15136  
771-5113

Connie Yarris  
Allegheny County Head Start  
Two Allegheny Center  
Pittsburgh, PA 15212  
323-5861

Rhoda A. Winstead  
Western Penitentiary  
P.O. Box 9901  
Pittsburgh, PA 15233  
761-1955 x339

Mary Jean Taylor  
6303 Betsy Drive Bethel Park, PA 15102  
835-2' 95 (SCIP)

Robert Sattler  
State Correctional Institute-Pgh.  
P.O. Box 9901  
Pittsburgh, PA 15233  
761-1955 x307

Karen Bernier  
Family and Children's Service  
500 Sixth Street  
Braddock, PA 15104  
271-1588

Barb Halaszynski  
Allegheny County Head Start  
1129 Ohio Avenue  
McKeesport, PA 15132  
678-3008

Michael Lee Hohman  
Council House  
938 Penn Avenue  
Pittsburgh, PA 15222  
261-0875

Phyllis J. Montgomery  
Whale's Tale (Future Project)  
814 S. Negley Avenue  
Pittsburgh, PA 15206  
441-7620 or 441-7753

Priscilla (Pat) Joseph  
Women's Center & Shelter  
Pittsburgh, PA 15206  
661-6097

Carol Ann Schild  
St. Mary of Mercy - Parish of Social Service  
202 Stanwix Street  
Pittsburgh, PA 15222  
261-0110

Karen Payne  
St. Peter's Child Development Center  
232 Church Street  
Turtle Creek, PA 15145  
823-6376

Eileen Deith  
Bureau of Vocational Rehabilitation  
300 Liberty Avenue Rm. 215  
Pittsburgh, PA 15222  
565-5367

Linda McPherson  
Bureau of Vocational Rehabilitation  
215 State Office Bldg. 300 Liberty Avenue  
Pittsburgh, PA 15222  
565-7517

Larry E. Doperak  
Bureau of Vocational Rehabilitation  
215 State Office Bldg. 300 Liberty Avenue  
Pittsburgh, PA 15222  
565-2425

Betty Dorsey Johnson  
Wilkinsburg Community Ministry  
725 Wood Street  
Pittsburgh, PA 15221  
241-8072

Naomi T. Thomas  
Carnegie Library of Pittsburgh  
4400 Forbes Avenue  
Pittsburgh, PA 15213  
622-3163

Lee Brun Johnson  
Neighborhood Centers Association  
1439 North Franklin Street  
Pittsburgh, PA 15233  
522-7400

Marilyn Penney  
AlleKiski HOPE Center  
100 Fifth Avenue  
Tarentum, PA 15084  
224-8600

Steve Mace  
Asklepieion Project  
3305 Fifth Avenue  
Pittsburgh, PA 15213  
621-8555

William R. Jackson  
1501 Bedford Avenue  
Pittsburgh, PA 15219  
566-2000

Meliza Jackson  
Patient Library  
WPIC- 624-2194  
3811 O'Hara Street  
Pittsburgh, PA 15261

Barbara Zivkovich/Cheryl Witzleb  
Taxpayer Education Coordinators  
Internal Revenue Service- 644-6504  
P.O. Box 2488, Rm. 1120  
Pittsburgh, PA 15230

Anne Walsh Fogoros  
Project Director  
WE CARE  
200 Ross Street  
Pittsburgh, PA 15219  
255-1124

## THE LITERACY PROBLEM, YOU AND YOUR CLIENTS

### THE PROBLEM

Adults who need help with reading, writing, and math are not easily identified. In fact, because of embarrassment, many adults have become pros at hiding the problem. The problem is very real. A survey conducted in 1978 revealed that Pennsylvania adults are functionally incompetent, lacking important skills and knowledge for adult survival, in the following areas:

- \*40% in Computation and Consumer Economics
- \*35% in Problem-Solving and Government and Law
- \*30% in Reading, Occupational Knowledge, Health, Community Resources
- \*25% in Writing

