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ABSTRACT

This final performance report for the Chandler Public Library literacy project for fiscal year 1992 begins with a section that provides quantitative data. The next section compares actual accomplishments to the project goal--to improve the quality of life for illiterate, semiliterate, and non-English-speaking citizens by providing a comprehensive and coordinated literacy program in the community--and related objectives: (1) to establish, maintain, and maximize use of three learning centers for literacy instruction; (2) to establish the public library as a literacy clearinghouse, both for citizens seeking literacy instruction and for volunteer tutors; (3) to provide language literacy services to the Hispanic population; and (4) to develop a collection of literacy and adult basic education materials and to make that collection available both to individuals and other libraries. The acquisition and implementation of two SOLO workstations is discussed as a strategy for accomplishing the first objective. Proposed and actual expenditures are compared. Activities undertaken are described, including library materials acquired and a site visit to observe the library literacy program at Redwood City (California). The role of the library, contributions of other organizations, facilities used, and project impact are described. (MES)

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**Chandler Public Library, Final Performance Report
for Library Services and Construction Act (LSCA)
Title VI, Library Literacy Program**

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FINAL REPORT
L.S.C.A. TITLE VI GRANT, FY 1992

Chandler Public Library
25 South Arizona Place, Suite 111
Chandler, Arizona 85225

Report Prepared By Karen Drake And Leonard Rodriguez
Telephone: (602) 786-2312

Grant Number R167A20304

Amount Awarded: \$34,645

Amount Expended: \$34,645

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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
- 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)

- | | |
|--|--|
| <input type="checkbox"/> Recruitment | <input checked="" type="checkbox"/> Collection Development |
| <input type="checkbox"/> Retention | <input checked="" type="checkbox"/> Tutoring |
| <input type="checkbox"/> Space Renovation | <input checked="" type="checkbox"/> Computer Assisted |
| <input type="checkbox"/> Coalition Building | <input type="checkbox"/> Other Technology |
| <input type="checkbox"/> Public Awareness | <input type="checkbox"/> Employment Oriented |
| <input type="checkbox"/> Training | <input type="checkbox"/> Intergenerational/Family |
| <input type="checkbox"/> Rural Oriented | <input checked="" type="checkbox"/> English as a Second Language (ESL) |
| <input checked="" type="checkbox"/> Basic Literacy | |
| <input type="checkbox"/> Other (describe) _____ | |

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

- | | |
|---|--|
| <input type="checkbox"/> Homeless | <input type="checkbox"/> Homebound |
| <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Seniors/Older Citizens |
| <input type="checkbox"/> Visually Impaired | <input type="checkbox"/> Migrant Workers |
| <input type="checkbox"/> Learning Disabled | <input type="checkbox"/> Indian Tribes |
| <input type="checkbox"/> Mentally Disabled | <input type="checkbox"/> Intergenerational/Families |
| <input type="checkbox"/> Workforce/Workplace | <input checked="" type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inmates of Correctional Institutions | |
| <input type="checkbox"/> Other (describe) _____ | |

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Laubach | <input checked="" type="checkbox"/> LVA | <input type="checkbox"/> Michigan Method |
| <input type="checkbox"/> Orton-Gillingham | <input type="checkbox"/> Other (describe) | |

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

one-on-one tutoring small group instruction
 classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? yes no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Note: Quantitative measurement was begun at the end of the program and continues to be done now. We are using the Badër Reading Inventory Kit as the primary measurement tool.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? 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.)

Writing samples, class participation, and homework assignments, plus tutor observations and monthly reports.

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.

<input type="checkbox"/> bibliography	<input type="checkbox"/> resource directory
<input type="checkbox"/> curriculum guide	<input type="checkbox"/> evaluation report
<input checked="" type="checkbox"/> training manual	<input type="checkbox"/> survey
<input type="checkbox"/> public relations audiovisual	<input checked="" type="checkbox"/> newsletter(s)
<input type="checkbox"/> training audiovisual	<input checked="" type="checkbox"/> other (describe)
<input type="checkbox"/> recruitment brochure	<u>Conference presentation board.</u>
	<u>Information sheet for staff.</u>

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) 50

Of those served, how many received direct tutoring service? 50

How many hours of direct tutoring service did they receive? 3500

How many new volunteer tutors were trained? 32

How many current volunteer tutors received additional training? 5

How many volunteer tutors (total) were involved? 37

How many non-tutor volunteers were recruited? 11

How many service hours were provided by non-tutors? 222

How many librarians were oriented to literacy methods, materials, and students? 29

How many trainers of tutors were trained? 0

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.

