

PROPOSAL FOR RESEARCH AND/OR RELATED ACTIVITIES
SUBMITTED TO THE U.S. COMMISSIONER OF EDUCATION
FOR SUPPORT THROUGH AUTHORIZATION OF THE NATIONAL
CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Title: The Interrelating of Library and Basic Education Services for Disadvantaged
Adults: A Demonstration of Four Alternative Working Models

Applicant Organization: Morehead State University -
Appalachian Adult Education Center (Name of College or University, State Agency,
School District, or other unit with major
commitment to the activity)

Initiator: Ann Preston Hayes (Full name of person responsible for development
(Principal Investigator) Signature of the proposal; position; telephone area code,
number, extension)

Ann Preston Hayes
Evaluation Specialist, AAEC
606-784-9229

(If initiated by a student under faculty sponsorship, add line--sponsored
by

_____, -and give the same information for the
sponsor.)

Project Director: _____ Signature
(if different from Initiator) (Full name of person in charge of investigation;
George W. Eyster position; telephone area code, number, extension)
Executive Director, AAEC

Transmitted By: _____ Signature
Dr. Adron Doran, President (Full name and position of official committing
Morehead State University the applicant organization or cooperating
institution, agency, school district, etc., to
the activity; telephone area code, number,
extension)

Duration of Activity: _____ (Proposed beginning and ending dates)
January 1, 1972 - June 30, 1974

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Name of OE staff member previously contacted (if any) Henry Drennan
Paul Janaske

If this is a resubmission or an extension of a previous proposal, provide the
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Check one:
New Revision Supplement Continuation

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ADDENDA: Objectives of Four Centers

1. "Amendment to A Proposal for a Model Center to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults, Birmingham, Alabama."
2. "Amendment to A Proposal for a Model Center to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults, Prestonsburg, Kentucky."
3. "Amendment to A Proposal to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults, Columbia, South Carolina."
4. "Amendment to A Proposal for Demonstrating the Feasibility of Cooperation Between Adult Basic Education Centers and Public Libraries in Southwest West Virginia, Huntington, West Virginia."

ABSTRACT

Title: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models

Principal Investigator: Ann P. Hayes

Contracting Agency: Morehead State University
Appalachian Adult Education Center

Proposed Beginning and Ending Dates: January 1, 1972, to June 30, 1974

The purpose is to upgrade public library and adult basic education (ABE) services for undereducated adults by interrelating those services in two urban and two rural centers in the Appalachian region as a demonstration to national library and ABE decision-makers and staffs. The objectives are: (1) to define the contemporary relationship between library and basic education services for disadvantaged adults; (2) to develop four alternative models for the interrelating of library and basic education services; (3) to refine the four working models; (4) to demonstrate the four working models at four sites; (5) to replicate the models in four new sites; and (6) to disseminate the models. Library is defined as an information-dispersal agency; ABE is defined as the education of adults through which they obtain (1) the academic skills to pass a high school equivalency examination, and (2) the coping skills for economic and social survival and upgrading. The goal is to develop alternative management systems, incorporating presently existing exemplary practices and materials, with a division of responsibilities between the two service agencies for the purpose of offering one rounded educational program through which undereducated adults could develop (1) a high level of academic and coping skills quickly, and (2) a familiar avenue for continuing education at the end of instruction. Lack of coordination of the two educational endeavors duplicates some services to the neglect of others. Phase I (January to March) present practices will be defined and proposals for the four models developed. Phase II (April to June) the four model centers will be opened. Phase III (July to August) the working models will be refined. Phase IV (Sept. to June, 1973) the four models will be demonstrated. Phase V (July to June 1974) the models will be replicated and disseminated.

PROBLEM

According to the Bureau of the Census, in February-March, 1971, there were approximately 53,328,000 out-of-school adults over eighteen years of age without a high school education. All of those adults (as well as out-of-school youth between the ages of sixteen and eighteen) qualify for adult basic education programs under federal legislation (Adult Education Act of 1966, as amended in April of 1970, P.L. 91-230.) Many of these adults, who might be considered "undereducated," are also economically deprived. Among the educational and training opportunities open to undereducated impoverished adults is the public library.

One large group of potential public library users are those undereducated adults actually enrolled in adult basic education (ABE) programs. Although there have been scattered instances at the local level of the coordination of public library and adult basic education services in the last decade, generally these two agencies, concerned with serving the same clientele, have duplicated some services and neglected others. Considering the size of the present and projected future national library and adult basic education programs for the disadvantaged, this lack of coordination is costly both in terms of money and in terms of the development of human resources.

The poor have not typically been users of educational facilities, including libraries. Yet, with limited funds for personal libraries, for the poor the public libraries represent an important and ready source of information and continuing education both during and beyond adult basic education. Helen Lyman, in the soon-to-be-completed four-year study of library materials for the adult new reader, points out that a gap exists between the obtaining of new literacy skills and of a reading habit utilizing those skills. A coordination of library and ABE services could promote a natural closing of that gap.

Adult basic education can be broken down into two major components, requiring two kinds of staff training:

- (1) literacy or basic academic skills (such as reading, writing, and arithmetic.) Development of literacy skills would seem to require a teacher or trained guide of learning programs.
- (2) coping skills (such as consumer education, family life, voting, use of community agency resources, and job-getting and -keeping skills.) To a large degree coping skills involve the finding and using of information, which would seem to require the guidance of a librarian or trained information specialist.

Unfortunately, the majority of public library and adult basic education staffs extending services to undereducated adults attempt to supply all of the academic skill and information needs of their patrons or clients with no division of responsibilities or other coordination of services.

There seem to be four problem areas in the coordination of public library and ABE services*

- I. Organization
- II. Personnel
- III. Programs
- IV. Materials

I. Organization

Clear directions are needed for assessing and negotiating organizational or administrative changes in existing state, regional, and local library and ABE structures to accomplish a meshing of services, i.e., alternative management system models. For example, policy changes and the extension of consultative help at the state level could prevent needless duplication of effort in the development of coordination on the local level.

Constraints, of course, exist in the possibility of such coordination of services since some deprived communities possess strong library facilities and no or weak ABE programs, while other areas offer strong ABE programs but little or no library services, and still other areas offer neither service.

Two questions that need asking are: (1) Does there seem to be a more viable direction for the initiation of the coordination of services--is the public library more likely to be successful at initiating coordination or is the ABE program? (2) How can one service reinforce the other?

II. Personnel

As a part of the management system models mentioned above a need exists for:

- A. Criteria for the selection of personnel
- B. Definitions of job responsibilities (job analysis)
- C. Designs for specific specialized formal and informal training.

A review of the many surveys of existing library facilities show that professional librarians are at a premium in areas inhabited by the poor, exclusive of a few of the largest cities. It should be noted that a higher percentage of the undereducated poor of this country live in nonurban areas. Library workers in deprived communities tend to be part-time low-salaried day people working with small out-of-date collections not suited to the needs of disadvantaged adults. ABE teachers, although

*The area of funding is not included above because this proposal is written with the assumption that money presently exists to carry out the proposed coordination and extension of services with a change in priorities and the elimination of duplication of services.

usually possessing some type of professional training, typically are employed full-time in elementary or secondary schools, have little training in working with adults, and teach ABE only a few hours (two evenings) a week.

One constraint in the training of ABE and public library staffs is the high attrition rate of both staffs--about fifty percent in ABE in many of the states studied by the Appalachian Adult Education Center. It is quite likely that associate professionals (i.e., paraprofessionals, nonprofessionals, semiprofessionals, library aides, teacher aides, etc.) might play a strategic role in the coordination of public library and ABE services.

III. Programs

A review of the recent ERIC, library, and ABE literature listed below would indicate that enormous imagination and energy have gone into the devising and implementing of library and educational services to disadvantaged adults in the last few years. The main problem seems to be in the dissemination of the specifics of these practices in useful management system models for implementation.

IV. Materials

Many library and educational programs for disadvantaged adults have funds for both instructional and informational materials but do not have criteria and sources readily available for their selection. The bench mark work nearing completion at the University of Wisconsin should fulfill a part of the need for rational materials selection and acquisition, but these findings, too, need to be fitted into larger working models for dissemination and implementation.

In summary, a large percentage of the adult population of the United States has less than a high school education. These same people, many of them severely economically deprived, do not use their public libraries as a source of information. Education programs aimed at relieving poverty have developed through state and local agencies as adult basic education and library services to the disadvantaged. These two educational endeavors historically have not been coordinated, resulting in the duplication of some services to the neglect of other services. Exemplary programs, materials, and booklists and some instances of coordination exist. The reason that little replication of these coordinated programs has occurred seems to be the lack of clear methods for systematically interrelating the services of the two agencies.

There is much to be gained by both clients and institutions in the connecting of public library and basic educational services to adults. Practically speaking, with limited staff time available in adult basic education, tapping an information and materials source would be a boon to both clients and learning managers. With the dramatic financial cutbacks currently being suffered by public libraries, tapping a source of support for materials acquisition and a disadvantaged audience would

allow for the extension of library services which are presently being curtailed. Short-term and long-term considerations of the problems of both the disadvantaged clientele and of the institutions serving them indicate a need for a closer interrelationship of services.

DESCRIPTION OF ACTIVITIES

Four working models are proposed. These models would be demonstrated in four geographically separate centers or sites--two urban and two rural.

Two of the model programs (one urban, one rural) would be initiated through library staffs and their patrons and would extend to the local adult basic education staffs and their clients.

Two of the model programs (one urban, one rural) would be initiated through adult basic education staffs and their clients and would extend to the local library staffs and their patrons.

	Urban Centers	Rural Centers	Total
Library to ABE	1	1	2
ABE to Library	1	1	2
	<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>
Total	2	2	4

The goal would be the division of responsibilities between two service organizations for the purpose of offering one rounded educational program through which undereducated adults could develop (1) a high level of academic and coping skills quickly and (2) a familiar avenue for continuing education at the end of instruction.

Five phases are proposed, to be conducted over thirty months, starting January, 1972.

- I. Planning (Present to March 31, 1972)
- II. Development of four model centers (April 1 to June 30, 1972)
- III. Refinement of four alternative working models (July 1 to August 31, 1972)
- IV. Demonstration of four alternative working models (September 1 to May 31, 1973)
- V. Replication and dissemination of four working models (June 1, 1973 to June 30, 1974)

Phase I: Planning January, February, March, 1972

A. The definition of existing and desirable relationships between public library and basic education services for disadvantaged adults.

1. The directors of the public library systems of the Appalachian states will be interviewed concerning services presently offered to and utilized by adult basic education staffs and clients. The states which include Appalachian counties are:

Alabama	Mississippi	South Carolina
Georgia	New York	Tennessee
Kentucky	North Carolina	Virginia
Maryland	Ohio	West Virginia
	Pennsylvania	

2. Exemplary programs of library service or interrelated library and basic education services to disadvantaged adults will be visited.
3. The directors of a random sample of adult basic education programs in Appalachia will be interviewed concerning services presently utilized or offered to state, regional, and local public library services. The sample consists of the following:

	North	Central	South
High Urbanization (50,000 +)	Scranton, Pennsylvania	Charleston, West Virginia	Chattanooga, Tennessee
Medium Urbanization (10,000 - 49,999)	Portsmouth, Ohio	Pikeville, Kentucky	Anderson, South Carolina
Low Urbanization (-10,000)	Cumberland, Maryland	Norton, Virginia	Piedmont, Alabama

4. The state directors of adult education of each of the Appalachian states will be interviewed concerning services presently utilized or offered to state, regional, and local public libraries.

The AAEC's regional board of directors is composed of the thirteen Appalachian state directors of adult education and other state agency personnel. Each state director has a state advisory committee and each of the AAEC fourteen field units has had a local advisory committee. Consequently, the AAEC has firm relationships with regional, state, and local ABE.

The AAEC staff has already done considerable reviewing of the literature, some visiting of library programs for disadvantaged adults, and has talked at length by telephone with knowledgeable persons around the country such as Genevieve Casey, Helen Lyman, Marie Davis, and John

McCrossan. This process of locating and defining present exemplary practices for inclusion in four alternative working models would continue. Objective 1 should be accomplished at the end of Phase I.

B. The selection of two urban and two rural sites for the feasibility or pilot phase of four model centers.

In keeping with past successful practice by the Appalachian Adult Education Center, first contacts would be with the departments of education and of libraries at the state level. The state departments will be asked to recommend jointly a site within the state. Two urban and two rural sites will be selected by this process, preferably in four states which include Appalachian counties.

To overcome the difficulty discussed by Marie Davis of the demonstrations being fragmentary and short-lived, the urban sites will be selected with the intention that all of the public libraries offering services in the areas of the city also offering ABE services will be involved, thereby allowing for specialization at the system level. Similarly, the rural sites will be selected on a regional system level, if a viable regional system exists, rather than at the town or county level which would be less likely to be able to support an ongoing program at the end of the AAEC's involvement. In addition, the rural sites selected will have a very high concentration of poverty-level families according to the 1970 census, so that the limited local or regional library staff will primarily have a responsibility for service to the disadvantaged. Because of the nature of the population of the region, the clients will probably be inner-city blacks and rural whites. All four sites will have currently operating library and ABE programs of at least moderate strength. It is not the purpose of this proposal to create services, but to interrelate services. The AAEC takes the position that in addition to its responsibility for clear dissemination of its demonstrations for the upgrading of national services to the disadvantaged, it has a responsibility through program continuation for the protection of the taxpayers' investment in the program developed for the demonstration.

Limitations:

It was the original intent of the Appalachian Adult Education Center to propose the development of models for the interrelationship of the entire library community with the entire adult education community (as is the intent of the Appalachian State University proposal for three counties). With further study, the complexity of such an undertaking made it seem less than realistic for the AAEC to attempt to accomplish such a feat across state lines in both urban and rural areas. Therefore,

- (1) the state agencies which have primary responsibility for public library services will be approached. If those agencies presently are administered together with school and/or other libraries, that combination of libraries will be involved in the model center for that state site. If not, only the public library will be involved.

- (2) The state-grant program of adult basic education funded through the U.S. Office of Education under the Adult Education Act of 1966 will be approached at the state level. This agency, the state department of education in most states, usually administers the program through the local public schools. If the administering agency also contracts to do the academic or basic skills portions of training programs funded through the Departments of Labor, Defense, Justice, etc., that combination of programs will be involved in the model center for that state. If not, the public school adult education program will be involved, although the concept of career education or renewal will be kept in mind.

C. The development of proposals for the four model centers.

The AAEC has found that it must give professional man-hours and money at the state and local levels to support the development of proposals for modules or model centers. The four proposals for tentative working models should be completed at the end of Phase I. (This is somewhat contingent, of course, on the date of funding). Therefore, much of the beginning work on Objective 2 (To develop four alternative models for the interrelating of library and basic education services) will have been accomplished at the end of Phase I. In keeping with the diversity of library and ABE administrative structures, the models will define the systematic interrelationships of agencies by function rather than by title, since the latter (title) is not a reliable indicator of the former (function). The four proposals will tentatively define staff responsibilities, methods of interrelating services and kinds of materials to be used. The thirteen criteria for library services to disadvantaged adults developed by Social, Education, Research, and Development, Inc. will be used. The criteria stressing the inclusion of community groups in the planning and delivery of interrelated services will be assumed to be particularly critical. The proposals will speak to both the academic and the coping areas of adult basic education. There will be a deliberate attempt to refrain from developing programs that are so situation-specific that they cannot be replicated with ease.

Phase II Pilot programs April, May, June, 1972

The AAEC has found that the majority of disadvantaged adults are better able to devote time to educational undertakings outside of the summer months. It has also found that there are inevitably difficulties in the initiation of new projects that interfere with the service that is to be demonstrated. To overcome beginning difficulties and to isolate problems while clients are available, the AAEC has developed a pattern of spring pilot projects, summer revision and adjustment of the projects, and autumn beginning of the functioning demonstrations.

A. The model center staffs will be located and employed.

State and local decision-makers will work with the AAEC in locating professional and associate professional staffs. Care will be taken to employ persons with good communication skills and community personnel. Where possible, currently employed personnel will be assigned to these centers.

B. Necessary preservice and in-service training will be defined.

It is assumed that some or all of the library and basic education professional and paraprofessional staff members will need additional training.

C. Initial preservice and in-service training will be accomplished.

Consultants will be located to extend the kinds of training beyond the competencies of the AAEC staff, and the first training sessions will be held. It is assumed that the training process is a long-term matter that will continue indefinitely.

D. Development of documentation and evaluation procedures.

The AAEC evaluation, research, and demonstration personnel will meet with state contacts and the new staffs to develop specific objectives and methodology, and to contract for specific data collection for each objective. It is understood that each data collection form must be cleared with the Bureau of the Budget.

The evaluation design of the AAEC could be termed a looping evaluation. As each module or working model is developed, evaluation is designed for each step. Antecedent or pretest data that needs to be collected is, therefore, automatically defined. Documentation is designed which will show both whether each step or objective is completed and what happened as a result. In demonstrations not all variables impinging on the "product" can (or perhaps even should) be held constant, but the AAEC makes a modest attempt at multivariate data collection--studying the interrelationships of clients, staffs, procedures, materials, and facilities. Each module or model center has one AAEC professional staff person as its "monitor." The monitor keeps track of documentation--to be sure it is accomplished in the stress of the day-to-day program--and helps with the practical adjustments always needed in program design. Interim reports allow for a review of progress toward the meeting of objectives and an isolation of problem areas that need further help. The evaluation, therefore, is designed for feedback for program adjustment as well as for an assessment of the final product. The AAEC Regional Board of Directors and the library consultants to the project will also be asked to judge the process and results of the project in a systematic fashion.

Phase III Adjustment and revision of the tentative working models July, August, 1972.

A. Final model development

Model development will be accomplished at AAEC headquarters with the help of model center staffs, consultants, and two site visits to each center.

B. Finalizing of 1972-73 academic year demonstrations.

The AAEC staff and model center staffs will complete demonstration plans based upon the refined working models.

Objective 2 (to develop four alternative models for the interrelating of library and basic education services) and Objective 3 (to refine the four alternative working models) should be completed at the end of Phase III.

Phase IV Demonstration of four working models September 1, 1972, to June 30, 1973.

The four working models of the meshing of library and basic education services for disadvantaged adults will be demonstrated, adjusted, and documented.

- A. Selection of personnel will be analyzed.
- B. Training needs of personnel will be defined.
- C. Job descriptions of personnel will be defined.

The responsibilities of information specialists, teachers, and administrators (both professional and paraprofessional) will be analyzed in terms of client needs.