### WHO HAS THE PROBLEM

Although the problem touches adults of all ages, economic levels, and geographic areas, the groups with the greatest needs are:

- \*Adults ages 16-18 and over 60 years of age
- \*Women
- \*Racial minorities
- \*Those without a high school education
- \*The unemployed

### WHAT DOES THIS MEAN TO YOUR CLIENTS?

Reading, writing, and math weaknesses mean:

- \*Consumer and budget problems
- \*Clients may not be able to read medicine bottle labels and other urgent information
- \*Clients may be embarrassed to seek help
- \*Frustration with the system

### HOW YOU CAN HELP

- \*Reduce the stigma of illiteracy. Talk about the education needs of adults.
- \*Post flyers advertising classes.
- \*Refer clients to classes.
- \*Recruit a group of volunteers to be trained to tutor your clients.

### FOR MORE INFORMATION

Anne Walsh Fogoros, Project Director  
WE CARE  
Information & Volunteer Services  
200 Ross Street  
Pittsburgh, Pennsylvania 15219  
255-1124

## DEFINITIONS OF ADULT BASIC EDUCATION PROGRAMS

Adult basic education programs are designed for adults 16 years of age and over who do not have a high school diploma and who are not required to be in school.

### LITERACY PROGRAMS:

One to one tutoring programs to teach basic reading and writing skills to native or foreign born adults. Most programs are volunteer. Serve the low level reader who does not function well in the classroom.

### ABE PROGRAMS (ADULT BASIC EDUCATION):

Basic reading and math instruction for adults, generally native speakers of English, who have not attained functional competency in the basic skills at the eighth grade level.

### CBAE (COMPETENCY - BASED ADULT EDUCATION):

A performance - based process leading to mastery of basic and life skills necessary for an individual to function proficiently in society. Includes information such as how to buy a car, legal rights, filling out a job application, etc.

### GED PROGRAMS (GENERAL EDUCATION DEVELOPMENT):

Programs which are designed to prepare adult students for successful completion of the GED test. The curriculum covers the five content areas of the GED test: reading, writing, social studies, science, and mathematics.

### ESL PROGRAMS (ENGLISH as a Second Language or English for Speakers of Other Languages):

A program to teach adults who speak languages other than English to understand, speak, read, and write English.

# Adult Education Fact Sheet

- \* According to a 1975 study by "Reading is Fundamental" of the Smithsonian Institution, 21,000,000 adults are unable to read such things as the "Want - Ads."
- \* If your child has poisoned him or herself with lye, you would need a reading level of 9.6 to understand instructions in giving the antidote.
- \* The highest ranking levels are required for contract reading. For life insurance policies the reading level is 12.7. You need a college education to understand the average lease agreement for apartment rentals.
- \* The instructions for last year's income tax forms required a reading level of 9.63, the same as for reading the Twenty-Third Psalm in the King James version of the Bible. This year's instructions are even more difficult.
- \* More than 45,000,000 Americans would have trouble following the directions on the back of a frozen turkey dinner, understanding the average newspaper editorial or assembling a child's Christmas toy.
- \* According to the 1970 census, in the states of Pennsylvania, 49% or 3,329,284 adults 25 years or older have less than a high school diploma.

Of those 16-24 years olds not in school, 232,053 have less than a high school diploma.

1,673,589 adults 25 years and older have less than 9 years of schooling.

- \* Labor Union Educators have noted that the person who begins working today will have to be completely retrained three times before retirement.
- \* The Adult Performance Level Study by the University of Texas tells us that:
  - 13% percent of our population cannot address an envelope properly
  - 53% could not read a simple paragraph explaining the law and telling why it would be illegal to be held in jail for two weeks without being charged with a crime.
  - 43% did not know that each state has two state senators.
  - 28% could not figure out the amount of change due them by subtracting the cost of the purchase from a \$20 bill
- \* When a child born today is 50 years old, 97% of the world's total knowledge will have been acquired during his or her lifetime. Everything we know NOW will represent only 3% of human knowledge THEN.
- \* Forty million adult Americans are in career transition, the majority of whom expect to return to some form of education or training.
- \* When the history of higher education in our time is written, one of the major paradoxes that may be described is that we spent so much time bewailing "declining demand" at the very moment that opportunity existed for the greatest expansion in educational services that had ever occurred.