GOALS AND OBJECTIVES:

GOAL: To improve the quality of life for the illiterate, semiliterate, and non-English speaking citizens of Chandler by providing a comprehensive and coordinated literacy program in the community.

Objective 1: To establish, maintain, and maximize use of three (3) learning centers for literacy instruction.

- Strategies:
- a. The Library used grant funds to purchase and install two (2) S.O.L.O. workstations from the Computer Curriculum Corporation.
 - b. The Library provided matching funds to purchase and install one (1) S.O.L.O. workstation in the Library.
 - c. The Library provided trained S.O.L.O. site personnel to coordinate scheduled use of workstations.
 - d. The Library hired a Literacy Coordinator for 19 hours per week for 48 weeks. Duties included training S.O.L.O. site managers and tutors, overseeing site scheduling, developing brochures and news releases, coordinating students and tutors, and collecting data for evaluation.

Objective 2: To establish Chandler Public Library as a literacy clearinghouse, both for citizens seeking literacy instruction and for volunteer tutors.

- Strategies:
- a. Literacy Coordinator identified volunteer tutors and provided training for them.
 - b. Literacy Coordinator interviewed prospective students for general literacy instruction and matched them with a tutor and/or assisted them in beginning independent study, on the S.O.L.O. system, or enrolled them in the E.S.L. classes, as appropriate.
 - c. Library staff and Literacy Coalition members worked with other community agencies, area libraries, businesses, and educational institutions to inform them about the literacy learning centers and tutoring services and to reach prospective students. A total of 11 presentations were made to other agencies.
 - d. Referrals to the program were made by various organizations and agencies.
 - e. Library provided a directory of literacy resources.
 - f. The Literacy Coordinator worked with the media to promote literacy programs and

services and to implement an on-going public awareness program. (See sample articles attached

Objective 3: To provide language literacy services to the Hispanic population.

- Strategies:
- a. The Library, through the Arizona Literacy Coalition, met with E.S.L. teachers and other groups to implement a plan for increasing use of the library by patrons of low English language proficiency.
 - b. The Library purchased bilingual books for the Hispanic population.
 - c. The Library purchased audio tapes and videos on English for Spanish speakers.
 - d. Bi-lingual Library staff members were available to provide service during all hours the Library was open.
 - e. Informational brochures in Spanish were prepared.

Objective 4: To develop a collection of literacy and adult basic education materials and to make that collection available both to individuals and other libraries in the East Valley.

- Strategies:
- a. The Library is developing a literacy reference collection for tutors, based on Project Read (Redwood City, a nationally recognized Literacy Program) utilizing a core collection of materials from Literacy Volunteers of America and Laubach. 20 tutor manuals and 40 sets of student textbooks and supplementary reading materials were purchased. 3 tutor training and 3 E.S.L. videos were purchased. Student E.S.L. materials include audio cassettes.
 - b. The Library has established a core circulating collection of high-interest low reading-level materials. 101 items were purchased for the collection, and each item circulated an average of 3 times.
 - c. Library staff cataloged all materials in order to make them available through the online catalog and East Valley Information Network for interlibrary loan by other area libraries.

<u>Budget</u>		<u>Expenditures</u>
Personnel:	\$10,645	\$12,145.79
Computer Equipment:	\$ 8,000	\$ 3,639.85*
Other Equipment:		\$ 1,320.57*
Computer Software:	\$ 6,600	\$ 9,397.55*
Library Materials:	\$ 8,800	\$ 6,976.40
Travel:	0	\$ 708.68**
Other Supplies & Printing:	<u>\$ 400</u>	<u>\$ 456.16</u>
TOTAL	\$34,645	\$34,645

* Two S.O.L.O. workstations with headsets, software, and manuals were purchased as planned. The breakdown of hardware and software cost differed from the plan. "Other equipment" purchased was 1 portable V.C.R. and 10 audio cassette players for checkout and use by students and tutors.

** Travel was for a site visit by Literacy Coordinator to Redwood City, California, to observe their model literacy program. (See narrative section 3.)

3. Materials purchased were tutor and student materials. The materials consisted of tutor and student handbooks and manuals from the Literacy Volunteers of America and Laubach. The Bader Reading Inventory Kit was also purchased and is being used as a pretesting and placement instrument and as a post-test. Tutor materials were provided upon completion of a tutor training curriculum. Student materials were made available based on their level of reading proficiency. Orientation for tutors was provided on a monthly basis. Tutor training was provided on a quarterly basis. Additional materials made available to tutors and students consisted of audio tapes (which correspond to lessons) and video tapes for tutors on teaching techniques. Audio cassette players and a portable V.C.R. were purchased and are available for check out by tutors and students to facilitate use of the audio and video materials.