- D. Costs will be analyzed.
- E. Demographic data about clients or patrons will be collected.
- F. Data on changes in clients' academic and coping behavior will be collected.
- G. Systems descriptions or recommendations will be developed by the end of Phase IV.

Objective 4 (to demonstrate the four alternative working models at the four sites) will be completed by the end of Phase IV.

Phase V Replication and dissemination July 1, 1973, to June 30, 1974

- A. Replication of our working models in four new sites.

It has been the practice of the Appalachian Adult Education Center to replicate successful demonstrations in a different area to ensure that program procedures and findings were not too specific to the local situation, i.e., that the model is transferable to other settings. An example is the replication in northeast Georgia of the Ohio study of paraprofessional teachers offering ABE and early childhood education in the homes of "hard-core" clients. The AAEC staff and model center staffs would act as technical assistants and the project would provide seed money for the application or implementation of the alternative models. Such adjustments or refinements will be made in the management system models as are needed to make them truly generalizable to new settings.

- B. Dissemination: The Use to be Made of the Findings

The AAEC staff has spent a great deal of time and thought on the process of dissemination or, to be more exact, the factors involved in change or the adoption of innovation. Demonstrations are not of much use if their findings and methods are not applied. It is no great revelation that printed reports are not a sufficient method for dissemination of demonstration findings, particularly the few ephemeral copies of reports which often are the total output of even federally-sponsored projects. However, the printed report, too, must be written in different ways for different audiences. For example, in reporting the findings of an adult education project so that specific groups can recognize that it is feasible from their perspectives, the AAEC has found that:

- (1) State directors of adult education and other administrators need to know the specifics of staff selection and training, cost analysis, etc.;
- (2) Professors of higher education engaged in research and professional training need to know about project design and statistics;
- (3) The local practitioner (teacher, administrator, counselor, etc.) needs to know the how-to-do-it; and
- (4) The local decision-makers-and-breakers (the superintendent of schools, his board of education, and political and legislative leaders) need to know the economic and social impact of the program.

Adoption of innovation, to follow one model, seems to result from a pattern of: Introduction, Explanation, Demonstration, Trial, and Adoption.

Introduction and explanation often, but not always, can be accomplished through printed means. Demonstration and trial obviously cannot.

Therefore, dissemination activities proposed for this project include:

- (1) A series of reports written to the various library, ABE, and other concerned audiences;
- (2) A system of on-site (at the model centers) visitations and demonstrations for decision-makers; and
- (3) A system of technical assistance to institutions wishing to replicate the working models.

Projected Benefits:

The benefits projected from the proposed project are improved services to adults with low literacy skills and with information needs through the delineation of public library and ABE job responsibilities, and of processes (management systems), for the coordination of the two services, including methods for assessing and negotiating needed organizational changes in existing state,

regional, and local library and adult basic education structures which interfere with the interrelating of services. The proposed study of both urban and rural processes should render the resulting models applicable to other settings. The study of processes from both the library and ABE points of view should make the models more adaptable to local conditions.

Evaluation Criteria for Library and Information Science Research Proposals

1. What is the significance of the proposed project to the Office of Education's responsibility in the total library and information science research effort? Will it consider a neglected area of library service?

The USOE priorities for 1972-73 include the development of innovative programs for disadvantaged groups, the Right to Read, and career education.

Presently there are almost a half a million adults in the U.S. enrolled in adult basic education (ABE) programs administered through the Office of Education out of a pool of over 53,000,000 out-of-school adults over eighteen with less than a high school education. While not all of these fifty-three million adults are disadvantaged, they all are eligible for ABE under P.L. 91-230. At least a million more adults are enrolled in ABE through programs administered by the Departments of Labor, Defense, and Justice. Unlike many federal programs, the appropriations for ABE have increased every year since the original legislation in 1966. With the growing national emphasis on career education and the Right to Read, more and more emphasis is likely to be put on the upgrading of the academic and coping skills which experience and research have shown to be the precursors to education for career advancement.

A review of state public library surveys finds almost everyone recommending increased service to disadvantaged groups (examples: Ohio, Pennsylvania, West Virginia). A need exists for tested methods of interrelating library and adult basic education agencies.

2. What is the relationship of the proposed project to existing knowledge?

The foregoing review of the literature shows the need for the proposed project, building on the research and demonstrating efforts of the last few years. The proposed project would tie these fragments together into alternative working models that would be tested (demonstrated) and then disseminated and implemented.

What is the promise of the proposed project making a contribution to the improvement of library or information science?

If the recommendations of numerous state library surveys are to be accepted at face value, usable methods of extending services to the adult disadvantaged would improve library services.

3. Is there a sound design or operational plan? Will the Appalachian Adult Education Center be able to meet its stated objectives?

The design outlined above must be judged upon its own merits. The AAEC has developed a reputation within the field of adult education for careful orderly work in the five years of its existence. The procedures outlined above are those developed by the AAEC in past endeavors. These procedures have proven effective to date in the meeting of similar objectives. The reader is directed to the Demonstration section of the accompanying 1969-70 report for a verification of the AAEC's past performance.

4. Are the personnel competent and the facilities adequate to undertake this project?

The staff of the AAEC is described above.

All of the staff are professional adult educators. All have had extensive experience in research, demonstration, and training activities. Mrs. Hayes and Dr. Qazilbash have had extensive library experience. In addition, one of the graduate interns, Mrs. Priscilla Gotsick, has had extensive graduate training in library science and has been on the staff of the ERIC Clearinghouse for Adult Education at Syracuse. In keeping with AAEC policy, all of the staff listed will be involved in facets of the proposed project.

Morehead State University, the host institution for the Appalachian Adult Education Center, has provided extraordinary physical and service facilities to the AAEC. Morehead State University has a history of dedication to the betterment of the Appalachian region and to the national educational scene. Because of the support of the University, the AAEC is in exceptionally fine position to conduct a project of the scope proposed.

5. Will the proposed working model be applicable and significant in other settings?

The Appalachian Adult Education Center has taken particular care in the past to avoid high intensity situation-specific projects that could not be translated to other areas. The procedure of:

- (a) brief survey
- (b) try-out (pilot or feasibility)
- (c) model building
- (d) thorough testing (demonstration)
- (e) application (replication, technical assistance for implementation, and dissemination)

PHASE I - PRE-FUNDING: Jan. 1 - Feb. 29, 1972

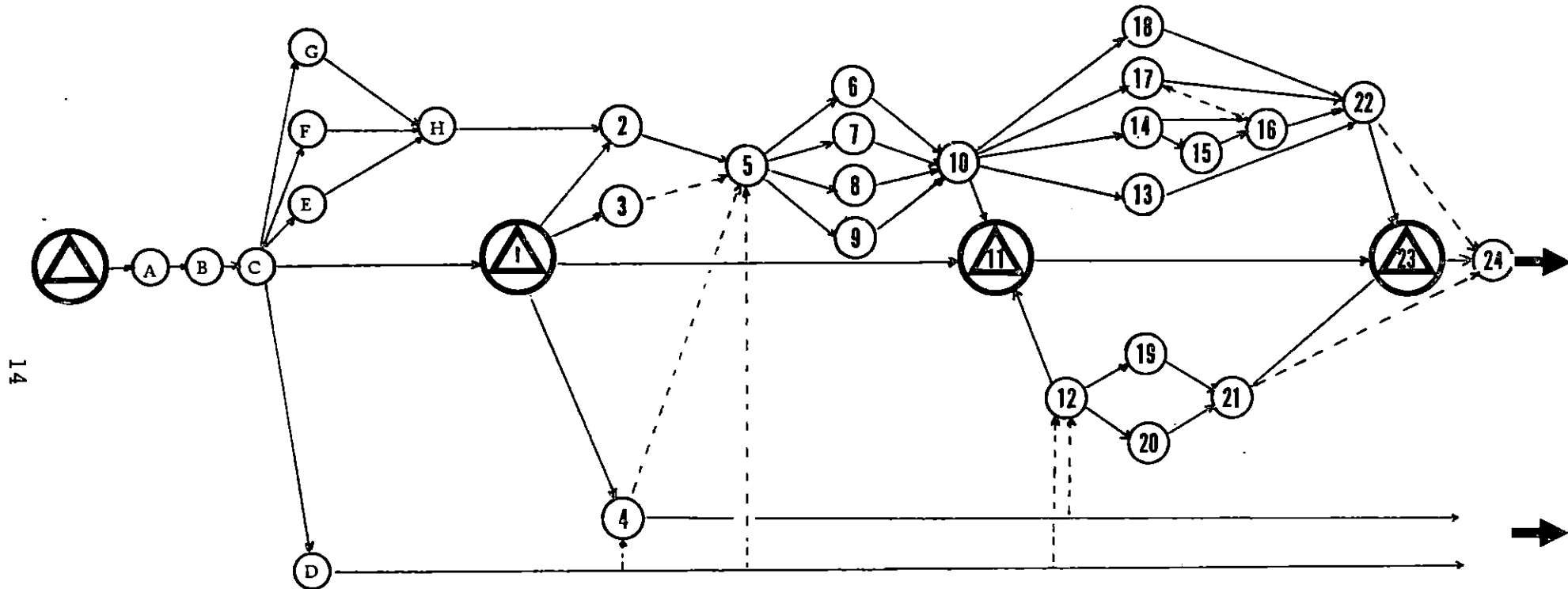
PHASE I - POST-FUNDING: Mar. 1 - Mar. 31, 1972

PHASE II - Apr. 1 - June 30, 1972

Budget: (0.0) * AAEC Responsibility

Budget: (1.0) * Salaries, AAEC Responsibility
Travel, Expenses, Communications
Sub-contracts: Project Responsibility

Budget: (2.0) * Salaries, AAEC Responsibility
All other assigned to Project



△ Letter of Intent accepted

A. Complete Proposal - 1/15

B. Submit Proposal - 1/20

C. Begin PHASE I - 1/20 (0.5)*

D. Continue search of the literature

E. Begin interviews of State Library Personnel

F. Begin interviews of State Dept. ABE Personnel

G. Begin interview of random sample sites

H. Complete ALL interviews

I. PROPOSAL FUNDED - 3/1

2. Select Project sites

3. Complete Staffing, AAEC/Library (1. 5I, 2, 4, 5/1. 6I, 6)*

4. Begin Visitations of exemplar programs (1. 53A, B, C, D)

5. Begin Site proposal development

6. Site I proposal development and personnel

7. Site II proposal development and personnel

8. Site III proposal development and personnel

9. Site IV proposal development and personnel

10. Complete ALL Site Proposals 3/30

11. Begin PHASE II (2. 5I, 2, 4, 5, 6)

12. Advisory Board Meeting (2. 53C)*

13. Begin budget negotiations, 4 sites (2. 56)

14. Begin Model Center Personnel Selection (2. 53A, B)

15. Develop local advisory committees

16. Train Model Ctr. Personnel (2. 53A, B)

17. Develop documentation & Evaluation (2. 53A, B)

18. Begin selection & acquisition of materials (2. 53A)

19. Library consultants involved (2. 53B)

20. AAEC Board of Directors involved (2. 53C)

21. Complete Critique, Working Models (2. 53A, B)

22. Complete Developmental Process

23. Initiate services

24. Complete AAEC/Library Annual Report (2. 60)

* Designate the numerical key of the Budget Section for major events "()"

PHASE III: July 1 - August 31, 1972

PHASE IV: Sept. 1, 1972 - June 30, 1973

AAEC/Library, Full Funding (3.0)*

AAEC/Library, Full Funding (4.0)*

Model Sites: Full Funding

PHASE IV (continued): Sept. 1, 1972 - June 30, 1973

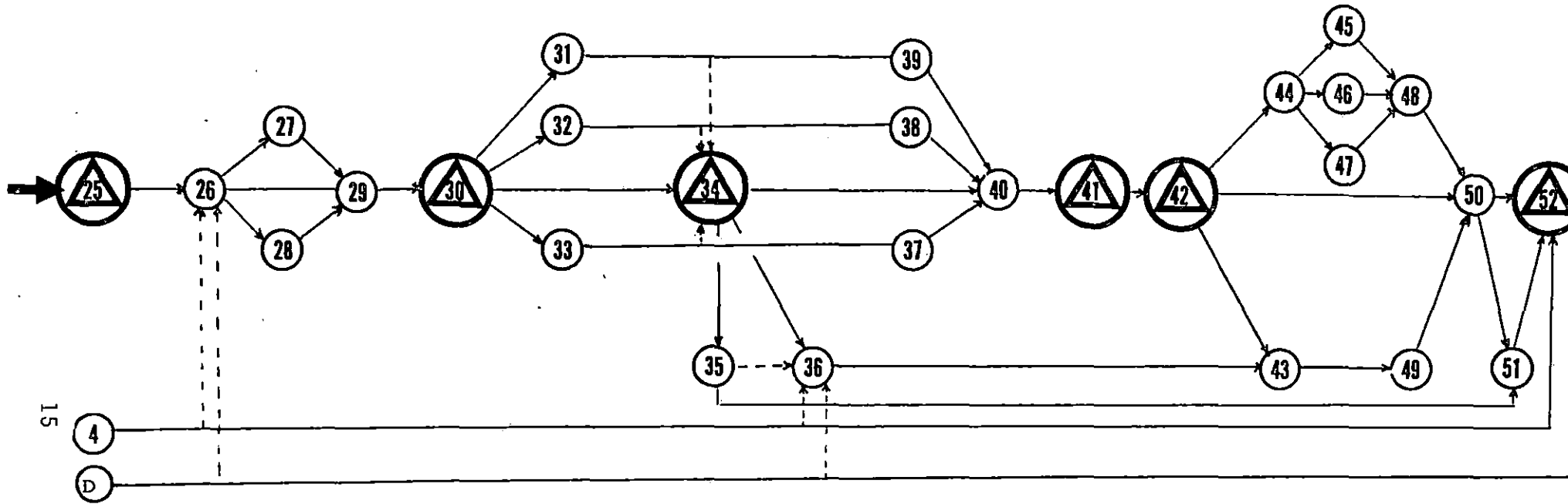
AAEC/Library, Full Funding (4.0)*

Model Sites: Full Funding

PHASE V: July 1, 1973 - June 30, 1974

AAEC/Library, Full Funding (5.0)*

Model Sites: Full Funding



25. Begin PHASE III : July 1 - Aug 31, 1972

26. Begin revision of working models

27. Staff AAEC (3.51)*

28. Consultants (3.51)

29. Finalize Planning, 4 sites (3.0 A, B, C, D)

30. Begin Services, 4 sites, Phase IV (4.0ABCD)

31. Begin Data Collection (4.53 A, C)

32. Continue Personnel job analysis & Training (4.53A, C)

33. Begin continuous evaluation (4.53 A, C)

34. INTERIM REPORT : January

35. Advisory committee review (4.53D)*

36. Begin development of replication Phases I, II, III

37. Complete evaluations: Directors and staff (4.53D)

38. Complete ALL training and job analysis

39. Complete ALL Data Collection

40. Begin Annual AAEC/Library Report (5.60)

41. Complete Annual AAEC/Library Report (5.60)

42. Begin PHASE V: July 1, 1973

43. Replicate Phases I - IV in 4 new sites (5.0ABCD)

44. Begin Dissemination activities (5.56)

45. Develop publications and distribution (5.56)

46. Conduct visitations of model sites (5.53A)

47. Consultant service & Technical Assistance (5.55I)

48. Complete Initial Dissemination (5.56)

49. Complete Replications of models

50. Begin Final Report (5.60)

51. Advisory Board Meeting (5.53)

52. Complete FINAL REPORT: June 30, 1974.

*Designate the numerical key of the Budget Section for major events, "()"

Key Project Personnel

The Appalachian Adult Education Center is funded through the Office of Education (see appended specifics). AAEC objectives include the definition and development of interagency programs. Therefore, the preliminary phases of this proposed project will be accomplished by AAEC personnel in addition to other duties. Percentage of time devoted to this project in the first two phases will vary as stated according to the work load defined in the PERT chart and the budget sections.

In order to accomplish this project, Phases I and II must be accomplished before June 30, 1972. Therefore, the AAEC will proceed with the proposed interviews and information collection prior to word on the acceptance or negation of this proposal as a function of its ongoing goals.

The professional staff of the Appalachian Adult Education Center have achieved national prominence and are recognized in the field of adult education as major contributors to the state of the art. A multiplicity of publications, reports, materials, published articles, films, speeches, consultant services, and offices held in national professional organizations attest to the expertise of the AAEC staff. Detailed vitae are available upon request to complement the summary presented.

Key project personnel are identified below in terms of their project responsibilities or relationship to the project and the percent of time devoted to the conduct of the five phases.

PROJECT STAFF

Chief Investigator: Mrs. Ann P. Hayes
Responsibilities: Conduct of the total project
Phase I: 20% of AAEC time
Phase II: 75% of AAEC time
Phase III, IV, & V: 100% of project time and salary

Vitae

MRS. ANN P. HAYES
Evaluation Specialist
Appalachian Adult Education Center

Office Phone: 606-784-9229
University Phone: 606-783-3111
Morehead State University
Morehead, Kentucky 40351

EDUCATION:

B. S. in Secondary Education - University of Vermont
M. A. in Education - University of Chicago
Ph. D. in Education - (in progress) University of
Chicago

EXPERIENCE:

1. 1963 - 1964, Research assistant in reading, Department of Education, University of Chicago.
2. 1964 - 1967, Administrative head, Education Library, University of Chicago.
3. 1967, Research assistant for Ford Foundation adult basic education project, National Opinion Research Center, University of Chicago.
4. 1968 - 1969, Assistant project director in adult education, Department of Education, University of Chicago.
5. 1969 - 1970, Director of adult basic education teacher-training workshop, Appalachian Adult Basic Education Demonstration Center, Morehead State University.

RELATED WORK EXPERIENCE:

1. 1964, Project director, Adult Education Council of Greater Chicago.
2. 1967 - 1968, Planning Board, Adult Education Council of Greater Chicago.
3. 1968 - 1969, Staff training sessions for neighborhood advisory boards of medical and mental health centers.
4. 1968 - 1969, Observing member, Joint Advisory Committee on Adult Basic Education of the Chicago Board of Education and the Cook County Department of Public Aid.

PROFESSIONAL, HONORARY, AND CIVIC ORGANIZATIONS:

1. International Reading Association, Basic Education Committee.
2. National Association for Public Continuing and Adult Education.
3. Gerontological Society.
4. Adult Education Association of the U. S. A., Commission on ABE.
5. Phi Beta Kappa.
6. Kappa Delta Pi, Professional Fraternity.
7. Pi Lambda Theta, Professional Sorority.
8. Medical Committee for Human Rights.
9. Adult Education Council of Greater Chicago.