## literacy tutors in mental health facility

It is estimated that at least one-third of the clients passing through the doors of Western Psychiatric Institute and Clinic in Pittsburgh, Pennsylvania, are not functionally literate. To address this problem, Meliza McElroy, the Patients' Librarian at the Clinic, started a volunteer one-to-one literacy tutoring program, and the president of the Greater Pittsburgh Chapter of National Affiliate of Literacy Advance (NALA) volunteered to conduct tutor training. So far fifteen tutors have been trained, and an equal number of outpatient students have been referred by the clinicians.

It is too soon to tell what level of success will be attained overall, said McElroy, but he is sure that "it seems clear that this is an idea whose time has come. There is a waiting list of prospective students, and I plan to

recruit and train more tutors. My goal is to have twenty-five trained tutors by the time we celebrate International Literacy Day in September."

The stumbling-block in this literacy program, as in so many others, is materials. Since the program is totally unfunded, the program was available only to those few literacy materials owned by the Patients' Library or able to be purchased by volunteers (who have already spent ten volunteer training hours and are volunteering at least an hour weekly).

McElroy and *the written word* would greatly appreciate hearing from other mental health facilities which conduct outpatient literacy programs. If you would like more information on the Western Psychiatric Institute and Clinic program, contact Meliza McElroy, Patients' Librarian, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic, 3811 O'Hare Street, Pittsburgh, PA 15261. Information on other programs can be sent directly to *the written word*, P. O. Box 81826, Lincoln, NE 68501.

## read more about it

Television can be used to encourage reading: that is the idea behind an ambitious project called "Read More About It." Cosponsored by the CBS television network and the U. S. Library of Congress, the project promotes reading by providing information — both on the air and in prepared lists — about titles of books related to selected CBS programs.

At the end of the program, a brief announcement by one of the show's performers tells viewers about several books related to the subject of the program. The performer also refers the audience to local bookstores and libraries for information on these and other books. The books mentioned on the air are chosen by Library of Congress specialists from a large list of in-print books showing many different viewpoints on the program subject. The entire list is available to libraries, bookstores, newspapers and local affiliated CBS stations.

The first "Read More About It" announcement was aired after the November 1979 broadcast of "All Quiet on the Western Front." "Read More About It" spots have already aired after several programs in 1980, and more are scheduled for later this year.

## attention subscribers

In the April issue of *the written word* we inserted a sheet announcing the updating of our mailing list. We requested that all subscribers who wished to continue to receive the newsletter return the inserted flyer. We will start using our new mailing list next month and encourage anyone who has not sent the flyer back in, to contact us, and let us know of your interest.

We're putting the mailing list on a more sophisticated system and hope that it will make the mailings much more efficient.

Again, if you have not notified us, and you want to continue to receive *the written word*, just drop us a card. Also, if you know of anyone who would find the newsletter of interest, send us their name and we will see to it that they receive our free publication also.

Please send all addresses to the AAAA Contact Center, P. O. Box 81826, Lincoln, NE 68501, or call us at (402) 464-0602.

Special Note: If you sent your name in to be added to the mailing list after April 1, 1980, you will automatically be put on our new list.

## A CONSUMER CHECKLIST

... WHAT TO CONSIDER WHEN HELPING AN ADULT TO MAKE THE DECISION TO RETURN SCHOOL.

Listed below are several points to review with an adult who is trying to thinking about returning to school and is unsure which program is best.

A good beginning point for discussion is "What have you tried in the past?" You may find that he/she has found a GED program too difficult or that a job interfered with class attendance. Once you know what has gone before, use the items listed below to help plan the next step.

