

DOCUMENT RESUME

ED 335 554

CE 058 823

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 TITLE Literacy Plus Final Performance Report.
 INSTITUTION Hayward Public Library, CA.
 SPONS AGENCY Office of Educational Research and Improvement (ED),
 Washington, DC.
 PUB DATE 89
 NOTE 12p.
 PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Adult Basic Education; *Adult Literacy; *Library
 Extension; *Literacy Education; Program
 Effectiveness; Program Implementation; Publicity;
 *Tutoring
 IDENTIFIERS *Hayward Public Library CA; Literacy Plus Project
 CA

ABSTRACT

The Literacy Plus Project, begun in 1985, provides tutoring for English-speaking adults aged 16 and over who live in the Hayward (California) Public Library service area, and whose reading and writing skills are below eighth-grade level. During the 1988-89 program year, the program trained 84 tutors (goal: 100) using a program developed by the literacy project coordinator, which combined materials and methods used by Laubach Literacy Action, Literacy Volunteers of America, and local literacy trainers. Following training, 74 tutors were matched and went on to work with adult literacy students. Tutoring materials and instructional materials, such as life skills workbooks, job applications, and workbooks on spelling, mathematics, dictionary skills, writing, citizenship, and General Educational Development preparation, were provided. Tutors were monitored through their regular monthly reports and a follow-up training session. Tutors reported working a total of more than 3,100 volunteer hours during the year. A total of 57 students left the program for reasons such as reaching literacy goals, moving away, entering other educational programs, and having personal problems. Presentations on the literacy program were given to 12 local service organizations, more than 60,000 pieces of literature were distributed, and \$2,400 was raised from the community (one-half of goal). The program was expected to continue at about the same level of services for the following year. (KC)

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 Literacy Plus Project
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 Hayward, CA 94541
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LIBRARY ADMINISTRATOR Nancy Eager

PROJECT COORDINATOR Betsy Kahn

GRANT NUMBER R167A80153

GRANT AMOUNT \$18,735

ACTUAL AMOUNT EXPENDED \$17,368

This report prepared and submitted by:

Betsy Kahn

Betsy Kahn, Literacy Project Coordinator
415-784-8688

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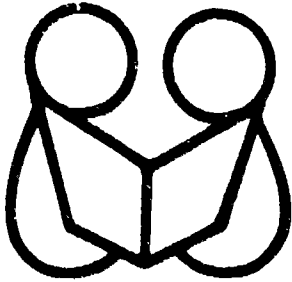
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LITERACY PLUS

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Attention: 84.167 Final Performance Report

Enclosed please find the final performance report for our LSCA grant for the fiscal year 1988-89. We apologize that this report is somewhat late in arriving; we were waiting for the Finance Department of the City of Hayward to correct some accounting errors so that we would have accurate financial information for the report.

We are very pleased with the progress that these federal funds made possible, and we look forward to expanding and improving our literacy services to adults in the Hayward area.

Staff

Marilyn B. Baker
Library Director
Nancy Eager
Public Services Coordinator
Betsy Kahn
Literacy Project Coordinator
Merri Blum
Literacy Project Assistant
Marilyn Shepard
Literacy Project Clerk

If you have any questions about this report, please call Nancy Eager or myself at 415-784-8688.

Sincerely,

Betsy Kahn
Literacy Project Coordinator

enclosures

I. PROGRAM OVERVIEW

Program Description. The Literacy Plus Project provides individualized one-to-one tutoring for English speaking adults age 16 and over who live in the Hayward service area, and whose reading and writing skills are below 8th grade level. Volunteers are recruited and trained as tutors, matched with students who have responded to local or national outreach, and their progress toward literacy is monitored. Contacts with the volunteer Literacy Council, tutors, and students are maintained through regular meetings, inservice trainings, and a project newsletter.

Program History. The Literacy Plus Project in Hayward began in November 1985, when more than 40 people joined together to form the Hayward Literacy Council. This group, representing many sectors of the Hayward community (including library staff, service clubs, social service organizations, educational institutions, businesses, churches, and governmental representatives), responded to a call to combat functional illiteracy in this community. Through the middle of 1987, the project was supported by a combination of support from the Alameda County Library Adult Literacy Project, fundraising efforts by the Council, and a previous LSCA grant.

