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              Training; Volunteers; Workplace Literacy
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ABSTRACT
        The Lee Library Association conducted a project that
involved recruitment, public awareness, training, rural oriented, basic
literacy, collection development, tutoring, computer assisted services, and
English as a Second Language (ESL) programs. The project served a community
of 25,000-50,000 people, and targeted the homeless, learning disabled,
functionally illiterate, and ESL learners. Tutoring was done one-on-one and
in small groups, using a modification of the Orton-Gillingham method, and the
Linguistic Approach. The project served 71 adult learners. The report
provides a comparison of actual accomplishments to goals and objectives set
forth in the grant application; a comparison between proposed and actual
expenditures; specific details of activities undertaken; the role the library
played in the accomplishment of the goals and objectives; agencies and
organizations that assisted in the project; and the impact of the federal
project on the ongoing program of the library. (SWC)

Lee Library Association, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

2

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

FINAL PERFORMANCE REPORT

Part I: General Information

1. Lee Library Association
   100 Main Street
   Lee, Massachusetts 01238

2. Zoe Dalheim -(413) 240-0471 Work   243-3617   Home

   Martha Mauke -(413) 243-0471 Work

3. Grant Number (R167A20168)

4. Amount Awarded: $35,000.00

   Amount Expended: $35,000.00

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

    ___ under 10,000
    ___ between 10,000 - 25,000
    _X_ between 25,000 - 50,000
    ___ between 50,000 - 100,000
    ___ between 100,000-200,000
    ___ over 200,000

2. What type of project was this? (Check as many as applicable)

    _X_ Recruitment   _X_ Collection Development
    ___ Retention   _x_ Tutoring
    ___ Space Renovation   _x_ Computer Assisted
    ___ Coalition Building   ___ Other Technology
    _X_ Public Awareness   ___ Employment Oriented
    _x_ Training   ___ Intergenerational/Family
    _X_ Rural Oriented   _X_ English as a Second Language
    _X_ Basic Literacy   (ESL)
    ___ Other (describe)_____

3. Did you target a particular population? (Check as many as applicable)

    _x_ Homeless   ___ Homebound
    ___ Hearing Impaired   ___ Seniors/Older Citizens
    ___ Visually Impaired   ___ Migrant Workers
    _X_ Learning Disabled   ___ Indian Tribes
    ___ Mentally Disabled   ___ Intergenerational/Families
    ___ Workforce/Workplace   _X_ English as a Second Language
    ___ Inmates of Correctional Institutions
    ___ Other (describe) ___functionally illiterate___

4. If this project involved tutoring, what tutoring method was used?

    ___ Laubach   ___ LVA   ___ Michigan Method
    _X_ Orton-Gillingham   _X_ Other (describe)   Linguistic Approach - word family
        Modified   used especially with several
                                            disabled or slow learners.

              BEST COPY AVAILABLE   Base was student's needs determin-
                                            ed by assessment and interview.

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___X__one-on-one tutoring   __X__small group instruction   Spelling
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students <u>quantitatively</u> measured?   __x__ yes ___ no   in some cases

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)   3 passed the GED, 2 passed the Michigan Language Test for ESL, 15 moved from 1 to 4 levels in the basic skills readers

6.(b) If this project involved tutoring, were <u>qualitative</u> outcomes of student progress documented?   __X__ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.) Progress determined annecdotally at tutor meetings with monthly tutor reports: 6 taking college level courses, 3 passed GED, 2 got over test anxiety, several got jobs, one student now tutoring a fellow L.D. student, several able to stick with a program for first time, one student comfortable enough with her disability to have her poetry printed in a local paper, this student had not written anything before.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

__x__ bibliography   ___ resource directory
__X__ curriculum guide   ___ evaluation report
__X__ training manual   ___ survey
___ public relations audiovisual   __X__ newsletter(s)
___ training audiovisual   __X__ other (describe)
__X__ recruitment brochure   __Publicity materials__
                                      __Radio PSAs__
                                      TV PSAs

