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## ABSTRACT

The Adult New Reader Collection-Model Project proposed to serve five targeted groups by providing literacy, language development, and English-as-a-Second-Language (ESL) materials. The five groups included: literacy tutors; students identified by the staff and matched to their trained tutors; adult library users not connected to a literacy program who browse through the collection; adults learning to read English who need special ESL materials; teachers working with adults learning to read English and their students. The project established three major goals: to significantly enlarge the current adult new reader collection; to develop and enlarge the basic language building collection of materials already part of the literature section's collection; and to expand the ESL collection of print and non-print with multiple copies for greater availability. Details of administration of the project are provided, including a breakdown of staff time and use of funds. (KM)

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**FINAL PERFORMANCE REPORT**  
**FOR**  
**LIBRARY SERVICES AND CONSTRUCTION ACT, TITLE VI**  
**LIBRARY LITERACY PROGRAM**  
**ADULT NEW READER COLLECTION - MODEL PROJECT**  
**GRANT NUMBER: R167A80198**

**THE CHICAGO PUBLIC LIBRARY**  
**LITERATURE AND LANGUAGE DEPARTMENT**  
**78 EAST WASHINGTON STREET**  
**CHICAGO, ILLINOIS 60602**

**ROSEMARY DAWOOD**  
**PROJECT ADMINISTRATOR**

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**PART 1: GENERAL INFORMATION**

**1. Name and address of organization receiving grant:**

The Chicago Public Library  
Literature and Language Department  
78 East Washington Street  
Chicago, Cook County, Illinois 60602

**2. Name and telephone number of person preparing this report:**

Rosemary Dawood  
Project Administrator  
312-269-2868

**3. Grant number:**

R167A80198

**4. Grant amount:**

\$25,000.00

## **PART II: NARRATIVE REPORT**

The **Adult New Reader Collection - Model Project** was established in the Literature and Language Department of the Chicago Public Library primarily because space within the Department had recently been designated for the literacy tutoring activities of the Library's Adult Education and Literacy Services Unit (Study Unlimited). The space design provides a semi-private work/study area for eight tutors with one or two students at a given time. The Adult Education and Literacy Services Unit staff coordinate the recruitment of tutors, plan and conduct their training and provide continuous support after tutors have been matched with students. They also schedule the work/study areas for the tutors with their students. The Literature and Language Department provides display shelving inside the work/study area and outside the enclosed area where the **Adult New Reader Collection** is displayed in ample supply for use by the tutors, students and other library users who have need for these materials.

The **Adult New Reader Collection - Model Project** proposed to serve five targeted groups by providing literacy, language development and English-as-a-Second Language materials. The Literature and Language Department staff did not attempt to duplicate the excellent work related to literacy currently being provided by the Adult Education and Literacy Services Unit staff. All efforts made were to enhance their work by providing a more conducive teaching and study environment for the tutors and students and by selecting, purchasing, processing, promoting and displaying in a library setting a large collection of materials dealing with a

wide range of subject interests at a variety of reading levels for the tutoring program participants. The relocation of the tutoring study area from a fourth floor hallway to a high traffic area on the first floor and the relocation of the **Adult New Reader Collection** from a secluded fourth floor room to the "busy" Browsing Room setting near the ramped main entrance and the installation of simple, but informative, signage for the new area have made the tutoring activities of the Library and the **Adult New Reader Collection** more visible to the general public walking through the Browsing Room and, as a result, both tutors and students have been recruited and the collection is receiving an even wider use by the general public than anticipated. This highly visible setting has piqued the curiosity of visitors to the Library who inquire about the tutoring program and the collection.

The five targeted groups served by the **Adult New Reader Collection - Model Project** include the following:

1. The literacy tutors coordinated by the Adult Education and Literacy Services Unit's staff.
2. Students identified by the Adult Education and Literacy Services Unit's staff and matched to their trained tutors.
3. Adults library users not connected to a literacy program who browse through the collection seeking reading materials of subject interest which is written at a reading level comfortable to them.
4. Adults using the Foreign Language Section who are learning to read English who need materials specially written for English-as-a-Second-Language programs.
5. Teachers working with adults learning to read English and their students.