The Adult Literacy Coordinator made a site visit to Redwood City, California, to observe and share information with the coordinators of their nationally recognized library literacy program. The tutor training curriculum, testing instrument, core collection, and record keeping system from that program were adapted to Chandler's program. In return, Redwood City is now evaluating use of the S.O.L.O. Computer assisted learning program to supplement their tutoring program, and they have adapted the concept and curriculum of Chandler's E.S.L. mini-classes. Obviously, this resource sharing

strengthened both programs and maximized use of workable materials and techniques.

4. The Chandler Library was the focal point for information, support services, implementation and on-going administration of this project. The Chandler Library provided information by way of posting of announcements as to scheduling, hours of operation and general information. Support services were in the provision of clerical and telephone support including assistance from reference and youth services staff to the students and tutors. Library offered space for meetings, tutoring, student and tutor orientations, classes and social events. Implementation of the project and the on-going administration was facilitated through the acknowledgement and support of this project by library personnel and administration.

5. The Chandler Public Library formed a Literacy Coalition in February, 1991, to determine the needs of the illiterate, semi-literate, and non English-speaking residents of the community and to develop a coordinated effort to address those needs. The Literacy Coalition includes representatives from the Chandler Public Library, the Chandler Unified School District, Chandler-Gilbert Community College Learning Assistance Center, Literacy Volunteers of Maricopa County, Laubach Literacy Council, City of Chandler Housing Division,

Human Action for Chandler, Chandler Self-Help Group, and JOY (Join Our Youth). This group met and continues to meet regularly to provide input and evaluation on the program. Individual members of the coalition also provided resources for the program, as described below.

In addition, the project utilized the services of a local Rotary Club which provided painting and set-up for the Learning Center at the adult housing community which was provided by the Chandler Housing Division. The Adult Literacy Coordinator was also an active participant with the Arizona Literacy Coalition. The Arizona Literacy Coalition is in the formative stages and is developing bylaws and reviewing state geographic regions. The Chandler-Gilbert Community College donated two computers for use by students who wish to practice skills. A very useful and extensive collection of textbooks was donated to the program by the Chandler Unified School District. These textbooks are used by tutors and students and also are available for checkout by library patrons from the Library's general collection. Friends of the Chandler Library have also been helpful in providing assistance through donations for special events. Three local Kiwanis Clubs provided funds for a R.I.F. project in support of the Library's Family Literacy Program, separate but adjunct to this adult program.

All together, 10 presentations were made by Library and Literacy staff to local service clubs, businesses and other agencies. Additionally, a presentation was made at the Arizona State Library Association's Midyear Conference.

6. The Chandler Public Library at 25 South Arizona Place, Chandler, is the primary location for this project. The Library has space allotted for two workstations which are placed in the reference section of the facility. Kingston Arms Learning Center, an adult housing facility is located at 127 North Kingston Street, in Chandler. The Kingston Arms Learning Center is a multi-purpose learning facility which provides a S.O.L.O. workstation, donated computers, and materials for a continuum of educational programming including E.S.L., A.B.E, G.E.D, tutoring, family literacy, and life skills training. The Kingston Arms facility is provided to the program by the City's Housing & Redevelopment Division.

7. Data from the 1990 census and the Arizona Department of Education clearly indicate a need in the community for literacy instruction. In Chandler, 27.65% of the population does not have a high school diploma or a G.E.D. certificate (25,032 out of 90,533). According to the Arizona Department of Education, 33% of Arizona youth drop out of high school, and the drop-out rate for Blacks, Hispanics, and Native Americans is twice as high. Approximately 23% of Chandler's

population is made up of minorities, and State Department of Education statistics indicate that at least 40% of that minority population is illiterate.

We believe that our program is providing alternatives to many learners. High school drop-outs have entered our A.B.E. and G.E.D. programs. Individuals in the workplace are in our remedial classes to improve their reading and comprehension skills. In fact, some students have not accepted higher levels of responsibility on their jobs for fear of being "found out". These students are finding our setting to be a friendly and non-threatening environment. Chandler's diverse and multi-cultural population is reflected in the E.S.L. classes, which consist of approximately 50% Spanish language speakers and 50% speakers of various Asian languages. The community is more aware of the project through newspaper articles and we continue to increase our number of trained tutors plus students enrolled in the program. The federal grant, plus the cooperation of the various community agencies, has made the program possible. The Library and the Literacy Coalition could not have implemented the program without the federal funds.



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