We use ESL guide to guide tutors - do not present guide to tutors as it would be overwhelming

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way)___71___

Of those served, how many received direct tutoring service?___61___

How many hours of direct tutoring service did they receive? _3,571 hours_

How many new volunteer tutors were trained? ___38___

How many current volunteer tutors received additional training? ___20 +___

How many volunteer tutors (total) were involved? _58 some assigned twice_

How many non-tutor volunteers were recruited?_6 all as program..1 advisors_

How many service hours were provided by non-tutors? ___150___   2 fiscal
                                                                    work
How many librarians were oriented to literacy methods, materials,   3consultants
and students?_10 thru one or two visits and newsletter_   4editing

How many trainers of tutors were trained? ___3___

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

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Part III NARRATIVE REPORT
  All activities of this project focus on the development of
  a literacy program.

#1. a. Goals- Objectives - Related Activities - Outcomes

    The primary objectives of SBLLN for FY 1992-1993 were:
to recruit, train, and support at least 60 volunteer tutors
from at least 10 community/library districts; to recruit,
assess, and match with tutors at least 60 adult learners; to
develop teaching sites in 8-10 different Southern Berkshire
communities as needed.

    These objectives were easily met. A total of 71 adults
received services; 61 of them were tutored. The 10
individuals who did not receive tutoring were assessed only
and some of them will be tutored in the new fiscal year.
The students can be divided roughly into four groups: the
functionally illiterate, a large percentage of whom are
learning disabled; the foreign born needing English as a
second language; the student needing help with GED
preparation; and the fourth group is "other", a miscellaneous
group representing a variety of needs. These may include:
higher level reading comprehension, spelling, basic math,
life coping skills, citizenship, writing. Students remain
with the program from two sessions to two years. Most spend
at least three months in the program and make measurable
progress. Some drop out and when their lives settle, come
back in again. We always welcome them! For undereducated
adults, acceptance is a critical to helping gain trust in
their ability to meet their own learning goals. Thirty-eight

new tutors were trained and 28 tutors were retained from the previous year, making a total of 66 tutors available to work in the program, 58 of these were assigned. A few worked with more than one student. These tutors came from 12 different towns, though the largest number were from Lee, Great Barrington, and Stockbridge. They are an interesting and varied group: college professors, a music critic, business people, housewives, a chicken farmer, retired professionals, teachers, a stone mason, a weaver and spinner, an SBLLN student, a retired military trainer, an assistant postmaster, a stained glass worker, owners of bed and breakfasts, secretaries....

The adult students were tutored at 17 community sites and in several homes, over (please see # 6) We had no problem in finding places for tutor-student pairs to meet.

The objective of expanding the educational opportunities offered produced: A spelling curriculum which would be suitable for learning disabled individuals as well as plain old poor spellers. (This work was inspired by students need, but was not done on paid time. The curriculum was created by a staff person at her home) As a field test, a small spelling class was held from January to June. The range of materials has been expanded both for pre-literate adults and at the other extreme, for ESL students who are progressing from this program into college and citizenship. GED preparation, Level 4 ESL writing, and tutoring for those with comprehension difficulties have been added. Audio tapes for home use by

illiterate and ESL students have proven helpful for several students. Support was given for three school systems through providing tutors for selected ESL and for pre-GED students.