The **Adult New Reader Collection - Model Project** established three major goals to accomplish with the grant funds from this proposal:

1. To significantly enlarge the current **Adult New Reader Collection** established by the Literature and Language Department in 1986 with Corporate Budget funds by the addition of materials designed to improve the literacy of illiterates and functionally illiterate adults.
2. To develop and enlarge the basic language building collection of materials already part of the Literature Section's collection. Materials selected are intended for language skill building to enhance the reading, writing, spelling and other language skills of the adult new reader
3. To expand the English-as-a-Second-Language collection of print and non-print with multiple copies for greater availability to a wider audience.

All of the above materials are already a part of the Literature and Language Department collection and are located in three different areas of the Department, the Browsing Room near the Tutoring Area, in the stacks within the Literature Section's linguistics collection and in the Foreign Language Section in the English-as-a-Second-Language area. All materials, except ESL materials, purchased with the grant funds are identified with the **Adult New Reader Collection** label designed by the Library's Graphics Department with input from the Adult Education and Literacy Services Unit and Literature and Language Department staff. The basic literacy materials which are usually of a

paperback format are not cataloged with traditional library cataloging but they are added to the Library's database as temporarily converted paperbacks. Materials in the "language building collection" are cataloged, classed and added permanently to the library's bibliographic database for easy access by patrons and staff at all Chicago Public Library facilities and for interlibrary loan. All materials in this collection are either hard cover or permibound paperbacks. The English-as-a-Second Language (ESL) materials include soft cover readers and audio and video cassettes. The primary bibliographic control for the non-book materials is through a shelf list card file as these materials are not currently cataloged in the Foreign Language Section. The non-book materials circulate to individual patrons from the Foreign Language Section and are made available to branch libraries for a long loan of six months.

#### **GOALS AND OBJECTIVES**

**GOAL 1: Make available at CPL Cultural Center a significantly larger collection of library materials designed to improve the literacy of illiterates and functionally illiterate adults.**

Three objectives fall under this goal. The first involves selection of materials. Beverly Goerke, Librarian III and Head, Fiction/Browsing Section, was responsible for this area of the collection. Working with the Project Director, M. Patricia Young, numerous catalogs were reviewed and the Chicago Public Library resource collection of literacy materials was examined. John Telli, Materials Specialist for the Adult Education and Literacy Services Resource Collection, made himself available for advise

and recommendations for this portion of the collection. \$5,000.00 was assigned to this area of the **Adult New Reader Collection**. 205 titles and 786 volumes were ordered. The second and third objectives involve processing the materials and making them available for patron use. The Project Aide placed the proper stamps and the **Adult New Reader Collection** label on each volume, added it to the database and displayed the materials for patron use. The Project Aide was also responsible for keeping the shelving area in order and inviting. In addition to the materials purchased with the grant funds, the Adult Education and Literacy Services Unit donated multiple copies of additional titles from their collection. These materials were also processed by the Project Aide. Goal 1 has been fully met.

**Goal 2: Expand and make available multiple copies of basic language building materials for the adult new readers to enhance their newly acquired skills.**

Four objectives were to be met to reach this goal. The first was to survey the current collection to identify titles appropriate for multiple copy purchases and to prepare orders for these titles. The second objective was to review selection tools and select titles not currently in the collection. Drawing on his ten years of experience selecting language skill materials, Leonard Sopka, Librarian I and Literature Reference Librarian, made excellent selections of language building materials. A budget of \$5,660.00 was assigned to this area. 179 titles and 1,086 volumes were ordered. Objective three and four relate to the processing and shelving of the materials. The Project Aide completed the basic processing and the full conversion to the bibliographic



database with monitoring by the clerical supervisor. Mr. Sopka examined all new materials as they arrived and made selections for the "New Books" display. Other materials were shelved by the library page assigned to the Literature Section collection. Goal 2 has been fully met.

**Goal 3: Expand the ESL collection to include a greater variety of easy readers and audio/video cassettes for patrons learning to read and speak English.**

Objectives one and two involve a survey of the current collection to identify titles for multiple copy purchases and review of selection tools for additional appropriate titles. Elizabeth Hernandez-Alaras, Librarian II and Assistant Head, Foreign Language Section, drew on five years of experience with collecting ESL materials and was allotted a budget of \$8,000.00. 37 titles and 142 volumes in book format were ordered. The materials in greatest demand are the audio and video cassette sets with accompanying printed manuals. These tend to be expensive. 6 video titles and 12 video sets and 35 audio titles and 178 audio sets were purchased. Objective three and four relate to processing the materials. Mrs. Hernandez-Alaras processed and shelved the materials in the Foreign Language Section. Being sensitive to users who have various levels of education in their native language(s), a decision was made not to label the materials and the shelving area with the **Adult New Reader Collection** labels and signage. For example, a Russian immigrant may have a PhD and may be fully literate in Russian and two or three other languages but he may not be fully literate in reading English. He would be insulted by the label "Adult New Reader". An immigrant from another country

may be functionally illiterate in his native language or may have little knowledge of the English language. He may be embarrassed by the same label. As stated earlier, the Foreign Language Section does not currently add audio and video cassettes to the bibliographic database. With the two exceptions, Goal 3 has been met.