In July of 1987, the Hayward Library was awarded a California Literacy Campaign grant, which has provided funding for two full-time staff members, instructional materials, library materials, contract services, and project supplies. This 1988-89 LSCA grant funded one half-time outreach position, as well as books for the New Reader Collection, instructional materials for tutoring, and some printing and supplies.

Program Staffing. Primary program management is provided by a full-time Literacy Project Coordinator, assisted by a full-time Literacy Project Clerk (both of these positions are funded by State Library monies). This LSCA grant funded a half-time Literacy Project Assistant position, whose primary function was program outreach. Over the course of the year, the Assistant made contact with dozens of local organizations to distribute our brochures, posters, and referral cards. She arranged for presentations to community groups and service providers, and for appearances on cable TV and radio talkshows. She produced several displays for the library, as well as a new brochure featuring photographs of current tutors and students working together.

Other major outreach projects during the year included: distributing 28,000 flyers through the Hayward Unified School District, and another 28,000 mailed with city water bills; organizing students to tape referral cards inside of circulating videos; organizing an "Erase Illiteracy" celebration, featuring a portable billboard parked in front of the library for two weeks, and a noontime press conference with speeches by the library director, the mayor, a Literacy Council member, and a Literacy Plus student; a feature article in the major East Bay newspaper; recruiting teachers as tutors through our local Reading Association newsletter; distributing referral cards to current tutors and students so they can refer friends and acquaintances; distributing literature through a door-to-door neighborhood improvement campaign launched by the City Manager's office; and distributing literature through community events such as the Zucchini Festival and neighborhood block parties.

The Literacy Project Assistant also helped the Coordinator with student interviewing and with tutor training.

Additions to the Library Collection. Funds from the LSCA grant were used to purchase the following types of materials to add to our special "New Reader Collection": study skills, vocabulary, and spelling; English as a second language, writing and grammar books; high-interest/low-level fiction; history books; math books; and videos on job-hunting.

II. GOALS AND ACCOMPLISHMENTS

Goal #1: To train 100 tutors, and to match those tutors with students.

During the 1988-89 fiscal year, we conducted five sessions, producing a total of 84 trained tutors. The average attendance at tutor training has dropped from 19 to 16 since last year; this may be a natural decrease because of having tapped the pool of potential tutors in Hayward for four years now.

The training program was developed by the Literacy Project Coordinator, combining materials and methods used by Laubach Literacy Action, Literacy Volunteers of America, and some local literacy trainers. The Literacy Project Assistant served as co-trainer.

In every tutor training there is a predictable number of tutors who drop out of the program before being matched; of the 84 tutors trained this year, 74 were matched and went on to work with adult literacy students.

Please see Appendix A for a statistical summary of tutor and student activity during 1988-89.

Goal #2: To provide materials and tutoring sites for all tutors and students matched under the Project. Tutoring materials used this year included Teach Someone to Read by Nadine Rosenthal, a tutor handbook compiled by the Project Coordinator, and workbooks from the Laubach Way to Reading series. This federal grant provided \$2,598 in additional instructional materials: workbooks about lifeskills (check-writing, job applications, getting a drivers' license, using the phone book), and workbooks on spelling, math, dictionary skills, writing, citizenship, and GED preparation.

A variety of tutoring sites are available to tutors and students; however, a majority of tutors and students work either at the public library itself, or in private homes. About twelve other public sites are routinely used, including the local Adult School, the local State University Library, various churches, community and recreation centers, and an art gallery.

Goal #3: To monitor the progress of all new tutors/students, in addition to monitoring the progress of continuing tutors/students matched since Project inception. The work of tutors and students is monitored in various ways. Within a month after the initial tutor training, tutors return to the library for a special follow-up training session to discuss their first weeks of tutoring and to get answers to any new questions they have. Tutors send in a regular monthly report form, which they use to report volunteer hours, successes, problems, needs for certain materials, reasons for missed tutoring sessions, and any other information about their tutoring activities. Tutors reported a total of over 3100 volunteer hours worked this year. In-

service meetings provide another opportunity for tutors to get questions answered and get new materials. All of these communication channels supplement the regular telephone and personal contact between tutors, students, and the Project Coordinator.

During the course of the year, a total of 57 students left the program, for reasons such as reaching literacy goals, moving away, entering other educational programs, personal problems, etc.