### GOAL:

Is the goal to learn to read? Earn a GED?  
Enter a job training program? Improve math?

### SCHEDULE.

Can the adult attend class days or evenings?  
Must the adult earn a GED by a specific date to meet an employer's demands?

### BUDGET

Free classes which are open to all Commonwealth residents, regardless of place of residence, are available in many school districts. Literacy tutors volunteer their services to teach adults to read. Other programs charge a registration fee.

### PRESENT SKILLS

Choose the class or tutoring that matches the adults needs. Many programs offer counseling and testing to help students plan.

### LOCATION

Does the adult want a class close to home? Close to work? Somewhere far away from friends or neighbors? Most programs are open to all and have no geographic eligibility.



ALLEGHENY COUNTY LITERACY COUNCIL/CHRISTIAN LITERACY ASSOCIATES

311 Cumberland Road  
Pittsburgh, PA 15237

364-3777

Contact: Dr. William E. Kofmehl, Jr.

Service: Basic literacy tutoring for adults who read at the 0-5th grade level. Tutoring is done by trained volunteers on a one-to-one basis. Materials with Bible content are used. Training workshops for tutors are also available to individuals wishing to help family members (adults or children) who have reading problems.

Fees: None

Geographic Area: Allegheny County, depending upon availability of tutors.

Procedure: Call above number to request service.

GREATER PITTSBURGH LITERACY COUNCIL

c/o 95 Parkridge Lane  
Pittsburgh, PA 15228

833-6177

Contact: Mrs. Mary Yardumian

Service: Basic literacy tutoring for adults who read at the 0-5th grade level. Volunteers trained in the Laubach Literacy Method tutor on a one-to-one basis. Some tutors are also trained to teach English to speakers of other languages.

Fees: None

Geographic Area: Allegheny County, depending upon availability of tutors.

Procedure: Call above number to request service.

MURRYSVILLE AREA AAUW LITERACY COUNCIL

Murrysville Area American Association of University Women  
Murrysville, PA 15668

327-1512

Contact: Mae Riedel

Service: Basic literacy tutoring for adults who read at the 0-5 grade level. Volunteers trained in the Laubach Literacy Method tutor on a one-to-one basis. Some tutors are also trained to teach English to speakers of other languages.

Fees: None

Geographic Area: Eastern Allegheny County and Western and Northwestern Westmoreland County, i.e.: Monroeville, Pitcairn, Penn Hills, Oakmont, Verona, New Kensington, Apollo, Murrysville.

Procedure: Call above number to request service.



Appendix H  
Directory Evaluation

# INFORMATION and VOLUNTEER SERVICES OF ALLEGHENY COUNTY

**AARON SACKS**  
**EXECUTIVE DIRECTOR**

200 ROSS STREET • PITTSBURGH, PA. 152  
(412)255-1133

June 10, 1981

Dear Friend:

It's true that "It's Never Too Late To Learn!", but unfortunately not all adults who want to learn know where to get help. It's also true that some adults who want to help adults learn don't know how to help. For these reasons, Information and Volunteer Services, a United Way agency, has produced this directory of adult basic and secondary resources in Allegheny County and is pleased to send this complimentary copy to you.

The directory is being made available to agencies, businesses, and community groups in Allegheny County by Project WE CARE, a special project of IVS. WE CARE is funded by the Pennsylvania Department of Education and the United States Department of Education. Other activities of WE CARE include information and referral, the recruitment of adult education volunteers, and seminars on the literacy problem.

Whether the adults with whom you work wish to learn to read, to improve math skills, to earn a GED, and/or to learn English as a second language, you will find the appropriate referral information in this directory. Community volunteers are needed by many of the programs listed in this directory. A complete list of volunteer opportunities is included.

We are pleased to share this information with you so that you can share it with adults throughout Allegheny County. Remember--It's Never Too Late To Learn!