PUBLICATIONS:

1. Hayes, Ann, Nancy Lighthall, and Daniel Lupton, An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education, Chicago: Adult Education Council of Greater Chicago, 1965. Reprinted as "Methods" in Frank Lanning and Wesley Manning, Basic Education For the Disadvantaged Adult: Theory and Practices, Boston: Houghton Mifflin Company, 1966.
2. William Griffith and Ann Hayes, "Adult Basic Education: The State of the Art," in the proceedings of the Preconvention Institute of the National Association for Public School Adult Education, the International Reading Association, and the National Council of Teachers of English, Seattle, Washington, 1968, Joseph Mangano, ed. Champaign, Illinois: National Council of Teachers of English, 1970. (in press)
3. William Griffith and Ann Hayes (eds.), Adult Basic Education: The State of the Art, Chicago: University of Chicago, Department of Education, and U.S. Government Printing Office, 1970.
4. Hayes, Ann, "The Appalachian Experience," in Toward a Joint Attack on Functional Illiteracy. Proceedings of the Ozark - Appalachia Conference, Hot Springs, Arkansas, November 3 - 4, 1969, (Fayetteville: University of Arkansas, 1969), pp. 46 - 59.

Learning Center & Training Specialist - Charles J. Bailey

Responsibilities: Assist Chief Investigator
Phase I: 20% of AAEC time
Phase II: 75% of AAEC time
Phase III, IV, V: 100% of project time and salary

Vitae Summary:

CHARLES JEROME BAILEY
Learning Center and Training Specialist
Appalachian Adult Education Center
Instructor, Dept. of Adult and Continuing
Education

EDUCATION:
M. A. in Adult and Continuing Education -
Morehead State University
M. A. in Secondary Education - Morehead State University
B. A. in Geography and History - Morehead State University

Office Phone: 606-784-9229
University Phone: 606-783-3111
Morehead State University
Morehead, Kentucky 40351

EXPERIENCE:

1. 1963 - 1970, Secondary teacher of Geography and History.
2. 1969 - 1970, Teacher of Adult Basic Education.
3. 1970, Conducted follow-up on National Adult Basic Education Teacher-Trainer Workshop in Reading.
4. 1970 - 1971, Graduate Intern in Adult and Continuing Education.
5. 1970 - 1971, Consultant to Tennessee ABE Guidance and Counseling Workshop.

6. 1970 - 1971, Conducted Teacher-Training Workshops for Kentucky State Department of Adult Education.
7. 1970 - 1971, Resource person for AEA Conference of 100+ in Chicago.
8. 1971, Assisted in conducting National Adult Basic Education Teacher-Trainer Workshop in Reading and Math.

First Graduate

Intern	Priscilla Sawyer Gotsick
Responsibilities:	Search of project related literature
Phase I:	100% of Graduate time AAEC
Phase II and III	100% of Graduate time in project

Vitae Summary:

PRISCILLA SAWYER GOTSICK

Graduate Assistant
 Department of Adult and Continuing Education
 Morehead State University
 Morehead, Kentucky 40351

EDUCATION:

Candidate - M. A. in Adult and Continuing Education -
 Morehead State University
 B. A. in Sociology and Psychology - Denison University

EXPERIENCE:

1. 1971 Referral Service Coordinator for Institute on the Aging, Morehead State University.
2. 1971 Field worker for evaluation of OEO Country Gathering Program, Bureau of Research and Development, Morehead State University.
3. 1969 - 1970, Graduate work in Library Science, Morehead State University.
4. 1965 - 1966, Literature Analyst for ERIC Adult Education Library in Syracuse, New York.
5. 1963 - 1964, Graduate work in School of Social Welfare, State University of New York at Buffalo.
6. 1961 - 1963, Caseworker at E. J. Meyer Memorial Hospital in Physical Medicine and Rehabilitation, Buffalo, New York.

SHARON M. MOORE

Reading Specialist, APPALACHIAN ADULT EDUCATION CENTER

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Master of Arts Degree	Morehead State University	Reading
Master of Arts Degree (in progress)	Morehead State University	Adult Education
Bachelor of Arts	University of Iowa	Elementary Education

Work Experience

1972-current READING SPECIALIST, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University.

1972 Tutored high school students in reading.

1970-71 UNIVERSITY OF BRECKINRIDGE, Morehead, Kentucky

Responsibilities: Teacher of reading and language arts.

CONTRIBUTING STAFF

AAEC Director
(Project Director) George W. Eyster
Responsibilities: Coordination of AAEC Support, Staff
and the project
Phases I - V: 10% of AAEC time

Vitae Summary:

GEORGE W. EYSTER
Executive Director
Appalachian Adult Education Center

Office Phone: 606-784-9229
University Phone: 606-783-3111
Morehead State University
Morehead, Kentucky 40351

EDUCATION:

Ph.D. (in progress) in Adult Education - University of Michigan
Six-year Specialist Degree in Adult Education - Michigan State University
M.A. in Administration - Eastern Michigan University
M.S. in Education - University of Michigan
B.S. - University of Michigan

EXPERIENCE:

1. 1967 - 1972, Executive Director, Appalachian Adult Education Center and Assistant Professor, Adult and Continuing Education, Morehead State University, Morehead, Kentucky.
2. 1964 - 1967, Assistant Superintendent, Elementary and Secondary Education; Director, Experimental Adult Education Program - American School Foundation, Mexico City, Mexico.
3. 1960 - 1964, Special Staff Assistant, Public Relations and National and State Workshops; Coordinator of Inter-University Clinical Preparation Program for School Administrators - Mott Foundation Program of the Flint Board of Education, Flint, Michigan.
4. 1958 - 1960, Curriculum Specialist, Consultant Michigan Department of Public Instruction, Lansing, Michigan - Elementary and Secondary Curriculum, Community School development throughout Michigan with major responsibility in State curriculum committees.
5. 1953 - 1958, Director, Youth Activities and Parent Education, Mott Foundation of the Flint Board of Education - Community School Development.
6. 1951 - 1953, U.S. Navy Training Officer, Training Command Guantanamo Bay, Cuba.
7. 1950 - 1951, Education and Recreational Therapist, Neuropsychiatric Institute, University of Michigan Hospital.
8. 1943 - 1945, U.S. Navy Training Command, Seaduty and Training.

University Liaison,
AAEC, and related
projects: Dr. Morris L. Norfleet
Responsibilities: Project and University relations
Phases I - V: 2% of University time

Vitae Summary:

MORRIS L. NORFLEET
Vice President
Research and Development (University Liaison)

University Phone: 606-783-2277
606-783-2276

Morehead State University
Morehead, Kentucky 40351

EDUCATION:

Ph.D. in Education - Purdue University
M.S. in Education - Purdue University
B.S. - University of Kentucky

EXPERIENCES:

Six and one-half years experience in the secondary school system, eighteen months as educational assistant in public relations, six months in market research, two years as an instructor at Purdue University, and three years as Director of Student Teaching at Morehead State College and six years as Director of Research and Program Development.

HELEN MONTGOMERY
Executive Assistant
Appalachian Adult Education Center

Office Phone: 606-784-9229
University Phone: 606-783-3111
Morehead State University
Morehead, Kentucky 40351

EDUCATION

B. Ed. - Illinois State University
M. Bus. Ed. - University of Colorado

EXPERIENCE:

1. 1971 - present, Executive Secretary and Administrative Assistant, Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky.
2. 1966 - 1968, Instructor in business education, Dickinson State College, Dickinson, North Dakota.
3. 1953 - 1966, Part-time secretary to college president and directors; legal secretary; court reporter.

Graduate Student
Coordinator
Responsibilities: Dr. N. Harold Rose
Selection and Coordination of project
graduate assistants and interns
Phase I, II: 5% of AAEC time
Phase III- V: 10% of Morehead State University time

Vitae Summary:

N. HAROLD ROSE
Research Administrator
Appalachian Adult Education Center
Head, Department of Adult
and Continuing Education

Office Phone: 606-784-9229
University Phone: 606-783-3111
Morehead State University
Morehead, Kentucky 40351

EDUCATION:

Ph.D. in Adult Education, minor in Educational
Research - Florida State University,
M. Ed. in Agriculture Education - North Carolina
State University
B.S. in Agriculture Education - North Carolina
State University

EXPERIENCE:

1. 1970 - 1972, Chairman, Department of Adult and Continuing Education, Morehead State University.
2. 1968 - 1972, Research Administrator, AAEC
3. 1967 - 1968, Research Assistant at Florida State University. I conducted study on the effect of sociability on group interaction.
4. 1966 - 1967, Graduate Assistant at Florida State University. Involved in the attempt to establish an experimental off-campus Master's degree program in Adult Education.
5. 1965 - 1966, Research Assistant for the Center for Occupational Education at North Carolina State University. I conducted a study of the Social Participation Role of the Vocational Education Teacher.
6. 1963 - 1964, Summer employment at Union Carbide Research Farm in Clayton, North Carolina. I was charged with the responsibility of conducting field experiments.

ADDITIONAL WORK EXPERIENCES:

Adult Basic Education Teacher-Training Workshop, Florida State University, 1968.

Learning Center
Director
Responsibilities:

Phase II - V:

Karen Deichert
Consultant trainer, Learning Center
Development and materials
Consultant to Project (variable)

Vitae Summary:

KAREN DEICHERT
Learning Center Director
Kentucky State Dept. of Education

University phone: 783-3180
Morehead State University
Morehead, KY 40351

EDUCATION:

M. A. Adult and Continuing Education
Morehead State University
B. S. Elementary Education
Slippery Rock State College

EXPERIENCES:

1. May, 1972-current - Adult Learning Center Director
2. 1971 - 1972 Graduate Assistant, Appalachian Adult Education Center, Morehead State University
3. 1970 - 1971 Teacher of Remedial Reading, Latrobe, PA
4. 1970 Teacher of Summer Reading Program, Latrobe, PA

Consultants

The consultants will be listed simply by job title. Vitae are not enclosed.

Their duties will include some or all of the following:

- (1) Membership on advisory group
- (2) Critiques of working models
- (3) Troubleshooting at model centers
- (4) Training of model center personnel

The following persons have agree to provide consultant help for the proposed project:

Michael Averdick - Coordinator of Special Programs, Kentucky Department of Libraries, Frankfort, Kentucky

Faye Belcher - Associate Director, Johnson Camden Library, Morehead State University, Morehead, Kentucky, and Chairman, College and Research Section, Kentucky Library Association

Genevieve Casey - Associate Professor, Library Science Department, Wayne State University, Detroit, Michigan

Ione Chapman - Librarian Emeritus, Morehead State University, Morehead, Kentucky; Secretary-Treasurer, Rowan County, Kentucky, Public Library Board.

Evelyn Coskey - Extension Librarian, Kanawha County Public Library, Charleston, West Virginia

Marie Davis - Associate Director, Philadelphia Free Library, Philadelphia, Pennsylvania

Jack Ellis - Director, Johnson Camden Library, Morehead State University, Morehead, Kentucky, and past Appalachian consultant to Coronet Films and past Director, Educational Media, Pinellas County, Florida

Helen Huguenor Lyman - Director, Library Materials Research Project, and Assistant Professor of Library Sciences, University of Wisconsin, Madison, Wisconsin

Margaret Willis - State Librarian and Director, Department of Libraries, Frankfort, Kentucky

APPENDED ITEMS:

- a. The Proposal herein described has NOT been submitted elsewhere.
- b. The concepts expressed through the instrument of this Proposal have not been previously a part of an Appalachian Adult Education Center proposal.

The Appalachian Adult Education Center has been funded by the U.S. Office of Education, Bureau of Adult, Vocational, and Technical Education, under the authority of the Adult Education Act of 1966 (as Amended), P.L. 91-230, Section 309 (b). The current Grant No. is OEG-0-71-4410 (324).

- c. There has been previous communication with the National Center for Educational Research and Development related to this proposal. Telephone conversations with MR. HENRY DRENNAN and MR. PAUL JANASKE led to the submission of a Letter of Intent and an invitation to submit a proposal.
- e. All personnel associated with this Proposal have commitments in the current Appalachian Adult Education Center Project entitled: "A Demonstration and Research Project for Programs, Materials, and Educational Technology for Undereducated Adults."

The AAEC Grant Award can be described as a "closure grant" tentatively concluding the activities of the Center on June 30, 1972.

The percent of time of key staff personnel in the conduct of the initial Proposal PHASES will vary from 10% to 50% but are to be considered a function of the AAEC Grant objective of interrelating inter-agency cooperation and "seeking" of multiple funding in support of adult education program.

Two current staff members are to be assigned by the AAEC to devote 100% of their time to the conduct of this Proposal project beginning JULY 1, 1972, for operational Phases III, IV, and V. A third person, a business manager, will devote 50% of his time. The Graduate Program in Adult and Continuing Education and the remaining resources of the Appalachian Adult Education Center will continue to provide support services to the project.

- f. The Appalachian Adult Education Center has functioned as a "research and demonstration" Center for a period of four years under the authority of the U.S. Office of Education, July, 1967, through June, 1972. The AAEC has conducted many and varied research and developmental projects throughout a thirteen state region, the Appalachian region. The findings of the AAEC have had major implications in the national adult education program and have been reported separately to the U.S.O.E., ERIC, and the field of adult education. Findings have been summarized in the attached FINAL REPORT, Appalachian Adult Basic Education Demonstration Center.

AGREEMENT WITH COOPERATING AGENCIES:

The Morehead State University authority has agreed with the intent of the Proposal herein described and has signed the document authorizing submission.

Prior to initiating the Center Letter of Intent and the content of this Proposal, the staff of the Appalachian Adult Education Center made many personal telephone calls to a national cross section of both adult education and library leadership receiving a very positive consensus supporting the concepts to be proposed.

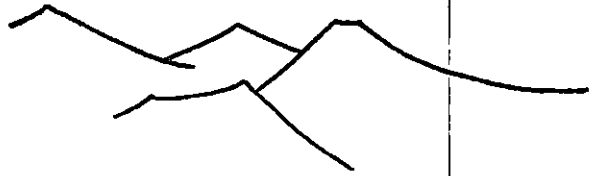
Subcontracts to initiate model sites will replicate procedures and content of the Center contract and will be appended with appropriate letters of agreements.

INSTRUMENTS:

Instruments related to this proposal are not yet developed. The staff considers the development of instrumentation to be a function of training and involvement. All instruments will be cleared as directed prior to their application.

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



March 9, 1972

Mr. Paul C. Janaske
Research and Program Development
Division of Library Programs
ROB 5921
7th and D Streets
Washington, DC 20202

Dear Mr. Janaske:

Enclosed is a letter of amendment to the Appalachian Adult Education Center (AAEC) proposal to develop four model centers combining public library and basic education services for disadvantaged adults. You will note:

1. The phasing has been simplified. Phase V has been deferred.
2. The budget has been modified--in fact, it has been halved with some explanation.
3. The change agent role of the AAEC has been explained in detail including AAEC strategies for dissemination of its products; and
4. The AAEC evaluation strategies have been restated, including its normal cost benefit work.

Sincerely yours,

(Mrs.) Ann P. Hayes
Evaluation Specialist
Appalachian Adult Education
Center

APH:wm

Enclosure

Letter of Amendment to Proposal

Title: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models

Applicant Organization: Morehead State University
Appalachian Adult Education Center

1. PHASING: The original five phases have been simplified to one fifteen-month phase with three time periods:

April 1 to June 30, 1972 - Planning

July 1 to August 31, 1972 - Development of Model Centers

September 1, 1972, to June 30, 1973 - Demonstration of Four Working Models;

Phase V (Replication of models) has been deferred.

2. BUDGET MODIFICATIONS: The scope of the work, originally proposed for thirty months, has been telescoped into a fifteen-month phase combining functions wherever feasible.

Major Line Items Reductions:

- a. Module or center costs were reduced by limiting demonstration time. This includes salaries, travel, and consultant services.
- b. Materials and equipment costs were reduced in anticipation of in-kind contributions from state libraries and departments of education (adult basic education). This line item was not eliminated because of the specialness of needed materials, both print and nonprint (media), which a review of the literature indicates are not currently held in most library collections.
- c. Travel was reduced by increasing dependency on telephone communications.

The above references a, b, and c, represent major line item cuts. Other line items were also cut to the bone.

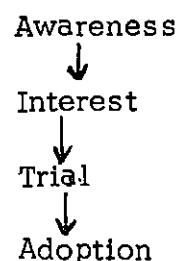
It should be noted that the proposed project would be one element in the national adult basic education efforts of the Appalachian Adult Education Center. The project will profit from all of the personnel and facility resources of the Center and Morehead State University.

Further reductions jeopardize the whole concept.

3. THE CHANGE AGENT FUNCTION OF THE APPALACHIAN ADULT EDUCATION CENTER (AAEC): Questions have been raised about dissemination and usage of the AAEC product or findings for this proposal. The Appalachian Adult Education Center considers itself a change agent, using research, demonstration, and training as tools rather than as ends in themselves. The following is an excerpt from the 1970-71 annual report (in press).

The Appalachian Adult Education Center closely examined the role of the change agent in 1970-71. Charged with the responsibility of promoting significant improvement in adult basic education (ABE), that is, of promoting change, the AAEC staff found it needed to know theory and practice in the adoption of innovation. The Center was designed to conduct experimental programs (demonstration), to generate knowledge concerning the Appalachian ABE student (research), and to prepare ABE personnel (training). These three functions of demonstration, research, and training were designed to cause change in ABE in Appalachia. The change desired is the initiation of ABE where none exists and the upgrading of ABE that does exist in the Appalachian counties of thirteen states. However, it has become increasingly evident that the generation of knowledge concerning students and programs and even the training of practitioners for local programs are not sufficient tools within themselves to cause the desired change. To have knowledge available is only one step in the use of that knowledge. Since the AAEC does define its job as a change agent, the use of its findings is seen as being as crucial as the production of those findings. The definition of strategies for dissemination and implementation were developed during the 1970-71 year to be carried out in the following years. The entire regional board meeting for the year was devoted to the question of usage of AAEC products and how the Center could more effectively promote the desired change.