**Goal 4: Market the Adult New Reader Collection to tutors and potential users.**

The first objective of working with the Adult Education and Literacy Services Unit (AELS) staff to identify literacy groups in the central City has been fully met. There has been a cooperative working relationship between the Department and the AELS staffs.

The second objective has been fully met since an appropriate label was designed in cooperation with the AELS staff.

All materials, except the ESL materials, have been identified with the label. Simple signage clearly identifies the basic literacy collection. The third objective, "Prepare flyers and brochures promoting the collection and distribute them to Chicago Public Library/Chicago Library System librarians and potential users." A decision was made not to follow this objective since promotional activities of AELS include the collection housed in the Department and additional flyers/brochures would give the impression of competition instead of cooperation. The fourth objective, "Plan and conduct an orientation..." was fully met. "An Orientation to the Adult New Reader Collection" was planned by Project Director, M. Patricia Young, and Beverly Goerke with the assistance of John Telli, Materials Specialist for AELS, and conducted on April 25, 1989 in the CPL Cultural Center for all Literature and Language staff,

interested staff in the CC building, tutors and literacy programs staff. Thirty-five persons attended. The fifth objective is a duplication of AEELS routine publicity which included the collection in the Department.

**Goal 5: Expand the use of the literacy resources in Chicago and Illinois.**

The first objective concerns the preparation of selection lists of materials in the collection for CPL branch librarians. The AEELS staff already prepares such lists which include all of the titles purchased for the Literature and Language **Adult New Reader Collection**. The second objective concerns the preparation of an annotated bibliography for distribution to CPL branches and the seventeen library systems of Illinois. This objective was not carried out since it would be a duplication of a more comprehensive list prepared by AEELS staff and released in early September 1989. On page 3, Guide to Resources for Literacy and Adult Basic Education Learners, published by the AEELS staff, the **Adult New Reader Collection** of the Literature and Language Department is listed as one of the collections and holdings of the Department's collection are included in each listing where ownership is indicated. The guide includes an alphabetical title list, subject listings, series list, annotated core collection, list of publishers and alternative materials. Through cooperation with AEELS these two objectives have been met. Two branch librarians receiving Title IV LSCA Grants for the 1989/90 funding period have used the order files of the Department for making their materials selection.

## EVALUATION OF PROJECT

### STAFFING

<u>Personnel</u>	<u>Activity</u>	<u>Total Hours</u>
Project Administrator	Administrating grant	260
Project Director	Monitoring grant	260
Material Selectors (3)	Selecting, ordering	468
Project Aide	Processing, displaying	1040
Clerical Supervisor	Monitoring work of Aide	260
Graphic Artist	Design label/signage	20
AELS Staff	Consulting meetings	104
Library page	Shelving materials	312
Other staff	Various tasks	<u>520</u>
		3244

### COLLECTION ACQUISITION

<u>Area of collection</u>	<u>Number of Titles</u>	<u>Number of volumes</u>
Basic literacy books	205	786
Language building books	179	1086
ESL books	37	142
ESL video cassettes	6	12
ESL Audio cassettes	<u>35</u>	<u>178</u>
	462	2204

### PROMOTION OF COLLECTION

<u>Activity</u>	<u>Number</u>
-----------------	---------------

Number of orientation workshops	1
Attendance at orientation	35
Orientation flyers printed	100
Orientation flyers distributed	35
Number of planning meetings	25
Press releases	0
Publication in Systemwide Staff News	1
Flyers printed and distributed	0
Telephone contacts/information seeking/giving	208

#### USE OF COLLECTION

<u>Activity</u>	<u>Number</u>
-----------------	---------------

Number of books circulated for home use	3120
Number of ESL Non-book for home use	380
Number of ESL cassettes loaned to branches	22
Number of books used in library	15600
Numer of ESL cassettes used in library	<u>936</u>
	20059

#### SELECTION TOOLS

<u>Activity</u>	<u>Number</u>
-----------------	---------------

Selection lists prepared for branches	0
Inquiries from branches about collection/lists	5
Number of annotated bibliographies	<u>0</u>
	5

## SURVEYS

No official written surveys were taken.