The <u>objective</u> <u>of</u> <u>developing</u> <u>a</u> <u>decentralized</u> <u>resource</u> <u>library</u> has been modified to meet the reality of the program. In this type of program a lot of staff time is spent on the road meeting with tutors, assessing students, or doing outreach work. Thus, the time we can be "in-house" is best identified with one location. Tutors from any town who want to "chat" with us during hours we are "in", also seem to like to browse among our literacy collection. Thus, though books and curriculum materials are housed at both the Lee Library and at the major tutoring site in Great Barrington, the bulk of materials are in Lee. Additional materials are placed at other sites as needed. Certainly, we travel to the towns to meet with students and tutors, for assessments, to match tutoring pairs, and to respond to requests from tutors. We hope in this next year to define more roles for volunteers who do not tutor, but that would have been premature in 92-93

The <u>Objective</u> <u>of</u> <u>developing</u> <u>an</u> <u>advisory</u> <u>committee</u> has been met. Including the library director and the literacy program coordinator, this committee meets regularly for several purposes. 1. The committee is used as a sounding board to provide a wider perspective on program issues that may impact upon the community. This has included for instance, a workplace issue in which a student wished a tutor to

intervene.   2. The committee provides links to individuals that may be called upon to help the literacy program with particular activities. For example, contacts with professional fundraisers to consider how and when to approach the community for support.   3. The editing and reading of outreach materials and documents for their appropriateness. 4. Budget requirements and structure for maintaining SBLLN when grant funds are not available.

   b. Major Revisions in the Project

A budget change in the summer of 1993 was requested and approved. A transfer was made of $3,000.00 from the Library Materials category to the Payroll category as we found it impossible to reduce the summer hours of the staff over the summer. We found that the travel, outreach, follow-up, program support, materials management and on going training required a high level of staff hours which could not be cut back in the summer as we had planned. The Department of Education responded favorably to this request.

#2. Budget Comparison: proposed - actual expenditures

Proposed Expenditure/Actual Expenditure

Library
Materials....7,000.00...........4,074.97   (see quest.1)

Other..........716.00.............741.45

Payroll.....22,000.00..........25,000.00   (see quest.1)

Fringe.......2,200.00...........2,185.37

Travel.......1,000.00...........1,035.11

Supplies.....2,084.00...........1,963.10

#3. Activities Undertaken: (Other than those relating to program goals which are described above in #1)

Outreach Activities:

Visits: to agencies, churches, businesses, schools

Media Publicity: articles in weekly and daily papers, radio and cable t.v. PSAs, notices in newsletters

Trial SBLLN Newsletter sent to librarians and posted

Creation of Publicity Materials: brochures, posters, flyers

Participation in a Learning Disability Support Group: primarily for families this first year

Materials Acquired: A variety of materials was acquired to build a literacy-library fitting the goals of the project. Specific materials purchased included basic adult reading programs with a structured language approach; an adult basal reader designed for adults through a Title I LSCA grant; reading comprehension and reading enrichment materials;three different titles of ESL series; basic math series for adults; dictionaries; a series of pre-GED and GED books; materials on citizenship; English grammar texts for both native-born speakers and foreign speakers; a computer-based phonics reinforcement program; life coping materials. (please see bibliography for titles)

Training: All SBLLN directed training focused on the preparing of community volunteers for tutoring.
SBLLN requires a five session training program for potential volunteers: four group, one individual (please see appendix

for SBLLN-developed training outline)

Schedule this year: November, 1992 - 9, 12, 16, 19 + make-up

February, 1993 - 9, 16, 22, 23 + make-up

June, 1993 -9, 16, 23, 30 + make-up

Topics presented:

Who is the adult learner arriving at a library literacy program?; Understanding the "task" of reading; Teaching basic reading; Understanding and responding to learning disability; English as a Second Language; GED preparation;, Life coping skills. The trainings are interactive for the purposes of 1. assuring that potential tutors experience tutoring as both possible and enjoyable and 2. providing opportunity for SBLLN staff to observe attitudes and talents of individuals so that the program may make the most considered use of them. (Please see attached training outline)

Additionally, SBLLN staff present selected topics at the monthly support meetings for tutors. These are drawn from tutor or student needs. It may be a curriculum presentation: "The use of tapes with ESL", or an organized discussion of the purposes of assessment, or portfolios.