One simple model for change is:



The change model above is usually employed in studying the adoption of innovation by practitioners. It also can be used, with some modifications, to study the intervention by the AAEC in the process of change. The model would be modified as follows:

- Awareness** - refers to the activities of the AAEC which develop awareness on the part of its audience. These activities take the form of printed materials or of oral presentations about AAEC findings. The information disseminated is general in nature.
- Interest** - refers to AAEC activities that gave enough detail so that AAEC recommendations or findings can be applied or implemented at the program level. These activities take the form of printed materials or of oral presentations or conversations, but can be recognized by the specificity of detail. Ordinarily these activities result from awareness and a request for guidance, i.e., an expression of interest on the part of the practitioner.
- Trial** - refers to a try-out by the practitioner of AAEC recommendations or findings in a sheltered situation such as a workshop or a limited program area such as a county as opposed to a full state. AAEC activities in the trial stage of change necessarily are consultative, situation-specific, and oral.
- Adoption** - refers to the adoption by practitioners of AAEC recommendations or findings on a broad program level and is the end product of AAEC activities at the awareness, interest, and trial stages.

Usually the model above includes an evaluation stage between trial and adoption. Since this stage can only be inferred by the adoption or rejection of the innovation by the practitioner, it has been omitted from the model.

It has, of course, happened that practitioners have gone from the interest to the adoption stage, apparently viewing the AAEC demonstration as a trial. In a few cases practitioners have gone from the awareness to the adoption stage, developing their own methodology.

Awareness Level Activities, 1970-71:

It will be recalled that the awareness level involves the dissemination of general information. The awareness level of change agent activities in which the Appalachian Adult Education Center engaged falls into three broad categories:

- (1) Organization
- (2) Publications or Written Presentations
- (3) Oral Presentations

Kinds of general information disseminated include facts about the development, purpose, functioning, and products of the AAEC.

In 1970-71 at the awareness level of dissemination, the AAEC staff was involved in twenty-one conferences, thirty-nine professional organizations, and forty-one other person-to-person activities, and produced twenty-four publications.

The AAEC has found that awareness of its findings should precede those findings, that is, that the decision-makers who might be users of a specific finding are best involved at the onset of the project. As they help the AAEC

define problems in ABE and possible solutions, they become more aware of and are more open to tested solutions for those problems. To facilitate the involvement of program decision-makers, the AAEC has developed a Regional Board of Directors which presently includes the state directors of adult education of the thirteen Appalachian states as well as other agency personnel; state advisory committees; and local advisory committees for each of the fourteen demonstration projects. The Regional Board meets at least once a year and its members are contacted almost monthly. In addition, consultants are used from local agencies and institutions of higher education to develop awareness and to aid in the development of state department-higher education-local cooperation in the ABE enterprise. While lending their expertise, the consultants learn first-hand of the ABE problem under investigation and its proposed solutions.

The same goals of developing awareness (and program cooperation) lie behind the continual AAEC effort to work with other local, state, and federal agencies. Many agencies besides adult basic education programs are users--potential and actual--of AAEC findings. Therefore, they, too, contribute to and benefit from early input into project development. Interagency cooperation always has been one of the AAEC's top priorities.

Publications or Written Presentations

In surveying the literature in the field of adult basic education, the AAEC found that information is unavailable even at the general information or awareness level for much of the ABE activities in the country. This state of affairs

might not be too serious if the current upsurge of effort in basic skills for adults were older--perhaps the literature would accumulate through the years--but despite the myriad reports of short-term projects, there is surprisingly little information available for use in training ABE personnel, or for informing program initiators or the general public about the problems and possibilities in ABE programs and practices.

Oral Presentations

The Appalachian Adult Education Center staff has become increasingly conscious of the effectiveness of oral presentations for the dissemination of information at the awareness level. Although an oral presentation reaches fewer people, those people are exposed to the information while a written presentation may or may not be read. AAEC staff members usually get more feedback from oral presentations at the awareness level than they do from written presentations, perhaps because their audience has made an investment of their time to be there and are in a position to ask questions while the subject is fresh in their minds. Also, an oral presentation is more likely to be tailored to the needs of the group. Written presentations are usually prepared for a greater diversity of interest groups.

The activities of the AAEC staff include conferences, speaking engagements, and memberships at the regional, national, and international levels. The informal activities of conferences have proven to be fertile ground for the development of awareness of AAEC activities. The AAEC staff at conferences are not unusual in being "at work" from breakfast meetings until midnight. Input, both formal and informal, into planned sessions has also proven

valuable. "Speaking engagements," loosely defined, have extended from accompanying official visitors from Washington and elsewhere to project sites, to observing AAEC teacher-trainers at work, to delivering keynote speeches at large conferences. Memberships in professional organizations, including elected and appointed offices and duties within several of those organizations, have also created awareness of the Appalachian Adult Education Center.

Interest Level Activities, 1970-71:

The interest level of change agent activities is much more specific than the awareness level. Since the content is precise enough in terms of methodology and expected outcomes to allow for implementation, its delivery can be either written or oral initially, but almost always must be written ultimately. Too much detail is involved to depend on the memory of the listeners. Usually this amount of detail is delivered to those who have expressed an interest in receiving it. Although written presentations at the interest level are specific enough to allow for replication of methodology and design, they are not necessarily "cook-book" in format. In judging whether a particular piece is at the awareness or the interest, the amount of detail is usually the deciding factor. The AAEC has found that printed reports must be written in different ways for different audiences. For example, in reporting a project at the interest level so that various groups will recognize its feasibility from their perspectives, the AAEC has found that:

- (1) State directors of adult education and other administrators need to know the specifics of staff selection and training, cost analysis, etc.;
- (2) Professors of higher education engaged in research and professional training need to know about project design and statistics;
- (3) The local practitioner (teacher, administrator, counselor, etc.) needs to know the how-to-do-it, e.g., How did we diagnose? What parts of what materials did we use for whom? What counseling problems arose, and how did we handle them?;
- (4) The local decision-makers-and breakers (the superintendent of schools, his board of education, and political and legislative leaders) need to know both the immediate and long-term economic and social impact of the programs.

Activities of the Appalachian Adult Education Center staff at the interest level in the adoption of innovation models were of two kinds:

- (1) Written presentations, and
- (2) Oral presentations, usually of a consultative or training nature.

At the interest level in 1970-71, the AAEC staff produced forty-five documents and performed eighty-seven person-to-person or oral activities in addition to 170 hours of telephone communication with demonstration projects and users of AAEC products.

Trial Level Activities, 1970-71:

The trial level in the change model involves the potential user in an actual try-out of the skill, methodology, delivery system, or other specific

findings or recommendations in a sheltered, low-cost situation. Cost would be low both in terms of money and staff time and also in terms of possible negative impact on the adult student involved.

It is probable that many ABE decision-makers rely on the AAEC demonstration as a trial and apply its methodology directly to state and local programs within their financial, staff, and legislative constraints. Decision-makers may express enthusiasm about a particular methodology developed or demonstrated by the Appalachian Adult Education Center and yet be unable to try it out in their state without an adjustment of this state plan. The state plans can be changed with varying amounts of ease in different states. In some states the administrative hurdles make it almost impossible to consider change of individual items within the plan.

Except for the setting up of four ABE classes in Georgia, the trial level activities of the AAEC staff were almost all of a training nature in which practitioners actually practiced the skill under supervision. As mentioned in the introduction to the change agent function of the AAEC, the trial level centers on the activities of the potential user and requires a person-to-person approach on the part of any catalyst or change agent in relation to those activities.

The AAEC staff were engaged in twenty-four trial level activities not including its fourteen demonstration projects.

(4) EVALUATION STRATEGIES:

The AAEC will ask each interested state (i.e., state librarian working with their state director of adult education) to submit a proposal for a model

center (urban or rural, library-based or ABE-based). The AAEC evaluation, research, and demonstration personnel will meet with state contacts and the new staffs to develop specific objectives and methodology for each model center and to contract for specific data collection for each objective. It is understood that each data collection form must be cleared with the Bureau of Library Research.

The evaluation design of the AAEC could be termed a looping evaluation. As each module or working model is developed, evaluation is designed for each step. Antecedent or pretest data that needs to be collected is, therefore, automatically defined. Documentation is designed which will show both whether each step or objective is completed and what happened as a result. In demonstrations not all variables impinging on the "product" can (or perhaps even should) be held constant, but the AAEC makes a modest attempt to multivariate data collection--studying the interrelationships of clients, staffs, procedures, materials, and facilities. Each module or model center has one AAEC professional staff person as its "monitor." An AAEC monitor keeps track of documentation--to be sure it is accomplished in the stress of the day-to-day program--and helps with the practical adjustments always needed in program design. Interim reports allow for a review of progress toward the meeting of objectives and an isolation of problem areas that need further help. The evaluation, therefore, is designed for feedback for program adjustment as well as for an assessment of the final product. The AAEC Regional Board of Directors and the library consultants to the project will also be asked to judge the process and results of the project in a systematic fashion.

The following types of data will be collected in line with usual AAEC procedures:

- (1) Selection of personnel is analyzed.
- (2) Training needs of personnel are defined.
- (3) Job descriptions of personnel (information specialists, teachers, and administrators--both professional and paraprofessional) are analyzed in terms of client needs.
- (4) Costs are analyzed.
- (5) Demographic data about clients or patrons is collected.
- (6) Data on changes in clients' academic and coping behavior is collected.
- (7) Systems descriptions or recommendations are developed.

Amendment to

A PROPOSAL FOR A MODEL CENTER
TO DEMONSTRATE THE INTERRELATING OF
LIBRARY AND BASIC EDUCATION SERVICES
FOR DISADVANTAGED ADULTS

July 26, 1972

Birmingham Public Library
ABE-Public Library Project
Birmingham, Alabama 35203

ADVISORY BOARD FOR THE AAEC BIRMINGHAM CENTER

Mrs. B. D. Beal
(Jefferson County Board of Education)
3429 Ridge Crest Drive
Birmingham, Alabama 35216

Mrs. Rosa Bailey (322-4280)
(ABE Student from City)
748 Omega Street
Birmingham, Alabama

Mrs. Elizabeth Beamguard
Alabama Public Library Service
155 Administrative Building
Montgomery, Alabama 36104

Miss Elizabeth Forman (871-2628)
(Faculty, Samford University)
36 Norman Drive
Birmingham, Alabama 35213

Mrs. A. G. Gaston
Booker T. Washington Business College
1527 Fifth Avenue North
Birmingham, Alabama

Dr. Murray C. Gregg
(Jefferson County Board of Education)
213 Watson Way
Gardendale, Alabama 35071

Dr. Delbert Long
Director of Department of Continuing
Education -UAB
Birmingham, Alabama 35233

Miss Margaret Loran
(Guidance Department, Birmingham Bd. Educa-
tion)
1036 Princeton Avenue S. W.
Birmingham, Alabama 35211

Mr. Ross McQueen
(State Department of Education)
Wetumpka, Alabama

Dr. W. C. Matherson
(Birmingham Board of Education)
412 Tenth Avenue North
Birmingham, Alabama 35204

Miss Margaret Miner
Alabama Literacy & Learning
300 Fourth Court North
Birmingham Alabama 35204

Mrs. Melba Moebes
Housing Authority, Birmingham District
600 North 24th Street
Birmingham, Alabama 35203

Mr. Norman Parker
ABE State Department of Education
Montgomery, Alabama 36104

Miss Richardena Ramsay, Director
Birmingham Public Library
2020 Seventh Avenue North
Birmingham, Alabama 35203

Mrs. Thera Richter
Birmingham Regional Planning Commission
2121 Building
Birmingham, Alabama 35203

Ms. Jane Vaughn (592-9934) (849-9191)
(Tarrant ABE - County)
2216 2nd Avenue North
Irondale, Ala. 35210

Mrs. Ann Gwin
Project Director, Ex Officio
Birmingham Public Library
2020 Seventh Avenue North
Birmingham, Alabama 35203

The following narrative follows the "Requirements for Four Model Centers to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults."

1. Geographic Scope

The Birmingham-Jefferson County Regional Library offers library services to the entire Birmingham-Jefferson County area. This project will assist the Library in meeting the needs of some 80,000 disadvantaged adults in the Birmingham-Jefferson County, Alabama, area, as outlined in the two overall objectives for the model centers. There is a multiplicity of programs for the disadvantaged adults operating in the above area, all of which can be enhanced by an effective library program geared to their needs.

Four types of centers have been identified involving existing Adult Basic Education programs in the Birmingham Public Schools, the Jefferson County Schools, and the Birmingham and Jefferson County Jails. The four types of centers are as follows:

- A. Existing Library facilities close to a public school where ABE programs are being taught.
- B. Adult Basic Education Center.

C. Community Schools.

D. City and County Jails.

The breakdown of clientele for the city and county is as follows:

BIRMINGHAM PUBLIC SCHOOL

Breakdown on 1971-72 Adult Basic
Education Programs

Classes	31
Centers	7
Counselors	1
Supervisors	9
Enrollment	594

JEFFERSON COUNTY BOARD OF EDUCATION

Breakdown on 1971-72 Adult Basic
Education Programs

Centers	17
Teachers	50
Supervisors	6
Counselors	10
Enrollment	1,167

Total Enrollment	1,761
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The following people met at the Birmingham Public Library July 19 and 20, 1972, to discuss the Alabama Center proposal.

- C. J. Bailey - Appalachian Adult Education Center
Morehead (Kentucky) State University
- Elizabeth Beamguard - Alabama Public Library Service, Montgomery
State Librarian
- Martha Carroway - Birmingham Public Library
Secretary-Aide, Library-ABE Project
- Richard A. Forster - Battelle Institute, Montgomery
Conducting study of Alabama public library
services
- Ann Gwinn - Birmingham Public Library
Director, Library-ABE Project
- Ann P. Hayes - Appalachian Adult Education Center
Morehead (Kentucky) State University
Chief Investigator, Library-ABE Project
AAEC Monitor for Birmingham Center
- Norman Parker - Alabama State Department of Education
Montgomery
State Director of Adult Education
- Richardena Ramsey - Birmingham Public Library
Head Librarian
- Alice Stephens - Alabama Public Library Service
Coordinator of Field Services
- Jane Vaughn - Tarrant Center, Jefferson County
Member of Advisory Board, Library-ABE Project

Sites and objectives were agreed upon subject to the approval of the Birmingham Center Advisory Board. Specifically, out of the total city-county ABE, six centers have been identified as target areas. Project services will be extended in four phases or times.

Phase I - immediate

1. University of Alabama custodial group. About 30 people have release time from their jobs to study basic skills.
2. Jefferson County Adult Education Center (Tarrant City). Serves 300-350 adults in day programs in skill training and ABE, and 300-500 adults in evening programs.
3. With the Alabama State Department of Education, develop a family learning center in a library building in a housing development across from the central library.

Phase II - early fall

4. Birmingham City Jail and Jefferson County Jail. The city jail offers ABE and the county jail offers ABE and skill training.

Phase III - middle fall

5. Georgia Road Branch Library. Servicing ABE programs at Hayes High School which serves another housing project.

Phase IV - late fall

6. Woodlawn Library. Servicing Woodlawn Community School which has a wide variety of existing and proposed programs geared to the needs of the local community. ABE is an integral part of the Woodlawn program.

2. Survey of Client or Patron Needs

Ten ABE teachers from the city jails, the University of Alabama custodial group, and the Tarrant City center were involved in determining the materials needs and interests of adult patrons for the purpose of the proposal. ABE clients were involved in discussions and those who could were asked to fill out questionnaires.

3. Objectives

General Objectives

1. A demonstration to develop clearly defined areas of responsibility for service for the two participating agencies (the public library and ABE), including shared responsibilities and individual responsibilities.

2. A service to interrelate the services of the library system and the adult basic education program in Birmingham, Alabama.

Specific Objectives

Objective 1: To study how the coordination of ABE and library services affected the library's selection of materials.

Activities:

- a. The present holdings of the Birmingham central library will be assessed by coping skill areas and by approximate reading levels.
- b. The holdings will be assessed again at the end of the project year.

Documentation:

- a. Predata: Titles listed by coping skills areas.
- b. Postdata: Titles listed by coping skills areas.

Comments:

- a. Since the holdings of the branch libraries generally replicate central library holdings, only the central library holdings will be assessed.
- b. The initial definition of coping skills is outlined in the AAEC guidelines for the model centers, but the final definitions will need to be enlarged by the Birmingham staff with AAEC aid.

Objective 2: To develop a bibliography of those materials isolated in Objective 1.

Activities:

- a. Present holdings and acquisitions during the project year in the Birmingham central library will not only be listed with complete bibliographic information by coping skill, but will include the following:
 - (1) cost of the material
 - (2) source of material

Materials will include all kinds of print such as books, magazines, newspapers and pamphlets, and all types of nonprint.

- b. Needed materials that do not appear to exist will also be identified.

Documentation:

- a. The bibliography.
- b. A record of the time and problems involved in compiling such a bibliography.

Objective 3: To have every ABE learner and his family members own a library borrower's card.

Activities:

- a. Arrange for application for and distribution of library borrowers' cards to each ABE student and to each of his family members through his ABE program. A special numbers series will be used for ABE-family memberships. A record will be kept of the number of ABE-student family members who already own borrowers' cards rather than reissuing cards. In the unlikely event that the number of those already owning cards proves to be significant, those students with cards may be asked to accept a new card.

Documentation:

- a. The number of cards issued for ABE learners and for their family members will be kept.
- b. A log of positive and negative reactions of ABE clients when offered borrowers' cards will also be kept.

Objective 4: To develop a system of library interpretation and orientation for ABE students.

Activities:

- a. A slide-tape interpretation will be developed, hopefully by the Appalachian Film Workshop which will include the following:
 - (1) What the inside of a library looks like.
 - (2) The fact that there is a welcoming assisting staff in the library.
 - (3) The kinds of questions that might be answered by books, magazines, newspapers, pamphlets, tapes, etc.
- b. Discussion by students would be encouraged after the presentation of the slide-tape and questions answered.

- c. After the slide-tapes, field trips will be conducted to branch libraries and/or bookmobiles will go to the ABE centers and/or circulating collections or deposits will be put at the centers to encourage materials use.
- d. Field trips to the central library may be the last step, depending upon transportation.

Documentation:

- a. The slide-tape presentation.
- b. A record of the times, places, and numbers of students exposed to the slide-tape would be kept.
- c. A tape-recording would be made of the discussions and questions after the slide-tape presentation, so that important points could later be excerpted which might help in the design of services to the disadvantaged and help to isolate the hesitations of disadvantaged adults concerning library use.
- c. A record would be kept of field trips to library facilities and of comparative circulation figures for the times of the field trip to see if the exposure influences the students to check out books.

Objective 5: To assess the gift books at the county jail and to recruit and to train a volunteer to process the usable books.