Sincerely,

*Aaron Sacks*

Aaron Sacks  
Executive Director

*Anne Walsh Fogoros*

Anne Walsh Fogoros  
Project Director

IT'S NEVER TOO LATE TO LEARN!  
Evaluation Sheet

We would like to know if you found this directory helpful in referring adults to education classes and in understanding adult education. Your prompt return of this form will be appreciated because we must submit an evaluation of the directory to complete our project. Please take a minute RIGHT NOW to answer the following questions.

THANK YOU FOR YOUR HELP!

1. Please check the group that you represent:

- Business and/or industry (a) \_\_\_\_\_
- Club/service group (b) \_\_\_\_\_
- Educational agency (c) \_\_\_\_\_
- Human service agency (d) \_\_\_\_\_
- Library (e) \_\_\_\_\_
- Other - please specify (f) \_\_\_\_\_

2. How will your agency or organization use this directory? (Check all that apply.)

- To refer clients to classes and/or tutors (a) \_\_\_\_\_
- To select a community service project (b) \_\_\_\_\_
- For background information (c) \_\_\_\_\_
- Will make available to clients for personal reading/referral (d) \_\_\_\_\_
- In planning services for clients (e) \_\_\_\_\_
- File as a reference book (f) \_\_\_\_\_
- Other \_\_\_\_\_

3. Approximately how many people will use this directory for referral purposes? \_\_\_\_\_

4. How useful is this directory in the following areas:

|                                    | <u>NOT</u><br><u>USEFUL</u> | <u>USEFUL</u> | <u>VERY</u><br><u>USEFUL</u> | <u>NOT</u><br><u>APPLICABLE</u> |
|------------------------------------|-----------------------------|---------------|------------------------------|---------------------------------|
| Background information             | 1                           | 2             | 3                            | 4                               |
| Literacy group information         | 1                           | 2             | 3                            | 4                               |
| ABE services information           | 1                           | 2             | 3                            | 4                               |
| English as a second language info. | 1                           | 2             | 3                            | 4                               |
| GED information                    | 1                           | 2             | 3                            | 4                               |
| Volunteer opportunities            | 1                           | 2             | 3                            | 4                               |

5. Please rate the directory in the following areas:

|   | <u>POOR</u> | <u>FAIR</u> | <u>AVERAGE</u> | <u>GOOD</u> | <u>EXCELLENT</u> |
|---|-------------|-------------|----------------|-------------|------------------|
| Easy to use                                       | 1           | 2           | 3              | 4           | 5                |
| Inclusion of a reference number for current info. | 1           | 2           | 3              | 4           | 5                |
| Color-coded sections                              | 1           | 2           | 3              | 4           | 5                |
| Comprehensiveness                                 | 1           | 2           | 3              | 4           | 5                |
| Overall directory                                 | 1           | 2           | 3              | 4           | 5                |

6. Did the directory add to your understanding of adult education? Yes \_\_\_ No \_\_\_

7. Would you recommend this directory to others? Yes \_\_\_ No \_\_\_

8. If available, would additional directories be helpful? Yes \_\_\_ No \_\_\_

9. Would you be willing to pay for a directory? Yes \_\_\_ No \_\_\_

10. What changes would you recommend for any future editions?

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11. What organization do you represent?

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Please fold this questionnaire & return it to the address listed. Thank you for your help!  
Please return as soon as possible.

Project WE CARE  
Information and Volunteer Services  
200 Ross Street  
Pittsburgh, PA 15219



### editor's ink spots

In Allegheny County there are an estimated 125,000 functionally illiterate adults—people who are unable to read such things as the Want Ads or instructions on medicine bottles, who cannot figure the amount of change due to them by subtracting what they spent from a \$20 bill.

Illiteracy is a larger problem than is usually thought. It is estimated that almost 23 million American adults, as well as an estimated 13% of 17-year-olds, are functionally illiterate, meaning that they cannot read or write well enough to be productive citizens. We Care, a newly funded state project, plans to be able to refer these people to agencies who can provide appropriate services to them.