Goal 4: To present the issue of functional adult illiteracy to a minimum of nine local organizations or community groups. Using a slideshow developed by the California State Library, twelve presentations were made to the community this year. Organizations represented included Kiwanis, Rotary, Alpha Phi Sorority, Church Women United, Vallecitos Center for Employment Training, South County Homeless Project, Helen Turner School, Casa Sandoval Senior Residence, the Hayward Library Commission, and the Board of the Friends of the Hayward Library.

Goal 5: To distribute within the community a minimum of 3000 pieces of literature, relating to adult literacy and the Literacy Plus Project.

We estimate that more than 60,000 pieces of literacy were distributed this year. This number is so much higher than our goal because we had two unexpected opportunities to distribute large volumes of literature: 28,000 flyers went to all of the students in the Hayward Unified School District in an attempt to reach their parents, and another 28,000 flyers were mailed with city water bills. Our regular outreach efforts continued by providing posters, brochures, and referral cards to local organizations such as: State Office of Rehabilitation, State Employment Development Department, Regional Occupational Center, Hayward Adult

School, seven area vocational schools, Vallecitos Center for Employment Training, Hayward Police Department, the Alameda County Council of the International Reading Association, and the Armed Forces recruiting offices.

In addition, a semi-monthly project newsletter is produced and mailed to students, tutors, prospective tutors, donors, service providers, and other program supporters. The newsletter features tutoring tips, student writings, upcoming events, and other project news. The mailing list currently includes about 1200 names.

Goal 6: To raise a minimum of \$5,000 from the community, as financial support for the project. The Literacy Council joined in the Volunteer Center's annual "Human Race," a fundraising walk-a-thon for many Alameda County organizations. This event raised over \$600, and the Literacy Project picnic that day provided an opportunity for tutor recognition and team-building.

An annual fundraising appeal was sent out in December, and donations are requested in every issue of the Literacy Plus News. These approaches, as well as donations resulting from presentations to local service groups, netted the project over \$1800, for a total of over \$2400 for the year. While this is about half of our goal of \$5000, the Council felt that a "desperation plea" would be inappropriate this year since our state and federal funding provided for most of the needs of the project. Fundraising efforts will be more vigorous this coming year because our State grant begins to diminish as of July 1, and we were not awarded an LSCA grant for the 1989-90 fiscal year.

III. CONCLUSION

Hayward Literacy Plus is a full-fledged, independent library literacy program and currently has a diversity of financial and in-kind support including office space and supplies from the Hayward Library, a grant from the California State Library, and donations from individuals, businesses, and civic organizations. The Project Coordinator, originally working on her own, now has the help of a full-time Project Clerk. (The half-time Assistant funded by this grant has left the program, and there are no funds to continue her position at this time.) Five tutor training sessions and four tutor inservices are planned for the current federal fiscal year, and we expect to continue to support an average of 75-85 tutoring pairs at a time.

This LSCA funding allowed us to expand our outreach capacity, provide a variety of instructional materials for our tutors and students, and expand our New Reader Collection of materials.

APPENDIX A
Summary of Tutor and Student Activity

TUTOR ACTIVITY

Tutors trained in Hayward:	
October 1988	19
January 1989	15
March 1989	13
June 1989	22
August 1989	+15
	<hr/>
TOTAL TRAINED	84
Tutors dropped after training	-10
	<hr/>
Total tutors trained and matched in 1988-89	74
Tutors continuing from previous year	76
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TOTAL TUTORS ACTIVE DURING YEAR	150
Tutors dropped during year	-65
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Tutors active as of 10/31/89	84

STUDENT ACTIVITY

Students interviewed in Hayward	104
Students dropped/never tutored	-27
Students referred elsewhere	-13
	<hr/>
Total students interviewed and matched in 88-89	64
Students continuing from previous year	73
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TOTAL STUDENTS TUTORED THIS YEAR	137
Students dropped during year	-57
	<hr/>
Students active as of 10/31/89	80

HAYWARD PUBLIC LIBRARY

APPENDIX B
Summary of Expenditures

	Budget	Actual	Difference
Salary	8,000	7,160	- 840
Fringe	3,200	3,199	- 1
Supplies			
Office	500	249	- 251
Instructional Materials	2,500	2,602	+ 102
Library Materials	3,260	3,278	+ 18
Other			
Printing	900	679	- 221
Local Mileage	375	201	- 174
	<hr/>	<hr/>	<hr/>
Total	18,735	17,368	-1,367