Documentation:

A narrative of the process of finding and training the volunteer (hopefully an inmate) and the number of books processed.

Comment:

The county jail has thousands of unused gift books which could be developed into a library to back up the ongoing ABE and skills training at the jail.

Objective 6: To find materials to fit individual ABE learner interests and needs through the use of readers' profiles.

Activities:

- a. Make up cards at centers with students' names and center name, urge the teachers to ask each student what he likes to do, and then fill in age and approximate ABE level.

CONFIDENTIAL		AGE _____
NAME _____		
MAILING ADDRESS _____		
ABE CENTER _____		
DATE	LEVEL	INTERESTS

- b. The readers' profiles will be used to provide materials to each individual learner at least one time for the purpose of providing a real life library experience.

Documentation:

- a. A tabulation of the results of the readers' profiles.
- b. A tabulation by coping skills and/or by interest area, and narrative of the procedures for providing materials to each individual.
- c. Feedback on the appropriateness of the material for the students. A bookmark to provide feedback has been designed to go with the materials for specific students.

NAME _____

TITLE _____

I like this.

___ Yes ___ No

Why ?

Objective 7: To provide community agency referral services to ABE students as needed.

Activities:

- a. Adapt the AAEC community referral handbook to the Birmingham-Jefferson County area.
- b. Explore existing community referral agencies in Jefferson County to ascertain whether a referral service is needed through the public library.
- c. Disseminate the handbooks to ABE counselors where they exist and to ABE teachers where there are no counselors with an explanation of the uses of the handbook. The recommendation will be made that the students referred to services be urged to seek those services themselves.
- d. Develop library referral services if needed.

Documentation:

- a. The handbook itself.
- b. The ABE teachers in the target centers will be asked to keep referral forms in each student's folder.
- c. A random sample of at least five students from each center will be interviewed at the end of the year about whether they were referred by ABE personnel to another agency to solve a problem and whether the other agency could solve the problem.

NAME _____			
CENTER _____			
DATE	NATURE OF PROBLEM	WHERE REFERRED	WHAT HAPPENED

Objective 8: To develop a family learning center in space provided by the library.

Activities:

The development of a family learning center which will provide:

- a. ABE instruction
- b. A reading room which will contain a circulating library collection.
- c. Children's story hours.

Hours open will grow with the demand to at least the daylight hours.

The facilities will be open to entire families, especially those from the nearby housing developments, and will provide library materials for all age levels in addition to ABE instruction. Further thought needs to be given to the possibility of remedial instruction for school age children and the provision of tutors through the center.

Documentation:

The following questions will be answered:

- a. Did the ABE-family learners check out books before using the center?
- b. Did they check out books after using the center?

- c. Did the library-ABE students check out more books in February and March, 1973, than ABE family learners in another ABE center? This would entail asking an ABE teacher to have his ABE class keep track of the numbers of books they check out for February and March, 1973.

Objective 9: To engage in recruitment of undereducated adults to ABE and library services.

Activities:

- a. A media recruitment campaign will be launched using the AAEC recruitment kit.
- b. Project staff and volunteer recruiters will be trained, utilizing the training kit for recruiters.
 - (1) Bexar County Learning Center (San Antonio, Texas)
 - (2) Harry Frank, Professor of Adult Education, Auburn Univ.
- c. Recruiting door-to-door starting with Central City to recruit for the new learning center and to distribute special introduction cards for the central library.
- d. Recruiting will be extended to other areas of the city and county where needed.
- e. Existing ABE recruiters will be asked and trained to broaden their invitation to library services in addition to ABE.

Documentation:

- a. Enrollment and retention figures for each center before and after recruitment in the area of that center.
- b. A count on special introduction cards presented to the central library after distribution of those cards in the Central City area.

Objective 10: To ascertain how coordination of public library and ABE services affect the adult learner in terms of library behavior and in terms of coping skills.

Activities and Documentation:

As the result of the activities listed under the other objectives, it is hoped that the adult learner will utilize public library services and will improve his coping skills. To measure this:

- a. Central, branch, and bookmobile librarians will be asked and trained to be aware of the special numbers series of library borrowers' cards issued to ABE student-family members. The Birmingham Library System presently arranges each morning the books checked out the previous day in the Dewey decimal system for record-keeping purposes. At the time that that count is made, the books checked out on ABE member cards can be tabulated. In addition to ascertaining interest areas of books circulated, number of ABE-student family members using the libraries the previous day will also be recorded.
- b. A pre and post test of coping skills will be administered to the students in the cooperating centers. The coping skills inventory is being developed by the AAEC and will be used in all four centers.

Objective 11: To demonstrate how coordination of services affects ABE curricula.

Activities:

Explanation or orientation meetings will be held for ABE staff, library personnel, and project staff. (The Jefferson County ABE staff meeting will be held the second or third week in September and will include time for the library-ABE project. It will be arranged with Dr. Gregg to invite interested librarians from the county. Involvement of project staff and city librarians in the Birmingham ABE staff meeting will be checked with Dr. Matherson.)

The following will be included:

- a. An explanation and justification of the project will be given.

- b. Discussion will be encouraged which will ascertain whether ABE teachers use public library services in their instruction of ABE students. If they do, the ways they use the library will be listed. If they do not, the reasons they do not will be isolated. Then a plan will be developed with the teachers and librarians for adding library tasks or assignments or use to the ABE curriculum.
- c. The library and ABE staffs will be acquainted with the proposed bibliography of materials in the coping skills areas that will be available to them in the late fall.
- d. The issuing of borrowers' cards through the ABE centers will be explained.
- e. The library interpretation or orientation sequence (slide-tape and field trips) will be reviewed and suggestions called for.
- f. The ABE and library staffs will be asked to fill out a revision of the questionnaire at the initial meeting and again at the end of the project. (See pp. 19 - 20.)
- g. The Coping Skills Inventory will be discussed.
- h. The provision of occupational information (VIEW materials) will be discussed.
- i. A system for requesting and receiving materials for individual students and for instruction will be discussed.
- j. The community referral handbook will be mentioned.
- k. The development of readers' profiles by the ABE teachers with project staff help will be discussed.
- l. The role of recruiters for ABE and library services will be discussed.
- m. The referral forms for ABE student folders will be explained.

Documentation:

- a. A narrative of the workshop will be developed with a report of the reactions to the 13 areas discussed.
- b. A second meeting will be planned for the spring:
 - (1) to get feedback and judgment of the success of the various parts of the project. At that time the ABE and library staffs will
 - (2) be asked to fill out the role questionnaire a second time, and
 - (3) be asked to report on library tasks they have incorporated or seen incorporated into the ABE curriculum with their judgment of their success.
- c. Project staff will keep a log of kinds of library usage they observe being incorporated into ABE center curricula.

Objective 12: An objective, activities, and documentation will be developed concerning the use of displays to develop ABE students' interest in specific library materials.

Objective 13: An objective, activities, and documentation will be developed concerning gaining support of local decision-makers for the coordination of ABE and public library services. This objective might be centered around and involve the advisory board.

State Department of Education Agreements

1. To fund a learning center in a library building near Central City.
2. To pick up three weeks' salary for the part-time people (May 7 to June 1, 1973).

State Library Agreements

The State Library will loan \$1,000 of materials to the project.

Objective 12: To develop displays which will be used to develop ABE students' interest in specific library materials and to improve their coping skills.

Activities:

- a. Displays will be developed in at least three of the ABE centers (Jefferson County Adult Education Center - Tarrant; Adult Basic Education - Library Center; Jefferson County Jail Correctional Center) and hopefully in other ABE Centers. A minimum of three displays will be placed in each of the three centers designated above.
- b. A handbook will be developed containing descriptions of all displays used during the year. The handbook will contain the objective of each display, the materials used, a description of each display and a list of the books used for each display.

Documentation:

- a. The handbook of ABE displays.
- b. A simple questionnaire which will be given out two times during the year. The questionnaire should determine which of the displays were most beneficial through questions concerning general response to each display, which displays most liked, which of the books on display were checked out, etc.

AAEC Agreements

1. To develop a Coping Skills Inventory .
2. To help develop a list of coping skills to be used in developing a bibliography of holdings .
3. To obtain the Bexar County training kit for recruiters .
4. To arrange for a slide-tape introduction to the library for ABE students .
5. To aid training where needed .

AAEC
Date

NAME _____

POSITION _____

The Joint Role of Public Libraries and
Adult Basic Education (ABE) in Service to
Undereducated and Disadvantaged Adults

1. Does the library serve the adult functionally illiterate now?

YES NO

a. If yes, to what degree in quantity? Check one.

Not at all 1 2 3 4 5 6 7 a great deal

b. If yes, to what degree in quality? Check one.

Poor 1 2 3 4 5 6 7 Excellent

c. If yes, how?

2. Do the ABE agencies serve the adult functionally illiterate now?

YES NO

a. If yes, to what degree in quantity? Check one.

Not at all 1 2 3 4 5 6 7 a great deal

b. If yes, to what degree in quality? Check one.

Poor 1 2 3 4 5 6 7 Excellent

c. If yes, how?

3. What are the major problems in offering services to disadvantaged adults? (Check those applicable.)

	Public Library	Could ABE help?		ABE	Could Library help?	
		YES	NO		YES	NO
Recruiting						
Instruction						
Space						
Staff Training:						
Techniques						
Attitudes						
Materials						
Follow-up						
Cross-over						
Evaluation						
Other						

4. In the total role of the library what is the priority in service to the adult functionally illiterate?

a. What is your estimate of the percentage of functionally illiterate adults in the total population in your county?
 _____%

b. What is your estimate of the level of library expenditure for services to adult functionally illiterate? _____% of staff time; _____% of materials budget; _____% of total budget.

5. What might be the long or short range "fringe benefits" of inter-agency cooperation with the public library (for good ABE services)? Comment and/or reaction.

6. What might the long or short range "fringe benefits" of interagency cooperation with ABE for good library services? Comment and/or reaction.

Amendment to

A Proposal for a Model Center
to Demonstrate the Interrelating of
Library and Basic Education Services
for Disadvantaged Adults

Floyd County Board of Education
ABE - Public Library Project
Prestonsburg, Kentucky 41653

July 21, 1972

INTRODUCTION

The purpose is to upgrade public library and adult basic education (ABE) services for undereducated adults by interrelating those services in a model center in Floyd, Pike, Magoffin, Johnson, Martin, and Knott counties as a demonstration to national library and ABE decision-makers and staffs. The objectives are: (1) to define the contemporary relationship between library and basic education services for disadvantaged adults; (2) to develop a model for the interrelating of library and basic education services; (3) to refine the working model; (4) to disseminate the model. Library is defined as an information-dispersal agency; ABE is defined as the education of adults through which they obtain (1) the academic skills to pass an eighth grade equivalency examination, and ultimately to pass a high school equivalency examination.

The goal is to develop alternative management systems incorporating presently existing exemplary practices and materials, with a division of responsibilities between the two service agencies for the purpose of offering one rounded educational program through which undereducated adults could develop (1) a high level of academic and coping skills quickly, and (2) a familiar avenue for continuing education at the end

of instruction. Lack of coordination of the two educational endeavors duplicates some services to the neglect of others. Phase I (July to August) - the working model will be refined. Phase II (September, 1972, to May 4, 1973) - the model will be demonstrated. Phase III (May 5, 1973, to June 30, 1973) - the model will be disseminated.

ADVISORY BOARD

1. Anna Sue Stumbo - Member of Floyd County Library Board
2. John Heinze - Assistant Vice-President of Bank Josephine
3. Betty Johnson - Student at Prestonsburg Community College
4. H. E. Pennington - Minister of Community Methodist Church
5. Charles Clark - Superintendent, Floyd County Board of Education
6. Student of ABE program - 1972-1973

The Advisory Board will meet once a month and will have strong inputs into the course of the project.

GEOGRAPHIC SCOPE

This project is a demonstration project, not a pilot project. As a demonstration the scope of the model center will cover an entire region.

The center will involve a six-county ABE area: Floyd, Pike, Magoffin, Johnson, Martin, and Knott counties.

All adult basic skill programs offered in our region's public schools will be involved, including WINN, CEP, NYC Dropouts, etc.. The public libraries and all adult basic skill programs in the above counties will be involved as the program expands.

July 14, 1972, the following people met to finalize the Prestonsburg Center ABE to Library Project (A-LP):

- Michael Averdick - Kentucky State Library, Frankfort
Coordinator of Special Programs
- C. J. Bailey - Appalachian Adult Education Center
Morehead (Kentucky) State University
AAEC Monitor for Prestonsburg Center
- J. O. Dingus - Floyd County Board of Education
Assistant Principal
- Joan Flannery - Regional Library, Prestonsburg
40 hours/week A-LP
- Homer Lee Hall - Regional Library, Prestonsburg
Head Librarian, 20 hours/week A-LP
- Ann P. Hayes - Appalachian Adult Education Center
Chief Investigator of AAEC ABE-Library Project
- Roland Jones - Floyd County Board of Education
Full-time Director, A-LP
- Curtis Moore - Floyd County Board of Education
Assistant Principal, 12 hours/week A-LP
- James Salisbury - Floyd County Board of Education
Director of Transportation and Adult Education
- Harry Wallace - Floyd County Board of Education
Assistant Director, Title I Projects
12 hours/week A-LP
- Linda Wallen - Floyd County Board of Education
Secretary to A-LP
- Robert Wells - Floyd County Board of Education
Assistant Principal, 12 hours/week A-LP

Those to be on the Prestonsburg project staff who did not attend the meeting are:

- Forrest Curry - Floyd County Board of Education
Principal of Stumbo Elementary
12 hours/week A-LP
- Wayne W. Ratliff - Floyd County Board of Education
Teacher, Prestonsburg High School

Fourteen objectives for services and/or ABE client change were agreed upon as follows:

Objective 1: To provide bookmobile services to nine ABE centers.

Activities:

- a. ABE clients will be requested to apply for library borrowers' cards for themselves and each of their family members through their ABE classes where the cards will be issued. The credit-card-like borrowers' cards will be issued in special 100's series known to bookmobile and central library personnel.
- b. Other activities are listed in other objectives and/or will be decided after interviews with ABE clients and their teachers. The bookmobile will be able to visit each center about every two and a half weeks.

Documentation:

- a. Predata: A mini-interview with each of the approximately 160 ABE students in Floyd County. The questions are as follows:
 - 1. Have you been using the library or bookmobile?
 - 2. If so, what for?
 - 3. If not, why not?
 - 4. Do your children use any libraries?
 - 5. What do you like to do?

Other predata will include:

1. July, 1972, bookmobile routes and hours and central library hours.
2. 1971-1972 circulation figures for bookmobile and central library.

b. On-going data:

1. To what centers does the bookmobile go and for how long?
2. What are the totals in different interest areas of the materials checked out of the bookmobile during its ABE visits?

Library staff will tabulate interest areas and fiction titles (the library does not use cutter numbers) for books circulated with the special 100's borrowers' cards. The method for developing the interest areas has been suggested by the head librarian, Mr. Hall, who will be manning the bookmobile in the evenings. He will start by keeping interest areas by hand which he will develop into a form which will only require tabulation.

3. What are the 1972-73 circulation figures for the bookmobile and for the central library with a break-out for ABE clients and their families (as provided by use of special 100's cards)?

Comments:

- a. Up to July, 1972, the bookmobile did not go to the ABE centers.
- b. Learning will be approached as a family affair and cards will be issued to the entire family of the ABE student. No attempt will be made to assess interest areas of circulated materials by any characteristics of the ABE-family borrower, including age. The data will only assess interests of the universe of Floyd County ABE family borrowers as determined by titles borrowed.
- c. Over the time of the project plans will be made to extend similar services to Pike, Magoffin, Johnson, Martin, and Knott counties.
- d. There are presently eleven ABE classes in Floyd County. One center has two classes and one class will meet at the Prestonsburg Library so bookmobile services are not needed.
- e. The state library will provide the additional \$500 needed for gas and oil to run the bookmobile at night for the ABE centers.

Objective 2: To provide occupational information.

Activities:

- a. Provision of Vital Information for Education and Work (VIEW) materials (microfiche) and a reader-printer on the bookmobile.
- b. Provision of Kentucky vocational education occupational pamphlet series (available from Mary Tucker).

Documentation:

- a. Predata: An assessment of occupational information presently available through Floyd County ABE and the regional library.
- b. On-going data:
 1. Statistics on the use of the occupational information on the bookmobile.
 2. Anecdotes reported on the changes in people's lives.

Comments:

The director will check with Richard Malcolm, ABE area coordinator in Huntington, West Virginia, for the prices and makes of reader-printers. He will then contact the 3-M sales representative concerning a two-week try-out of the machine on the bookmobile to test its durability under bumpy conditions. The state department of education has ruled that local ABE funds may be used to buy such a reader-printer.

Objective 3: To deliver print and nonprint materials to ABE programs upon request of ABE staff.

Activities:

- a. A full-day orientation session will be held at the library for the eleven Floyd County ABE teachers in conjunction with the already-scheduled beginning-of-the-year county-state ABE staff meeting, August 18, 1972. The orientation session also will include as many of the library staff as possible.

Since the ABE teachers will still be officially on vacation, they will be paid five dollars an hour for three hours (\$15) for the afternoon session. The following matters will be considered:

1. The ABE and library staffs will respond to an adaptation of the attached questionnaire on the role of public libraries and ABE.
2. The background of the project will be explained carefully, especially the concept of coping skills and of continuing education past ABE, listing all of the advantages to the ABE teacher and to his students. This is a crucial step, since the success of the project relies on the cooperation of the ABE teacher as a middleman and interpreter between the library and his ABE clients.
3. The ABE teachers will be urged by local supervisors to include work requiring the use of bookmobile and/or central library materials (depending upon the location of the ABE center) in the ABE curriculum. What would be appropriate activities which would involve ABE students in library assignments aided by project staff will be explored with the ABE teachers.
4. The two staffs will be asked for recommendations for materials selection (print and nonprint).
5. A system will be explained for asking for materials from the library for instruction and for individual students, answering the following questions:
 - (a) What might the teacher ask for?
 - (b) Who should the teacher ask? By phone? By post card? (The post card should include the student's name, correct address, approximate reading level, and specific interest area.)
 - (c) Who will find the materials?
 - (d) Who will deliver the materials?
6. ABE instructional materials will be displayed including:
 - (a) familiar materials already used in Floyd County

- (b) professional books
 - (c) materials newly acquired in Floyd County
 - (d) materials from the Morehead adult learning center -- Karen Deichert, coordinator of the learning center, will attend the orientation and answer questions about the latter materials.
7. The ABE teachers will be familiarized with the contents and arrangement of the library, since it was agreed that educated people also often feel uncertain in a library.
 8. Activities of the project will be described including the coping skills inventory, the occupational materials, the mini-interviews of ABE students by project staff, the home visitations for recruiting purposes, the reaction bookmarks, the readers' profiles, the library visits, the possibility that school and community college libraries might be available later in the project, and that reference books for employed ABE students might be available. The community referral handbook will be mentioned, but it will be explained that the director will provide it later with individual explanations to each teacher.
 9. Volunteers will be sought among the ABE teachers to work with the development of books and cassettes from their students' words to become part of the bookmobile collection.
 10. The referral form (page 11) will be introduced with the reasons for it.