Training of SBLLN Staff: staff also participated in several workshops deemed of benefit to the program:

*A state-wide meeting of library literacy programs for the sharing of experiences, ideas, and favored materials.

*A New England adult basic education conference

*The coordinator was an invited participant at the Northeast federally sponsored conference on adults with disabilities.

#4. <u>Library</u> <u>Role:</u>

The Lee Library does provide space for tutoring and meetings and an office for the program. Further it provides a typewriter and copy machine and Library staff take phone messages. Yet, it provides something in addition that we did not anticipate: a friendly, attentive atmosphere created by the library staff. We have observed the increase in self esteem of people new to a library, the desire to "hang around" because they feel comfortable. This is certainly a desired outcome of a literacy program. The library director provides daily service to the program. She oversees all fiscal activity, willingly edits writings done by project staff, serves actively on the advisory committee, helps finalize even small policy decisions, and has advocated for SBLLN students with librarians in other county libraries. The library trustees include the literacy project as a regular item on their agenda, providing encouragement as well as community contact.

#5. <u>Organizations</u> <u>and</u> <u>Agencies</u> <u>and</u> <u>their</u> <u>Involvement:</u>

Advisory Committee: The advisory committee for SBLLN, developed under the 1992 Title VI grant, drew from area businesses. These include:

<u>Flint</u> <u>Antiques:</u>   Lenox, Mass.

<u>L.V.</u> <u>Toole</u> <u>Insurance,</u> <u>Inc.:</u> Lee, Mass.

<u>John</u> <u>S.</u> <u>Lane</u> <u>and</u> <u>Son's,</u> <u>Inc.:</u>   West Stockbridge

Retired Managing Editor, <u>Berkshire</u> <u>Eagle</u>

In addition to this ongoing advisory committee, men and women from particular business organizations have provided services and advice when asked. Employees of <u>Crane Paper Co.</u> in Dalton, Ma. donate copy paper. The human resources coordinator for <u>Mead Paper Corporation,</u> Lee, has advised on approaches to engage industry in support for literacy and will join the advisory committee in the future. The president of the <u>Lee Bank</u> has provided consultation on working with other non-profits for future growth.
Lexia Learning Associates of Concord, Ma. contributes various computer software. <u>The</u> <u>Learning Connection,</u> the organization from whom the paid staff for this project are drawn has contributed computer time, volunteer hours for both teaching and training, bookkeeping services, materials, report writing, consultation on learning disability.

#6 <u>Libraries</u> <u>and</u> <u>Other</u> <u>Sites</u>
The libraries of <u>Great Barrington, W. Stockbrige, South Egremont, New Marlborough, Sheffield, West Stockbridge, Sandisfield, Otis, Lenox, and Becket</u> have all opened their doors to tutoring, the displaying of materials, and the holding of curricula when these services are requested in their towns. Tutoring has occurred in six libraries.

In addition, the following social agencies, schools, churches, and businesses have provided tutoring space and meeting space. <u>Berkshire Community College,</u> Great

Barrington; Construct Coalition to Prevent Homelessness,
Great Barrington; Lenox Methodist Church; Lee High School,
Great Barrington Council on Ageing; Country Curtains, S. Lee;
Wonderful Things, Great Barrington; Kimberly Clark, Lee.

#7. Impact on Lee Library of Literacy Program:

Certainly, the program has increased the number of patrons
who use and appreciate the library. This includes not only
students, but tutors. Men and women from neighboring towns
have become familiar with our library and its atmosphere is
frequently praised. The publicity about SBLLN has added to
the prestige of the library among other organizations and
other libraries. This allows Lee to operate as a leader in
advising other libraries in their literacy efforts. The total
library collection has increased. And additional computer
capacity and program variety have been provided.

Appendix:

1. SBLLN Tutor Training Manual – sessions 1 and 2

2. Sample Curricula Guides

3. Bibliography

4. Outreach Materials

5. Tutor Report Form

6. Intake interview

7. A SBLLN Newsletter

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