Fifteen (15) meetings were held with several AELS staff where various aspects of the collection, orientation, processing materials, and similar issues were discussed. The general impression is that the AELS staff was pleased with the collection and gratified to be identified with it. Since tutoring is such a private matter, it seemed inappropriate for the Department staff to seek out tutors and students for a survey. The Foreign Language Section staff expressed great enthusiasm about the ESL collection, especially the audio and video cassette collections. Since no lists and annotated bibliographies were prepared by the Department staff, no surveys were taken of CPL branch staff, CLS affiliates and Illinois Library System staff. (The AELS resource book was distributed to each of these groups.) The Literature staff who attended the Orientation found it useful for information about the grant, the Library's literacy program and the collection. No members of the CPL Friends volunteers attended the Orientation.

## PROJECT AIDE

Recruitment for the position of Project Aide was made through Operation Able, an organization which assists older Americans in locating part-time employment. After Operation Able advertised concerning the position, eight inquiries were received. Four candidates submitted resumes and requested an interview. Rosemary Dawood, the Project Administrator, and M. Patricia Young, the

Project Director, interviewed the four applicants and selected Jean M. Rice, who after being layed off when her company moved to Mexico, went back to school to improve her skills. She studied typing and word processing. Mrs. Rice proved to have been an excellent choice because, in addition to her office skills, she is a self starter and was creative in her approach to the job. She developed an excellent working relationship with the Department and the AEELS staff.

#### GRANT BUDGET

The budget for this grant was relatively simple and straight forward and falls into three areas: personnel, supplies and library materials. The Project Aide was hired to work twenty (20) hours per week, at \$6.00 per hour for fifty-two (52) weeks. The total allotted for personnel, \$6,240.00, was spent without complications. The supplies budget consisted on one item, **Adult New Reader Collection** labels. These were produced at the cost of \$100.00, the amount budgeted. Controlling the library materials category was much more difficult. At the outset of the project, the three selection librarian prepared and submitted orders equal to their allotted budget plus extra to cover discounts. They relaxed when the Fund Status Report indicated that all funds had been encumbered. After six month (180 days), all titles not received were automatically cancelled by the computer program. A considerable portion of the orders were cancelled and new "rush" orders were prepared. The current Fund Status Report indicates that all funds for library materials, \$18,600.00, have been encumbered. It will be necessary for the Accountant to verify the status.

THE CHICAGO PUBLIC LIBRARY

PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT, made and entered into by and between Jean M. Rice (hereafter, "Consultant") and THE CHICAGO PUBLIC LIBRARY (hereafter, "Library"), is for the period October 17, 1988 and September 30, 1989.

NOW, THEREFORE, the parties to this agreement do hereby covenant and agree as follows:

- I. SCOPE: The Consultant will render the following services: prepare BATAB order forms, key holdings into UTLAS database, prepare selection lists, arrange new materials for patron use, maintain collection area, distribute and prepare for mailing flyers announcing the collection, maintain the mailing list and prepare all mailings, assist the project administrator with the planning of the orientation, and perform duties as necessary for carrying out the purpose of this grant.
- II. MAXIMUM COMPENSATION: The Library shall pay the Consultant on a semi-monthly basis at an hourly rate of \$6.00. The total contract shall not exceed \$6,240.00.
- III. FUNDING: This agreement shall be funded through a LSCA Title VI Grant.
- IV. NOTICE: All notices and communications required herein shall be directed to The Chicago Public Library, Rosemary Dawood, 78 East Washington Street, Chicago, Illinois 60602 and to Jean M. Rice, 6042 South Cottage Grove, Chicago, Illinois 60637. Communication to either party shall be deemed received when mailed.
- V. OPTION OF TERMINATION: Either party may terminate this agreement at any time by giving the other party 30 days notice in writing. Payment for the work performed before the effective date of such termination shall be based upon an estimate of the services actually performed by the Consultant to the date of the termination. Such estimate shall be mutually agreed upon by the Library and the Consultant. Such payment so made to



the Consultant shall be in full settlement  
for services rendered under this contract.

IN WITNESS HEREOF, the parties hereto have executed this agree-  
ment as of the 3rd day of October, 1988.

By

Jean M. Rice  
NAME

Consultant

By

Lauren Dowson  
NAME

Chicago Public Library