Documentation: On-going:

- a. A narrative of the content of the orientation with a careful logging of those activities greeted enthusiastically, those activities questioned, and those actively opposed by the two groups: by ABE staff and by library staff. (The AAEC staff will assist in that observation.)
- b. A record of the materials requests to the library made by the ABE teachers during the year, broken down by those that could and could not be filled.

Objective 4: To provide community agency referral services as an aid to ABE students through the public library and the ABE centers.

Activities:

- a. The director will deliver to each ABE teacher a copy of a handbook of Floyd County services. He will explain the uses of the handbook in counseling ABE students and the organization of the handbook which was developed by C. J. Bailey of the AAEC staff with a cross-index of services.
- b. The new regional reference librarian will attend the monthly Floyd County interagency meetings to keep up-to-date referral information and to develop a wider knowledge of available services. It will be explained to the ABE teachers individually by the project director that they or their students will be able to call library reference for referral information beyond that provided by the handbook.

Documentation: On-going:

- a. The ABE teachers will be asked to keep referral forms in the students' folders to record referrals. A suggested format (which will be introduced in the initial orientation session by ABE director and project staff) follows:

Name _____			
Center _____			
<u>Date</u>	<u>Nature of Problem</u>	<u>Where Referred</u>	<u>What Happened</u>

The referrals should include referrals to jobs and to training.

- b. In December and May the project staff will conduct an informal survey of community agencies to find out if the agencies' personnel are aware of more referrals coming in from ABE than in the past.

- c. The reference librarian will keep a brief record of the content of the interagency meetings as it pertains to a community referral service.

Comment:

Should the Floyd County comprehensive care center, which formerly acted as a community referral agency, be reopened, the library might turn over its up-to-date information to the comprehensive care center and cease to function in that capacity with notice to the ABE teachers of the change in information source.

Objective 5: To provide library orientation to ABE students to encourage library usage.

Activities: The orientation will be three-phased:

- a. First, a slide-tape presentation of the library will be shown. One thousand dollars in state library funds set aside for this project will be used to develop or to buy the finished slide-tape. The Appalachian Film Workshop in Whitesburg, Kentucky, 30 miles from Prestonsburg, and/or the Kentucky Public Information office will be approached concerning the production. The slide-tape will include the following:
 1. The concept that library facilities are warm, friendly places staffed by friendly people and that those facilities belong to every person in the community.
 2. Some idea of how the library is set up in terms of general classifications.
 3. Examples of the kinds of information available through the library.
- b. The second and third phases in library orientation will consist of two trips to the regional library for each ABE class which meets outside of Prestonsburg.
 1. The first visit will consist of:
 - (a) an open house with refreshments (funded by the state library).
 - (b) a tour through the library showing where different materials are kept.

- (c) a discussion of a system that the ABE clients can use to obtain information (phone calls or post cards to Joan Flannery, or a request to the ABE teacher, or a request to the project personnel on the bookmobile) and kinds of library replies (delivery on bookmobile to the ABE center, mail delivery, or delivery direct to the students' homes).
 - (d) a slide-tape presentation on Appalachian folklore from Alice Lloyd College to get the idea across that the library contains nonprint as well as print materials.
2. Before the second visit each ABE student will be asked to frame a question to which he needs an answer. The questions will be collected by the ABE teacher and forwarded to Joan Flannery so that the project staff will have some advance time to marshall answers before the whole class visits.

The Floyd County Board of Education will provide school buses to move the students from the ABE centers to the regional library with the project picking up the driver's pay and the expense of gas. Each visit will be about two hours in length which will mean about a four-hour round trip from the farthest centers such as Stumbo. Note: The Floyd County project encompasses 402 square miles.

Documentation: On-going:

- a. A narrative of what is included in the slide-tape presentation and in each library visit; the numbers of students who come each time; and the reaction of the students to the slide-tape and the visits, as ascertained through informal discussion.
- b. The circulation figures for the evenings of the visits.
- c. The questions asked by the students will be recorded on their profile cards by interest area.

Comment:

There is presently a problem in implementing the library visits. The state director of adult education in Kentucky has not yet been persuaded of the educational value of field trips by ABE teachers and their students to the library. The state director has ruled that the ABE teachers cannot be paid for any time spent with their students outside of their classrooms. This matter has yet to be resolved.

Objective 6: To provide mail delivery of materials in answer to requests.

Activities:

Where book mobile or direct delivery of materials does not seem feasible, materials will be mailed to students in answer to requests. These materials can be returned by the student during the next visit of the bookmobile to his ABE center.

Documentation:

- a. A record of what is sent out.
- b. A narrative of feedback to mail answers to requests.

Objective 7: To provide space for an ABE class in the library.

Activities:

The Prestonsburg ABE class will meet part or all of the time at the library as the teacher, Frankie Best, and her students choose.

Documentation:

Pre Data: Have these students checked out books in the past?

Ongoing: Data will be collected to answer the following questions.

- a. Do the ABE students like to have their class at the library?
Why or why not?
- b. Are the students checking out more books than they did in the past?
- c. Do the library ABE students check out more books than the students in another ABE class?

The library will keep special circulation statistics for the nights that the ABE class meets there. A control class will be developed (probably Mr. Beecher) in which the teacher will ask his class to keep track of the number of books they check out.

Objective 8: To develop and use reader's profiles.

Activities:

- a. As the result of the ABE mini-interview question, "What do you like to do?" profiles will be developed for each of the approximately 160 ABE students on the following format.

CONFIDENTIAL		AGE
NAME _____		
MAILING ADDRESS _____		
ABE CENTER _____		
DATE	LEVEL	INTERESTS

Age and level can be obtained from ABE folders so the student does not need to be asked.

The profile cards will go to Joan Flannery at the library and will be considered privileged information. Additional requests for information from the teacher for a student or from the student will be noted. Any large changes in reading level will be reported by the teacher.

- b. Since the bookmobile will visit each center only once in two and a half weeks, the project staff will have time to locate one piece of material for each student in a class based on his profile. A bookmark on the design below will be included with each unsolicited material in an interest area or with each material sent in answer to a question or request for information.

NAME _____
TITLE _____
I like this.
___ Yes ___ No
WHY?

Documentation:

- a. The interest areas as found on the profile cards will be tabulated by sex, by age, and by reading or ABE level.
- b. The responses on the reaction bookmarks will be tabulated.

Objective 9: To weave library tasks into the ABE curriculum.

Activities:

- a. Each ABE class in Floyd County receives copies of the local newspaper each class night which are customarily read for the first fifteen minutes of classtime. To supplement this on-going real-life or coping skill ABE activity, back copies of magazines will be collected in the community, sorted, and distributed from the bookmobile, to provide background on current news. Examples would be to provide information on McGovern and Nixon in this election year or additional consumer education.
- b. As a part of the ABE-library staff orientation other library tasks for the ABE curriculum will be explored with the teachers which are real enough to demonstrate to the student the place of the library in his own continuing education.

Documentation:

Project staff on the bookmobile will record:

- a. Library assignments reported by the students,
- b. An estimate of the success of students in completing each reported assignment, and
- c. The verbal reactions of the students to that assignment.

Objective 10: To develop print and nonprint materials using ABE students' words for circulation on the bookmobile.

Activities:

On a pilot basis with some interested ABE teachers, books, and cassettes will be developed using student's words. Topics might include folk-lore, tips on car-buying or credit, household hints, or hints on how to move to an urban area for regular or seasonal employment.

Documentation:

Copies of the materials themselves.

Objective 11: To make home visits to prospective ABE-library clients.

Activities:

- a. Two of the project staff will be trained as recruiters, using:
 - (1) The AAEC Georgia and Huntsville recruitment materials.
 - (2) The training kit for recruiters from Bexar County Learning Center, San Antonio, Texas.
 - (3) An intensive study of the actual nature of ABE and library offerings in Floyd County. An attempt will be made on a door-to-door basis to sell the two programs without making claims for benefits from the programs which the programs are not designed to give. For example, it will not be claimed

that ABE and library information will help a prospective client get a job if there are no procedures in Floyd County ABE, library referral, or information for placement in training or jobs. It will not be claimed that the two programs can help people help their children if the programs are not offering specific information in how to do so.

- b. The two trained staff members will conduct the ABE mini-interview as part of the general conversation and will fill out the following report on each home visit which will be used as information for follow-up visits.

Floyd County Board of Education ABE-Library Project

(Not to be filled out until you have left the patron's premises.)

Name _____ Post Office _____

Age _____ Educational Comp. _____

No. in Family _____

Home Condition: _____

Type of Income: _____ Working _____ Unemployed _____

Disabled _____

Interest of persons (s) Interviewed: _____

Is any Household Member Currently an ABE Student? _____ Yes _____ No

Do any Household Members Use a Library? _____ No _____ Yes
If Yes, how many? _____

Subjects Discussed: _____

Requests: _____

Materials Left: _____

Reasons Do Not Attend ABE: _____

Reasons Do Not Use Library Services: _____

Documentation:

Pre Data:

- a. 1971-72 enrollment and retention figures in Floyd County ABE.
- b. 1971-72 circulation figures for bookmobiles and central library.

Ongoing:

- a. A tabulation of the home visit forms.
- b. 1972-73 ABE enrollment and retention figures.
- c. A comparison of 1971-72 with 1972-73 circulation figures looking for a rise in circulation not accounted for by the special numbers series of ABE-family borrowers cards.

Comment:

Experiences in some other ABE recruitment projects indicate that it might happen that the project staff professionals trained as recruiters could meet with indifferent success. Should this happen, an alternative would be for them to pass their training on to successful ABE students to substitute for them in recruiting.

Objective 12: To gather ABE teacher and student opinions of the success of the methods developed in this project.

Activities:

- a. In the spring the ABE teachers will be paid for a second three-hour meeting (\$15 per teacher) to fill out the role questionnaires a second time and to express their judgments of the success of each specific method developed in this project in this attempt to coordinate public library and ABE services. The methods to be so assessed will be:
 - (1) The Coping Skills Inventory.
 - (2) Bookmobile service to ABE classes every two and a half weeks.

- (3) Distribution of ABE-family library borrower's card through the ABE program.
- (4) The ABE mini-interviews.
- (5) The provision of occupational information.
- (6) The ABE teacher as a middleman and interpreter of the public library.
- (7) The library orientation for ABE teachers during the general orientation.
- (8) The system for requesting and receiving materials for instruction.
- (9) The system for requesting and receiving materials to meet individual student's needs and interests.
- (10) The ABE instructional materials display at the general orientation.
- (11) Library tasks as part of the ABE curriculum.
- (12) The production of books and cassettes using ABE learners' words.
- (13) The general referral services to community agencies.
- (14) The referral handbook.
- (15) The referral form in the students' folders.
- (16) The first (slide-tape) phase of the ABE student library orientation.
- (17) The second (open-house visit to the library) phase of the ABE student library orientation.
- (18) The third (question-answering visit to the library) phase of the ABE student library orientation.
- (19) The provision of library space for an ABE class.
- (20) The readers' profiles.
- (21) The home visits for recruiting to ABE and library patronage.
- (22) The accessibility of other libraries in the county to ABE students and staff.
- (23) The provision of reference books for small business employing ABE students.

- b. A random sample of ABE students will be asked to express their judgments of the success of each item on the same list.

Documentation:

Tabulation of those opinions.

Objective 13: To coordinate all libraries in the county with ABE.

Activities:

The project director will approach the 10 to 13 school libraries and the community college library about provision of accessibility to those collections by ABE students and staff.

Documentation:

A record of those conversations and any changes in accessibility.

Objective 14: To consider the provision of reference books in the library needed by small business and industry which employ ABE students.

Activities:

An exploration of Project AIRS in Ohio which has done this.

Documentation:

A narrative of the procedures used and the response of small industry and employed ABE students if this objective is undertaken with more information.

Objective 15: To increase ABE students' coping skills. See #7 under AAEC agreements.

Documentation:

A tabulation of pre and post tests.

State Library Agreements

1. To provide \$500 to run the bookmobile to the ABE centers at night.
2. To obtain samples of the Kentucky occupational information pamphlets.
3. To explore groups who might produce the slide-tape ABE student library orientation and the feasibility of using the \$1,000 allocated by the state library for A-V for this project for that production.
4. To provide \$1,000 for books.
5. To provide \$200 for equipment.
6. To obtain samples of the Kentucky attorney general's office consumer education materials.
7. To obtain a sample of the Appalachian Peoples History published by Southern Council Education Fund, Louisville, KY.

AAEC Agreements

1. To explore with the Appalachian Educational Laboratory the field-testing for ABE of the AEL version of the VIEW occupational information series.
2. To develop a suggested acquisitions list by coping skill areas of various kinds of print and nonprint materials for general library use. This will be revised with the advice of the four centers and all of their advisors.
3. To provide copies of Mayrelee Newman's historical review and overview of library services to undereducated Appalachian adults.
4. To explore the feasibility of developing a low-readability newspaper after the model of the AAEC Appalachia News through the Mayo Vocational-Technical School in Paintsville, Ky.
5. To obtain the training kit for ABE recruiters from the Bexar County Learning Center, San Antonio, Texas.
6. To provide samples of the travel and other forms used in the AAEC Georgia recruiting study.

7. Since the whole purpose of the coordination of ABE and public library services is to increase the coping skills of ABE students in addition to reinforcing academic skills, the AAEC will immediately develop a Coping Skills Inventory, drawing on the best thinking in this area in the nation, to be used as a pre and post test by all four model centers.

8. To obtain information about Project AIRS in Ohio on the provision of reference books for small business and industry.

AAEC
Date

NAME _____

POSITION _____

The Joint Role of Public Libraries and
Adult Basic Education (ABE) in Service to
Undereducated and Disadvantaged Adults

1. Does the library serve the adult functionally illiterate now?

YES NO

a. If yes, to what degree in quantity? Check one.

Not at all 1 2 3 4 5 6 7 a great deal

b. If yes, to what degree in quality? Check one.

Poor 1 2 3 4 5 6 7 Excellent

c. If yes, how?

2. Do the ABE agencies serve the adult functionally illiterate now?

YES NO

a. If yes, to what degree in quantity? Check one.

Not at all 1 2 3 4 5 6 7 a great deal

b. If yes, to what degree in quality? Check one.

Poor 1 2 3 4 5 6 7 Excellent

c. If yes, how?

3. What are the major problems in offering services to disadvantaged adults? (Check those applicable.)

	Public Library	Could ABE help?		ABE	Could Library help?	
		YES	NO		YES	NO
Recruiting						
Instruction						
Space						
Staff Training:						
Techniques						
Attitudes						
Materials						
Follow-up						
Cross-over						
Evaluation						
Other						

4. In the total role of the library what is the priority in service to the adult functionally illiterate?

a. What is your estimate of the percentage of functionally illiterate adults in the total population in your county?
 _____%

b. What is your estimate of the level of library expenditure for services to adult functionally illiterate? _____% of staff time; _____% of materials budget; _____% of total budget.

5. What might be the long or short range "fringe benefits" of inter-agency cooperation with the public library (for good ABE services)? Comment and/or reaction.

6. What might the long or short range "fringe benefits" of interagency cooperation with ABE for good library services? Comment and/or reaction.

Amendment to
PROPOSAL TO DEMONSTRATE THE INTERRELATING
OF LIBRARY AND BASIC EDUCATION SERVICES
FOR DISADVANTAGED ADULTS

July 26, 1972

Richland County School District One
Columbia, South Carolina

General Objective

The general objective of this project is to examine the obstacles to the coordination of public library services for disadvantaged adults and adult basic education services and to devise means of overcoming these obstacles.

Later in this proposal will be discussed demonstration objectives - those objectives that are stated in terms of exactly what is to be done and what kind of change in services they are to accomplish. Service objectives will be stated in terms of behavior changes in patrons and clients.

Columbia Project Advisory Board

Mrs. Mirian Evans	Project Assistant Columbia Urban League
Milton Kimpson	Director Greater Columbia Community Relations Council Columbia Chamber of Commerce
Mrs. Lonnie Belt	Director Social Services South Carolina State Hospital
Mrs. Ann Milling	Director Public Service Careers Program Richland Memorial Hospital
Miss Norma Lightsey	Coordinator Services for the Disadvantaged South Carolina State Library
J. Frank Bagwell	Area Coordinator Adult Education S.C. State Department of Education

Mrs. Mary Robinson	Graduate ABE & High School Programs
Edward Taylor	Assistant Director Adult Education Richland County School District #1
Mrs. Anna King	Head Librarian Richland County Public Library
Mrs. Elizabeth Foran	Supervisor School Library Services Richland County School District #1
Harold Vaughn	Assistant Superintendent for Instruction Richland County School District #1
ex-officio Mrs. Eunice McMillan	Director Library-ABE Project Richland County School District #1

On July 24 & 25, 1972, the following people met to finalize the Richland County School District # One ABE to Library Project (A-LP).

Barbara Ashley	South Carolina State Dept. of Ed. Division of Adult Education Reading Specialist
C.J. Bailey	Appalachian Adult Education Center Morehead State University
Frank Bagwell	South Carolina State Dept. of Ed. Division of Adult Education Area Supervisor
Beverly Finlayson	Richland County School District #1 ABE Teacher
Ann P. Hayes	Appalachian Adult Education Center Chief Investigator of ABE-Library Project AAEC Monitor for Columbia Center

Anna Davis King	Richland County Public Library Head Librarian
Mr. Lewis	Richland County School District #1 Assistant Superintendent for Personnel
Rebecca Maylind	Richland County School District #1 Project Staff 20 hrs/wk
Judith McLendon	Richland County School District #1 Project Staff 20 hrs/wk
Eunice McMillan	Richland County School District #1 Project Director - full time
Lewis Smith	Richland County School District #1 Business Manager
Edward Taylor	Richland County School District #1 Assistant Director of Adult Ed.
Harold Vaughn	Richland County School District #1 Assistant Superintendent of Instruction
Estellene Walker	South Carolina State Library State Librarian

Those known who will be on the project staff but not in attendance:

Beverly Hauser	Richland County Public Library Project staff 20 hrs/wk
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The 1971-72 Richland County School District One enrollment for ABE was 368 and for adult high school was 1300.