The one-year project will result in a complete directory of adult basic education programs in the County, a listing of volunteer opportunities in these programs, and increased awareness

among human service agencies of the educational services available to adults who do not have a high school diploma.

Any groups which are currently offering literacy programs of any kind, GED English as a second language, adult basic education or who would like more information about WE CARE, are encouraged to call Anne Walsh Fogoros at 255-1124.

.....

Last issue contained an article which listed the phone number for the new office of Dr. Fisher and Dr. Shipkovitz as 771-1100 . . . problem was, the number had not yet been transferred to them. NOW it is. Try again.

.....

Note to Community Calendar users: The Area Advertiser will publish its ONLY pre-Christmas regular issue on December 8. The deadline will be December 1 for all Calendar events.

We know it's tough to have all your holiday events pinned down so early, but it'll be rougher if no one knows about them. So, make an effort—the publicity always makes it worthwhile.

.....

Congratulations to Linda & Rich Shook of Dormont on the birth of their first child; Jessica. She was born on October 24 and weighed 8 lbs. 11 oz.

The Area Advertiser staff is particularly impressed with this beautiful, beautiful baby — as usual, Linda "did good".

.....

Don't forget to visit the Ingram Presbyterian Church's Bazaar coming up this Thursday, November 13 . . . good food, delightful crafts.

.....

Belated birthday wishes to Rev. Glenn Conner, Pastor of Ascension Church, Ingram. Father Conner's birthday was celebrated November 8, and we wish him well.

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## WE CARE'S ROLE

WE CARE (Workers' Education and Community Awareness of Resources for Education) is a special project that is providing information on adult basic education services in Allegheny County: literacy tutoring, adult basic education, GED, and English as a second language classes.

A directory of services will be distributed to nonprofit agencies, professional groups, businesses and industries; small group meetings will familiarize agency personnel with the availability of and the need for adult basic education; consultation is available to both individuals and professionals on how to establish or extend adult education services.

WE CARE is funded by the Pennsylvania Department of Education and is sponsored locally by Information and Volunteer Services. WE CARE is providing services in conjunction with HELPLINE and the Volunteer Action Center, both services of Information and Volunteer Services.

**WE CARE**

284-1124

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DID YOU KNOW THAT THERE ARE 125,000 FUNCTIONALLY  
ILLITERATE ADULTS IN ALLEGHENY COUNTY?

INFORMATION AND VOLUNTEER SERVICES OF

ALLEGHENY COUNTY

200 Ross Street

Pittsburgh, Pennsylvania 15219

If you have a client, employee, or friend who can't read or write, or who wants to finish high school, why not read on for readily available assistance?





## THE PROBLEM

It is estimated that one out of five adults is functionally illiterate. That is, they cannot read a medicine bottle label, use the phone book, read the want ads, or figure their change at the grocery store.

Functional illiteracy is a hidden handicap, so you may be unaware that a client or employee has reading and math problems. However, you will see the problems adults encounter because of poor skills:

- consumer and budget problems
- trouble filling out forms and applications
- inability to advance on the job
- embarrassment that they do not have a high school diploma

Whether the goal is learning to read or earning a GED, adults can learn in classes geared to the adult learner; BUT they need your support to give education another try.

**YOU** are one piece in the solution to the problem.

## THE SOLUTION

The solution to the problem includes:

### AWARENESS

Professionals such as yourself becoming sensitive to the problem.

### EDUCATION

Knowing where to refer clients and employees to adult basic education classes and tutoring.

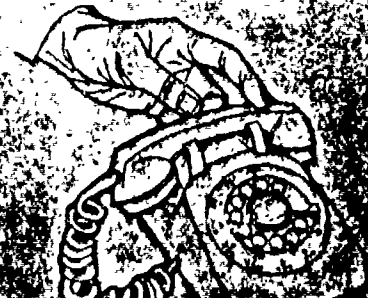
### THE HELPLINE WILL HELP

### TRAINING

Deciding how your agency or business can help. Perhaps you would like to establish a volunteer program for your clients or employees. Or you would like to help an established program. Consultation is available. **(THE VOLUNTEER ACTION CENTER WILL HELP.)**

### ACTION

Calling WE CARE at 255-1124 for information on how to assess the education needs of your clients or general information on adult basic education.