ABE and adult high school centers to be served by this project were selected in two phases:

Phase I. September

1. Columbia High School.

The Columbia High School program has had two ABE classes, one ESL (English as a Second Language) class, and thirty-five adult high school classes for a combined enrollment between 500 and 600. Columbia High School is located next to the Richland County Public Library.

2. C.A. Johnson High School which has had two ABE classes and ten adult high school classes.

3. Booker T. Washington which has had one ABE class. This center in the middle of the university complex may be moved to the Olympia area, an area with a large black and white disadvantaged population not presently being reached by ABE or adult high school programs.

4. Hopkins Center in rural Richland County has had six high school classes.

5. Atlas Road Center, also in rural Richland County, has had one ABE class.

6. Oak Read Apartments has had two ABE classes, mostly of senior citizens.

7. Two state mental hospitals, Crafts Farrow State Hospital and South Carolina State Hospital, each have had two ABE classes. Each hospital also has a library financed by the state library.

Phase II. Between October 15 and November 1.

The Richland County Adult Education Program will be starting ABE programs in September in the following places:

1. Latimer Manor
2. Gonzales Gardens
3. Saxon Homes

Latimer Manor, Gonzales Gardens, and Saxon Homes are public housing developments of at least 200 units each which presently do not have ABE classes.

4. Lower Richland High School
5. Eau Claire High School

Objective 1: To coordinate state school library services with public library services during ABE class time.

Activities:

The project director and the assistant director of adult education will discuss this objective with the following people:

Superintendent Kitchens
Assistant Superintendent for Instruction Vaughn
Director of Secondary Education
Supervisor of School Library Services Foran
The School Principals
The ABE teachers

It will be explained to the school principals, librarians, and ABE teachers:

- a. The central school administration feels that school libraries should be open to ABE students.

- b. Service to adults serves the whole school. The AAEC Pennsylvania slide-tape presentation on the benefits to schools from ABE, developed for school superintendents and school board members, will be reviewed as a possible aid in presenting this project to school officials.
- c. Library service to adult students aids their present education efforts and establishes a pattern for continuing education for them and their children past their formal education.
- d. The time the school library with its public library deposit would be open would be about four hours a week, overlapping but staggered with ABE class time.
- e. Access to materials for reference and also for borrowing needs discussion. Whether day school students could use the library when it was open for ABE and whether the ABE students could borrow school library materials would need to be decided for each school.
- f. Staff should be discussed. The following priorities are suggested for offering this parttime work:
 - (1) the school librarian (s)
 - (2) the school library clerk (s)
 - (3) school librarians from other schools
 - (4) others such as a former ABE teacher.

Janitor hours also probably would need to be discussed if the time the library is to be open does not coincide exactly with adult class time.

NOTE: There is a possibility that present school librarians and/or night time replacements can be paid through State Department of Education adult education funds as non-formula ABE instructors. Frank Bagwell will explore this issue with the State Director of Adult Education, J.K. East, by August 4, 1972.

- g. A team of a librarian and an ABE teacher from the project staff will be assigned to each center to back up the school librarian.
- h. Where the public library materials will be kept will be discussed.

Documentation:

A log or record will be kept of:

- a. The people approached.
- b. Their enthusiasms and their objections.
- c. What was decided for each of the eight points above.

Comments:

- a. Should it be impossible to open the school library in any of the target centers, the possibility of bookmobile services to that ABE-high-school program will be explored. The county only has two bookmobiles which are somewhat difficult to keep in repair.
- b. The public library already has developed home delivery of materials to senior citizens in Oak Read Apartments where the ABE classes are not in a school building.
- c. The school library at Columbia High School will not be used since the high school is next door to the central library.

Objective 2: To ascertain the reading interests and needs of ABE students.

Activities:

- a. ABE teachers in the target centers will be asked by the Richland One Assistant Director of Adult Education and by the State Department of Education to administer the following questionnaire to each of their students. Students at ABE Level II or above will be asked to read the questions and write the answers. Level I students will be interviewed by the ABE teachers who will record the responses.

The questions to be asked are:

- (1) What do you like to do?
- (2) Have you been using a library or bookmobile?
- (3) If you have, what for?

- (4) If you have not, why not?
- (5) Do your children use any libraries?
- (6) What would you like to read?
- (7) What do you feel you need to read?

b. A reader's profile will be developed for each student based in part on the answers to the questions above.

CONFIDENTIAL		AGE _____
NAME _____		
MAILING ADDRESS _____		
ABE CENTER _____		
DATE	LEVEL	INTEREST

Age, mailing address, and reading level can be obtained from ABE folders.

The project director has already interviewed the undereducated adults about their views of the usefulness of ABE and public libraries services, although not in the format above. The following numbers asked for services:

3	Saxon Homes
28	Gonzales Gardens
37	Allen and Benedict Court
<u>32</u>	Latimer Manor
100	Total

Documentation:

- a. Tabulation of the questionnaires to ascertain needed materials.
- b. A log of the difficulties in collecting this information.

Objective 3: To select materials to be circulated to ABE classes as part of the Richland County Public Library collection.

Activities:

In spending the \$7,100 for materials:

- a. The information from the student survey will be considered.
- b. ABE teachers will be interviewed to ascertain what materials they feel they need for:
 - (1) Referral to community agencies
 - (2) Instruction
 - (3) Individual students' use
- c. All known bibliographies will be considered including:
 - (1) Pratt bibliography
 - (2) The three bibliographies mentioned by James Johnson in his institutional SOP
- d. The experience gained in materials selection in the Latimer Manor and Crossroads projects for the disadvantaged in Richland County will be considered.
- e. Some money will be kept back for buying new materials during the year.
- f. Part of the budget will be held at least until January for replacement of lost materials, especially from school libraries.
- g. Nonprint materials will be selected as well as print materials.

Documentation:

A bibliography of what was selected with the sources of the materials.

Comment:

- a. It is expected that many materials selected will not be available through jobbers.
- b. The materials orders will be typed and the materials checked in by the project secretary. To expedite record-keeping, the books will be processed in the simplest possible fashion by coding them by coping skill area on 3 by 5 cards which will be photographed for additional copies of holdings.

Objective 4: To make the materials available to the adult learners.

Activities:

- a. A standard basic collection of selected materials will be established. One of these basic collections will be deposited at each ABE center school library, at the central library, and probably at each of the nonschool centers. The basic collection will be geared to ABE and to adult high school and only those parts appropriate to the ABE levels at a center will be deposited.
- b. A single traveling collection will supplement the basic collections. This collection will move from center in the public library's station wagon. It will include materials for adult learners and for their teachers such as:
 - (1) The VIEW (Vital Information for Education and Work) occupational materials
 - (2) The 1900 abstracts of ABE curriculum materials published by the National Multi-media Materials Center for Adult Education at Montclair State College (New Jersey)
 - (3) The 1,000 abstracts of ABE curriculum materials published by the Office of Adult Education, South Carolina State Department of Education
 - (4) Other materials from the Richland County Public Library as students' needs require
- c. Each project staff member and/or team will be responsible for specific target centers. After materials selection procedures the readers profile cards, and student questionnaires for a specific center will go to that project team. The team will work with ABE teachers and students in keeping track of changing reading levels and interests on the forms and will work with the school librarian in providing materials for individual students at appropriate reading levels and in appropriate interest areas.
- d. Already established home delivery of materials to Oak Read Apartments occupants will expand as more adult readers are identified.
- e. Materials requested by ABE teachers or students will be delivered by the Richland County School District One daily courier service.

- f. Mail service to ABE learners of materials to meet specific requests will be explored.
- g. Borrowers cards will be issued to ABE students and their family members through the ABE classes.
- h. Students from the large Columbia High School program will have "library nights."

Documentation:

- a. Evening circulation statistics will be kept for school libraries.
- b. Changes in statistics on home delivery to Oak Read Apartments will be noted.
- c. A comparison of circulation statistics for specific days in 1971-72 at the central library with circulation statistics for the days of the Columbia High School adult program's "library nights."
- c. Under the assumption that materials usage in the coping skills areas will improve an individual's coping skills, the AAEC Coping Skills Inventory will be given to the adult students in the target centers at the beginning and ending of the academic year. As a control, the Coping Skills Inventory will also be administered as a pretest and posttest in a center not served by the Library-ABE Project.

Comments:

The Columbia ABE programs stress coping skills.

The high school diploma classes do not teach coping skills as such.

Objective 5: To acquaint the ABE teachers in the target centers with the reasons for coordinating ABE with public library services.

Activities:

One meeting will be held for the ABE teachers of Phase I centers and a second for the teachers in Phase II centers. Hopefully, the meetings will be held at the Richland County Public Library so that as many library personnel as are free will be able to join the ABE staff. The areas to be covered at the meetings are:

- a. A justification or explanation of the reasons for and plans for the ABE-Library Project staff will stress what the coordinated services can offer to the ABE teachers and students, including curriculum enrichment.
- b. Teachers and librarians suggestions for materials selection will be solicited as outlined in Objective 3b, both for instruction and for students' personal use. (The use of triads were suggested as a technique of getting in put from everyone present.)
- c. The community referral handbook will be explained.
- d. Plans will be made with the ABE and library staff for reasonable kinds of "real life" library tasks to be included in the ABE curriculum.
- e. Suggestions will be solicited from the teachers concerning the most comfortable times for library hours, i.e. what times could the library be open that would supplement rather than interfere with ABE instruction and which are feasible for ABE students around child care, transportation, and job problems.
- f. The student survey or questionnaires and the readers profiles will be explained.
- g. The issuing of library borrowers cards for ABE students and their family members through the ABE class will be explained.

Documentation:

- A narrative including:
- a. The numbers of teachers (ABE and adult high school) and library staff involved in the meetings.
 - b. The dates and time of the meetings.
 - c. The content of the meetings.
 - d. Questions raised.
 - e. Suggestions made.
 - f. The role of the project staff.

Objective 6: To coordinate on-going library and ABE services at the two state mental hospitals, Crafts Farrow and South Carolina.

Activities:

- a. The director will discuss with the ABE teachers and with the librarians at the state hospitals needed adjustment in hours.
- b. Appropriate objectives among the project objectives will be undertaken, such as the development and use of readers' profiles.

Documentation:

A log of discussions and what coordination took place.

Comment:

Miss Walker, the state librarian, reports that the collections at the state hospitals are designed for disadvantaged as well as advantaged patients.

Objective 7: To continuously recruit undereducated adults to ABE and to public library services.

Activities:

- a. Locate volunteer group interested in a recruitment project a such as the Literacy Association, Church Women United, OIC (Opportunities Industrialization Center), or the Junior Chamber of Commerce.
- b. Train project and volunteer recruiters. Suggestions for trainers include:

Frank Commander - University of South Carolina
Thelma Orr - AAEC recruitment project, Nicholson, Georgia.
Charles Thompson - Orangeburg
Bexar County Learning Center Training Kit for ABE
recruiters - San Antonio, Texas
Bobbie Griffin - Director of adult education
Huntsville, Alabama
Harry Frank - Auburn (Alabama) University
Someone from the Spartanburg Model Cities Project
(Frances Reed, contact)

- c. Use the AAEC multimedia recruitment kit.
- d. Door-to-door recruitment for centers will proceed in the following order:
 - (1) Hopkins Center
 - (2) Atlas Road Center
 - (3) Latimer Manor
 - (4) Saxon Homes
 - (5) Gonzales Gardens
 - (6) Olympia Area
 - (7) Lower Richland High School
 - (8) Eau Claire High School
 - (9) Other centers in project

Objective 8: To establish the library habit in ABE students.

Activities:

- a. a. Library orientation or interpretation to acquaint students with library services available to them. The AAEC urban slide-tape presentation will be reviewed for us.
- b. The students will receive the school-public-library services outlined in Objectives 1 through 5.
- c. Field-trips will be arranged to visit central or branch libraries or bookmobiles, depending upon the location of the centers. The library has a station wagon that might be utilized to transport adults to the library that do not have readily available transportation.

Documentation:

- a. A record will be maintained of the number of ABE students who visit the library during field trips.
- b. ABE students may be asked to keep a record of their independent trips to public libraries, including taking family members.

Objective 9: To develop an ABE instructional materials display at the central library for Richland County ABE staffs.

Activities:

The State Department of Education will be asked to cooperate with Richland County School District One adult education in providing an extra copy of each set of ABE materials available to Richland County ABE staffs including materials available to all centers and materials that may need to be shared among centers for the sake of economy. This display would be ready for the ABE-library staff meetings discussed in Objective 5.

Documentation:

- a. A list of the materials kept on display.
- b. A report from the assistant director of adult education, Edward Taylor, about any changes in ABE materials requests from ABE staffs that he recognizes between 1971-72 and 1972-73.
- c. Anecdotal data concerning the reactions of ABE staff to the display.

3. What are the major problems in offering services to disadvantaged adults? (Check those applicable.)

	Public Library	Could ABE help?		ABE	Could Library help?	
		YES	NO		YES	NO
Recruiting						
Instruction						
Space						
Staff Training:						
Techniques						
Attitudes						
Materials						
Follow-up						
Cross-over						
Evaluation						
Other						

4. In the total role of the library what is the priority in service to the adult functionally illiterate?

a. What is your estimate of the percentage of functionally illiterate adults in the total population in your county?
 _____%

b. What is your estimate of the level of library expenditure for services to adult functionally illiterate? _____% of staff time; _____% of materials budget; _____% of total budget.

5. What might be the long or short range "fringe benefits" of inter-agency cooperation with the public library (for good ABE services)? Comment and/or reaction.

6. What might the long or short range "fringe benefits" of interagency cooperation with ABE for good library services? Comment and/or reaction.

NAME _____

TITLE _____

I like this.

_____ Yes _____ No

WHY?

Bookmark for feedback.

Amendment to

A Proposal for Demonstrating the Feasibility of
Cooperation between Adult Basic Education Centers and
Public Libraries in Southwest West Virginia

Western Counties Regional Library
Library-ABE Project
Huntington, West Virginia 25701

August 2 , 1972

This paper will outline objectives, activities, and documentation that will be used in a mutually beneficial, cooperative program to enrich and assist the rural disadvantaged adult in three counties in southern West Virginia. This proposal assumes that cooperation can be feasible and mutually enriching between two distinct educational agencies with distinct disciplines and methodology (adult basic education programs and public libraries). It assumes that such cooperation means more effective utilization of resources, materials, and funds available to both educational agencies. It also assumes that the ultimate benefits will accrue to a distinct clientele, the disadvantaged underachieving, rural poor adult.

If this demonstration proves successful during the nine months it will operate, it is the intention of all agencies involved to continue the program, with local, state and federal money specifically allocated for such purposes. From the start, all parties accept this as a workable hypothesis. Their prime concern in this demonstration phase is that its result become a model and basis for other public libraries and adult basic education offices, not only in West Virginia, but in the general Appalachian region.

The demonstration phase begins with established adult basic education offices in operation and funded in this area. It recognizes the presence of a strong established regional library operating in the area. It recognizes the competence and expertise of ABE personnel. It

assumes the strength of the materials and media collection of both the library agencies and established ABE centers. It also assumes the delivery capability and mobility of bookmobiles. The demonstration will attempt to prove that the strengths of both agencies will be enhanced and enriched by cooperation.

Of prime concern, now, is to recruit such staff necessary to carry on the demonstration phase of the cooperative program. If successful, elements of that staff will continue to function, at a coordinating level, very probably within the headquarters of the regional library. Of equal concern is the definition and acquisition of additional materials (duplicate sets of high-interest, low-vocabulary books on subjects and themes germane to both the region and the clientele), media (films, and filmstrips), and equipment (tape recorders, projectors, cassette duplicators, etc.), that may be necessary to continue the program after its demonstration.

The exposition and detail of these concerns follow:

- I. Geographic area: The rural poor in three counties, rural Cabell, Wayne, and Putnam, will be served. All three counties have established ABE offices in operation, in most cases in multiple county locations. Each county has at least one library facility in operation as identified below:
 - A. Cabell: branch libraries in Milton, open 48 hours weekly, and in Barboursville, open 60 hours weekly.

B. Wayne: library stations in Wayne, located in the town hall and within one quarter mile of the Wayne ABE office, and in Ceredo-Kenova. Both facilities are open 20 hours weekly.

C. Putnam: library stations in Hurricane open 30 hours weekly.

All counties are served by regularly scheduled bookmobile runs, with stops ranging from one-half to two hours in length. These schedules can, and will, be modified to suit the purposes of this demonstration.

ABE and library personnel will draw on the resources of the headquarters and city branches of the regional library. Through inter-library loan, they may also use the resources of other libraries in West Virginia and elsewhere.

Within the area live at least 10,000 rural adults who may be classed as a target group. This is twenty percent of the population. At least 10,000 of these live in rural Cabell, Wayne, and Putnam counties; half of this group are unemployed. This clientele group is a strongly independent, often opinionated people, who have few of the standard middle-class drives. Many are second and third generation welfare recipients. Education motivation is often low. Clientele often reside in hard-to-reach areas. As a group, it is possible that they will be resistant to the program, which initially they may view as threatening.

II. Governance: An advisory board of at least ten members shall be appointed, with the director of the regional library and one or more ABE specialists serving on the board ex-officio. At least half of that board shall consist of clientele, i. e. rural

poor, with equal geographic representation. Such board shall be empowered to determine policy insofar as the demonstration phase shall run, to make recommendations to the staff and administration of the program, and to assist in the evaluation of the success or failure of the demonstration.

III. Personnel: The Board of Directors of the Cabell County Public Library has voted to accept the project. A director for the program shall be hired for the duration of the ten-month demonstration. The director shall hire a secretary for that period. Office space for the director and secretary will be available in the Cabell County Public Library.

Also hired for the program will be full- and half-time assistants.

(See Attachment 1.)

It is assumed that personnel hired for the demonstration will be able to inform library staff of means of better serving the educational needs of the rural poor and to inform ABE personnel of all library resources available to the rural poor. This assumption is based on the fact that strong ABE programs and a strong regional library exist. To enhance both agencies' effectiveness and to open effective communication between them is the basic purpose for the demonstration proposed.

IV. Methodology and Coordination: Personnel in both ABE and library programs should expect local resistance to the program. While impossible to prove statistically, personnel should note what means, if any, prove successful in overcoming local

prejudice. Specifically, some judgment must be made as to the program's effectiveness in overcoming clientele mistrust.

While the area has stabilized somewhat, personnel should note what effects, if any, out-migration will have on the demonstration. Of interest may be numbers and specific cases of individuals who may have searched for, or found, gainful employment outside the area. If such employment is a result of the demonstration, such should be noted, but not necessarily stressed. Program personnel will maintain regular logs of their activities with emphasis on success, failure, and resistance. Regular meetings of ABE and library staffs will be held to analyze strengths and weaknesses and reasons for both. Such meetings will stress open communication and will be amply reported.

August 21, 22, and 24, 1972, those interested in the development of the Western Counties Center met to finalize the Prestonsburg Library to ABE Project (L - AP). Those meeting all or some of those days were:

Betsy Broh - Western Counties Regional Library, Member of Board of Directors

Laeuna Erwin - Cabell County Public Library Extension Services Librarian

Frederic Glazer - West Virginia Library Commission Director

Priscilla Gotsick - Appalachian Adult Education Center, AAEC Monitor for Western Counties Center

Phyllis Gould - Western Counties Regional Library Full-time Coordinator, L-AP

Mr. Harshbarger - Western Counties Regional Library, Member of Board of Directors

Ann P. Hayes - Appalachian Adult Education Center, Chief Investigator of AAEC Library - ABE Project

John Ingersol - Western Counties Regional Library, Chairman, Board of Directors

Marshall Kirtley - West Virginia State Department of Education, Area ABE Coordinator

Lowell Knight - West Virginia State Department of Education, State Director of Adult Education

Leila Kuntz - Western Counties Regional Library, Children Services Librarian

Hilda Long - Western Counties Regional Library, Member of Board of Directors

Richard Malcolm - West Virginia State Department of Education, Area ABE Coordinator

James Nelson - Western Counties Regional Library Director

Judith Rule - Western Counties Regional Library Assistant Director

Mr. Shawkey - Western Counties Regional Library, Member of Board of Directors

Nancy Taylor - West Virginia Library Commission, Member of Title IV Advisory Council, Volunteer for Laubach Literacy Foundation

Thirteen objectives for services and/or ABE client change were agreed upon as follows:

Objective 1: To identify the materials needs of the ABE clients.

Activities:

- a. Train each ABE teacher to ask each of his adult students the following questions:
 1. What do you like to do?
 2. Have you been using a library or bookmobile?
 3. If you have, what for?
 4. If you have not, why not?

5. Do your children use any libraries?
6. What would you like to read?
7. What do you feel you need to read?

The answers to these questions would be turned over to the L-AP staff.

- b. The ABE teachers will be asked to provide the age (where available), mailing address, and ABE reading level of each student. With this information and the results of the interviews, the Library- ABE staff will develop readers' profiles.

CONFIDENTIAL		
NAME _____		
LIBRARY CARD NO. _____	AGE _____	
MAILING ADDRESS _____		
ABE CENTER _____		
DATE	LEVEL	INTEREST

- c. To keep the readers' profiles current, the ABE teachers will be provided with a stack of postcards addressed to Mrs. Gould, the Library ABE Project coordinator.

LIBRARY CARD NO. _____
DATE _____
LEVEL _____
INTEREST _____

As an adult student's reading level and/or expressed interest change, the ABE teacher will be asked to send a card to Mrs. Gould. To maintain the anonymity of the adult student, his library card number will be used, which means that the ABE teacher must be provided with a list of those numbers.

Comment:

Lowell Knight, state director of adult education, has agreed to pay each ABE teacher involved in this project for four (4) extra hours of instruction at the end of the academic year to cover, in some part, the extra paperwork involved in the project.

Documentation:

- a. The data from the interview-questionnaire will be compiled.
- b. Data on the adult students will be compiled, i.e., age, sex, reading level, and interest level.

Objective 2: To provide library borrowers' cards for ABE-student family members.

Activities:

- a. The library personnel of the Library-ABE Project will take applications for library borrowers' cards to the ABE classrooms and will work with each adult student in the least disruptive fashion

possible (least disruptive to on-going class or learning center activities). The adult student will be urged to apply for a card for himself and for each of his family members who presently does not own a card.

Comment:

- a. The librarians will do this rather than the ABE teacher because:
 1. It will not take so much class time.
 2. The adult students will begin to know the librarians.
 3. The librarians can:
 - (a) meet the students,
 - (b) explain local library services to individuals, and
 - (c) gather information which defines difficulties in utilizing local library services.
- b. The library borrowers' cards distributed to the ABE student family members will be assigned a special number series.

Documentation:

- a. A record will be kept of the number of borrowers' cards distributed.
- b. The librarians will keep a log of:
 1. The reactions of the adult students to the offer of borrowers' cards.
 2. The problems raised by the adult students concerning their use of library services.

Objective 3: To develop readers' profiles of the undereducated adult new reader in comparison with the regular rural adult library patron.

Activities:

The books charged out for random sample of days from the Milton, West Virginia, (rural) library will be compared with the books charged out by the ABE student family members using the special numbers series borrowers' cards.

Documentation:

The Milton library hand charges. Statistics will be kept by Dewey decimal number with a list of titles in the fiction category. A narrative and tables of the comparisons will be reported.

Objective 4: To assess the needs of the ABE teachers.

Activities:

a. Each ABE teacher whose program will be offered library services will be interviewed by Library-ABE Project staff members. After an introduction or explanation about the project which stresses that the local libraries wish to be as helpful as possible, the following questions will be asked:

1. In what areas could you use more materials for your ABE program?

Comment: Non-instructional materials may need to be stressed.

2. Could you use:

	YES	NO
Booklists _____		
Abstracts of current events _____		
More information about local library services _____		
Information about services of community agencies for your adult students _____		
Other _____		

3. What kinds of library services and materials do you think we need to add?

4. Do you have any general comments?

Documentation:

Answers to these questions will be compiled.

Objective 5: To assess the needs of the library staffs.

Activities:

Each library staff member in the Cabell-Putnam-Wayne service area will be interviewed by the Library-ABE Project staff. After an introduction and explanation about the project which stressed that the project staff wishes to be as helpful as possible, the following questions will be asked:

a. What do you think you would need to offer services to more undereducated adults?

b. Could you use:

	YES	NO
Booklists _____		
More information about your patrons _____		
Other _____		

- c. What kinds of help do you think ABE teachers could give you in strengthening your services to their adult students?
- d. Do you have any general comments?

Documentation:

Answers to these questions will be compiled.

Objective 6: To develop community referral services to help ABE students cope with their present life problems.

Activities:

- a. Copies of the AAEC referral guides will be modified and completed by major library and/or county area.
- b. The handbooks will be duplicated and delivered personally with an explanation to each ABE teacher and library staff member with reference responsibilities.
- c. Library personnel with reference responsibilities will be helped to acquire and to keep current in-depth information to back up the referral handbooks.

Documentation:

- a. The ABE teachers involved in the project will be asked to note their referral activities on referral forms kept in each student's folder.

NAME _____	ABE CENTER _____		
<u>DATE</u>	<u>NATURE OF PROBLEM</u>	<u>WHERE REFERRED</u>	<u>WHAT HAPPENED</u>

- b. The compilation of referral data .
- c. A narrative of difficulties in collecting and using information.

Objective 7: To provide public library materials to students at ABE centers .

Activities:

- a. Putnam County Adult Learning Center
Bookmobile
Rotating collection
Mail delivery
Home delivery
- b. Hurricane ABE class
Change in the hours of Hurricane Library
Mail delivery
Home delivery
- c. Wayne High School ABE class
Change in the hours of the Wayne Library
Mail delivery
Home delivery
- d. Kenova ABE class
Change in the hours of the Kenova-Ceredo Library
Mail delivery
Home delivery
- e. Barboursville Learning Center
Barboursville Library
Circulating collection
Mail delivery
Home delivery
- f. Old North Milton ABE class
Change in the hours of the Milton Library
Mail delivery
Home delivery
- g. Salt Rock ABE class
Bookmobile
Mail delivery
Home delivery

- h. Vinson Learning Center
Circulating collection
West Library
Mail delivery
Home delivery
- i. Fort Gay - Thompson Adult Center
Bookmobile
Circulating collection
Mail delivery
Home delivery
Possibly the Louisa (Kentucky) Library
- j. Lavalette ABE class
Bookmobile
Mail delivery
Home delivery
- k. Buffalo ABE class
Bookmobile
Mail delivery
Home delivery

Documentation:

- a. Schedules of bookmobile stops and descriptions of alternative services.
- b. A record will be kept of:
 - (1) The number of people charging out books using the library borrowers' cards with the special numbers series.
 - (2) The number of books charged out by those people.
 - (3) The Dewey decimal categories of those books with a list of titles from the fiction category.

This will be accomplished by sorting where books are hand-charged and by reading microfilm where books are machine-charged.
- c. A comparison by library will be made by month for 1971-72 and 1972-73 where the library is two years old.

Comment:

The demonstration may also include purchase of one mini-van (Volkswagen bus or equivalent) for delivery of paperback materials and media programs to small, isolated communities where use of a bookmobile may prove difficult or impractical. Such a van can easily store and utilize paperback and media collections and can be adapted for film programming.

Objective 8: To use readers' profiles to provide specific materials to individual ABE students.

Activities:

- a. Where there is to be bookmobile service, specific materials will be delivered by bookmobile.
- b. Where circulating collections are to be used, specific materials will be delivered by L-AP staff.
- c. Where library hours are to be changed, specific materials will be mailed to the homes of ABE students or will be delivered to ABE programs by L-AP staff.
- d. Where material is needed immediately, it will be mailed or delivered.
- e. Each material found for an individual adult student as directed by the information on the reader's profile will be accompanied by a user's bookmark.

NAME

TITLE

I LIKED THIS.

YES ___ NO ___

WHY?

Documentation:

- a. A record will be kept of what materials are supplied by:
 - 1. numbers of adult students served.
 - 2. number of times each adult student is served.
 - 3. what titles were selected.
- b. A record of the feedback from the bookmarks will be compiled including the percentage of return of the bookmarks.

Objective 9: To work with the Putnam County Community Action Program (CAP) to provide bus service to the Hurricane Library.

Activities:

- a. State Department of Education personnel report that the Putnam County CAP has rented or leased a bus and hired a driver to provide transportation to the Putnam County Adult Learning Center. The CAP will be approached about the possibility of extending the bus route to the library.
- b. If the Putnam County CAP agrees to provide transportation to the library, it is probable that concentrated advertising and publicity--both through the media and through personal contact--will be necessary to ensure use of the service.

Documentation:

- a. A narrative of the results of discussions with Putnam County CAP officials.
- b. If the service is offered, the numbers of persons taking advantage of the service will be tabulated.

Objective 10: To recruit undereducated adults to library services and to adult basic education.

Activities:

- a. Nancy Taylor will be asked to consider helping to coordinate volunteer groups for door-to-door explanations of and invitations to library services and adult basic education programs.
- b. Thorough training of two-person volunteer teams will be undertaken, drawing on the AAEC experience and knowledge in the training and coordination of volunteer recruiters. The Bexar County Learning Center training kit should be used.
- c. Several recruiting sweeps will be designed, rather than a one-time effort.
- d. Media will be used as back-up to the person-to-person recruiting.

Documentation:

- a. A narrative of the successes and problems in soliciting the cooperation of volunteer groups.
- b. A narrative of training.
- c. A compilation of data about recruiting data using an adaptation of the questionnaire on the next page.
- d. The numbers will be kept (1) of introduction cards turned in to the library or ABE Center and (2) of persons mentioning the recruiters upon their initial visit to the library or ABE program. The introduction card needs to be designed.

Objective 11: To study how the coordination of ABE and library services affected the library's selection of materials.

Activities:

- a. The present holdings of the Huntington Central Library will be assessed by coping skill areas and by approximate reading levels.
- b. The holdings will be assessed again at the end of the project year.

Documentation:

- a. Predata: Titles listed by coping skills areas.
- b. Postdata: Titles listed by coping skills areas.

Comments:

- a. Since the holdings of the branch libraries generally replicate central library holdings, only the central library holdings will be assessed.
- b. The initial definition of coping skills is outlined in the AAEC guidelines for the model centers, but the final definitions will need to be enlarged by the Huntington staff with AAEC aid.

Objective 12: To develop a bibliography of those materials isolated in Objective 11.

Floyd County Board of Education ABE-Library Project

(Not to be filled out until you have left the patron's premises.)

Name _____ Post Office _____

Age _____ Educational Comp. _____

No. in Family _____

Home Condition: _____

Type of Income: _____ Working _____ Unemployed _____

Disabled _____

Interest of persons (s) Interviewed: _____

Is any Household Member Currently an ABE Student? _____ Yes _____ No

Do any Household Members Use a Library? _____ No _____ Yes

If Yes, how many? _____

Subjects Discussed: _____

Requests: _____

Materials Left: _____

Reasons Do Not Attend ABE: _____

Reasons Do Not Use Library Services: _____

Activities:

- a. Present holdings and acquisitions during the project year in the Huntington Central Library will not only be listed with complete bibliographic information by coping skill, but will include the following:
 - (1) cost of the material
 - (2) source of material

Materials will include all kinds of print such as books, magazines, newspapers and pamphlets, and all types of nonprint.

- b. Needed materials that do not appear to exist will also be identified.

Documentation:

- a. The bibliography.
- b. A record of the time and problems involved in compiling such a bibliography.

Objective 13: To provide orientation of, training of, and feedback from ABE and library staffs.

Activities: Three full-day sessions at the Barboursville Library.

- a. Overview of the project.
- b. The cooperative tasks of the ABE teachers will be explained in detail with time for practice.
- c. The cooperative tasks of the library staff members will be explained with time for practice.
- d. A general discussion will be developed about the under-educated adult patrons or students. Possibly role playing should be used to develop awareness.
- e. The library staff will tour the Barboursville Learning Center while the ABE staff tours the Barboursville Library.

Documentation:

- a. An adaptation of the role questionnaire will be filled out by the library and ABE staffs at the beginning and end of the project. (see pages 22 and 23)
- b. On the strength of all data and opinion collected during the demonstration ABE and library personnel must determine:
 - (1) The success of the program. If successful, what means and budget for both ABE and libraries will be necessary to ensure its continuance.
 - (2) The failure of the program. If failure is apparent, personnel shall analyze why and what methods can be used to avoid future failure. In the event of failure, every attempt will be made to ensure a workable future program. Unless complete catastrophe occurs, personnel must assume the program will continue after the demonstration phase.

V. Materials: With a strong library with a relatively new and basic collection already available, materials selection shall be primarily supplemental. Selection of materials shall concentrate on:

1. Duplicated sets of high-interest, low-vocabulary, graded materials with initial emphasis on basic and coping skills.
A strong secondary emphasis shall be on supplementary and recreational materials.
2. Duplications of local and area newspapers and selected magazines.
3. Pamphlet materials with prime emphasis on vocations, consumer education, nutrition, and family living skills.

AAEC
Date

NAME _____ POSITION _____

The Joint Role of Public Libraries and
Adult Basic Education (ABE) in Service to
Undereducated and Disadvantaged Adults

1. Does the library serve the adult functionally illiterate now?

YES NO

a. If yes, to what degree in quantity? Check one.

Not at all 1 2 3 4 5 6 7 a great deal

b. If yes, to what degree in quality? Check one.

Poor 1 2 3 4 5 6 7 Excellent

c. If yes, how?

2. Do the ABE agencies serve the adult functionally illiterate now?

YES NO

a. If yes, to what degree in quantity? Check one.

Not at all 1 2 3 4 5 6 7 a great deal

b. If yes, to what degree in quality? Check one.

Poor 1 2 3 4 5 6 7 Excellent

c. If yes, how?

3. What are the major problems in offering services to disadvantaged adults? (Check those applicable.)

	Public Library	Could ABE help?		ABE	Could Library help?	
		YES	NO		YES	NO
Recruiting						
Instruction						
Space						
Staff Training:						
Techniques						
Attitudes						
Materials						
Follow-up						
Cross-over						
Evaluation						
Other						

4. In the total role of the library what is the priority in service to the adult functionally illiterate?

a. What is your estimate of the percentage of functionally illiterate adults in the total population in your county?
 _____%

b. What is your estimate of the level of library expenditure for services to adult functionally illiterate? _____% of staff time; _____% of materials budget; _____% of total budget.

5. What might be the long or short range "fringe benefits" of inter-agency cooperation with the public library (for good ABE services)? Comment and/or reaction.

6. What might the long or short range "fringe benefits" of interagency cooperation with ABE for good library services? Comment and/or reaction.

4. Non-print materials and equipment, including cassettes, cassette players for home use, films, film loops, etc. Emphasis shall be on learning tapes, with the program director assuring coordination of selection by ABE and library personnel.
5. Purchase of other materials, including records, games, and picture files as deemed necessary. Prime emphasis herein should be given to locally produced materials.

VI. Cooperating Agencies: Since cooperation is the theme of this demonstration center, it should be understood that cooperation will involve more agencies than only ABE centers and public libraries. The following list shows several agencies that could be enlisted for assistance and counsel. Many of them will be directly involved during the existence of the demonstration center.

Appalachian Adult Education Center,
Morehead State University

Marshall University

West Virginia Library Commission

West Virginia State Department of Education

State Welfare Offices in area counties

Boards of Education in various counties
Southwest Community Action, Huntington
United Community Services, Huntington
New Careers
Local WIN Offices
Local NYC Offices
Vocational Rehabilitation
Reading Is Fun-Damental of West Virginia, Inc.
Department of Employment Security

VII. Conclusion: The Western Counties Regional Library, headquartered in the Cabell County Public Library, Huntington, West Virginia, and adult basic education offices in Cabell, Wayne, and Putnam counties propose to join in a cooperative effort to better serve the needs of the rural, disadvantaged poor adult of the area.

To demonstrate the feasibility and merit of such cooperation, staff will be hired and materials and equipment purchased to begin the program. Any and all means of reaching the rural poor adult will be utilized and analyzed for effectiveness. Means of evaluation will be written into the demonstration program. A final report will detail the success or failure, merits and faults, strengths and weaknesses of the demonstration. The whole demonstration and its final report will examine the

hypothesis that cooperation between libraries and ABE offices will save personnel and materials costs while more effectively serving a clientele that both agencies now serve in separate efforts.

Finally, this report is submitted with the understanding that both agencies intend to continue joint efforts long after the demonstration phase has passed.

SELA
Library Development
Committee
mention project