## FINDING HELP

Call 255-1155

For free, specific, and confidential information on where adults can learn to read or write, earn a GED, or learn English as a second language, call HELPLINE at 255-1155.

The HELPLINE staff will make a referral based upon your client's needs and will follow-up to see that the service was received. Consultation is always available to the professional.

## COMMUNITY INVOLVEMENT

Call 255-1121

The VOLUNTEER ACTION CENTER is working in conjunction with WE CARE to provide volunteer support to adult education services.

The VAC is searching for volunteers to provide child care while parents attend classes, to tutor adults on an individual basis, to assist adult learners in the classroom, and a myriad of other activities. Anyone who is interested in helping adults to learn is encouraged to call 255-1121 for a volunteer registration form.

**IF YOU CAN  
READ THIS,  
YOU CAN HELP**

---

ONE OF THE  
125,000  
FUNCTIONALLY ILLITERATE  
ADULTS  
IN ALLEGHENY COUNTY

MANY PROGRAMS  
OFFER TRAINING.

CALL  
255-1121

VOLUNTEER  
ACTION  
CENTER



ADULT BASIC EDUCATION  
PROGRAMS  
NEED

TUTORS-FOR NATIVE +  
FOREIGN-BORN ADULTS

YOU

CLASSROOM AIDES

YOU

ARTISTS

YOU

OFFICE AIDES

YOU

PROPOSAL WRITERS

YOU

PUBLIC RELATIONS AIDES

YOU

TO VOLUNTEER:  
CALL 255-1121

VOLUNTEER ACTION  
CENTER

# We Care helps people to read

## Program covers GED, tutors

By MARIE DONAHUE  
Staff Writer

One in five people in a certain country are functionally illiterate.

This statistic conjures visions of a poverty-stricken place with no schools, no books, no hope.

That country is the United States.

One group in Allegheny County is trying to change those figures.

We Care is an acronym for Workers Education and Community Awareness of Resources for Education. Funding comes from both the state Department of Education and Information and Volunteer Services.

It is a special program providing information about literacy tutors, adult basic education, GED (General Equivalency Diploma)

training, and English as a second language instruction. Those wanting this information can telephone 255-1155.

Volunteers to aid the adult education effort also are needed. Those interested should telephone 255-1121.

Being functionally illiterate goes beyond even an inability to read, according to Anne Walsh Fogoros, We Care's project director.

"It means the person lacks basic survival skills, like knowing your legal rights, how to fill out a check book, how to read medicine bottle labels," she said.

The advent of generic products underscored the problems such adults face. "We found out many people were relying on pictures to

buy food. Without the pictures on the label, they want to buy peas and end up with a can of pears."

Illiteracy touches all ages, economic levels and geographic areas, the director said. The groups with the greatest needs, however, include adults ages 16-18 and over 80, women, racial minorities, those without a high school education, and the unemployed.

Even some high school graduates are "pushed" from grade to grade without ever learning to read, she added.

The problem often remains a hidden one. Those affected are often "ashamed" they can't measure up to a third grader's academic achievements.

Reading tutors for adults are

available. "Literacy councils in the area have trained volunteers who work one-to-one with the person, starting with the basics. It's completely confidential and times can be set up according to the tutor's and client's schedules."

The sessions can be arranged for libraries, schools or churches, any place an adult might go with no stigma attached, she added.

Fogoros recalls the reasons a 70-year-old woman gave for wanting We Care's referral. "She said it might seem foolish to a younger person, but she wanted to do it, to go back to school for herself. She knew it wouldn't increase her employability, but that didn't matter to her. I told the woman it didn't seem foolish to me at all. In fact, it seemed just great!"

