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ABSTRACT
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of students' attitudes toward libraries and library materials;
improvement of work-study skills; and increase of their knowledge
about their community and city, about current events, and black
history and culture. During this period of operation the evaluation
concentrated on process and management objectives. The major sources
of data were project records, on-site visits, and interviews with
project personnel. Forms were designed for the recording of
attendance statistics, circulation statistics, and dissemination of
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EVALUATION REPORT

Covering Phase IV, June 15, 1971 - June 2?, 1972
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PREFACE

This report covers the evaluation of the demonstration center
(Action Library) component of the Philadelphia Student Library
Project for the time period July 1, 1971 to June 30, 1972. Actual
implementation of the evaluation plan which was adopted in
December, 1971 did not begin until January 15, 1972, although a
number of the management objectives of the project were accomplished
prior to that date. The evaluation plan was designed in accordance
with Title III ESEA guidelines.

Elizabeth A. Goldsmith, Research Associate, was responsible for
the evaluation and the preparation of this report.

I. SUMMARY

Phase IV of the Student Library Resource Requirements Project had as its two main purposes: (1) the establishment of a student learning center demonstration, with the collaboration of school and public library organizations and to begin its operation and evaluation and (2) to expand the well-established interagency planning mechanism into other areas of high priority need. The project developed a set of 73 product, process, and management objectives. The major areas of change dealt with in the product objectives are: improvement of students' reading skills; improvement of students' attitudes toward libraries and library materials; improvement of work-study skills; and increase of their knowledge about their community and city, about current events, and black history and culture.

The target community for the demonstration center is in south-central Philadelphia. Student enrollment for the seven elementary schools located within the target area is 3200, and although there are no secondary schools located within the area an estimated 1100 secondary students are residents. It is an inner-city community characterized by crowded schools, blighted properties, and inadequate play areas, but one of relative stability of population.

Activities during this phase of the project centered on the establishment of the demonstration center; during this report period a facility was obtained; necessary renovations to the facility were accomplished; furniture, fixtures and display equipment were obtained; staff positions were filled; programs were designed; materials and equipment were ordered, received, and processed; a community advisory board was established; and the center began operation.

During this period of operation the evaluation concentrated on process and management objectives. The major sources of data were project records, on-site visits, and interviews with project personnel. Forms were designed for the recording of attendance statistics, circulation statistics, and dissemination of information.

The demonstration center is a nicely furnished and attractive facility, well-staffed and equipped. The total program which has been developed by its staff is most ambitious and there may well be some need for expansion of staff and facility. The project staff are already considering such alternative solutions as use of volunteers and the establishment of satellite programs. For the most part the project has met its commitments with regard to the process and management objectives; the one major problem that has been encountered is the delay in receipt of ordered materials and equipment. Longer than expected delays have been the rule, although the project has made every possible effort to minimize them. In addition to the delays in receipt of materials, the difficulties experienced in obtaining a specialist in services for the handicapped resulted in a lag in the development of this area of programming.

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Because of these delays, some program activities could not be undertaken. However, the demonstration center staff developed an alternate plan which concentrated on the registration of students and their introduction to the center facility and its proposed program.

The center opened for registration on March 27, 1972; circulation of materials began on June 12, 1972. Much of the staff's activities during this interim period centered on the processing of materials, and preparing for the center's dedication on May 10. In addition to this, staff members visited teachers, librarians, and classes of children in the target area to disseminate information about the center.

Staff activities have resulted in the registration of 1278 people, most of whom are children in kindergarten through grade 6. Project efforts in the coming year should be directed toward effecting greater registration of adults and young adults. Average weekly attendance for the center is 749, with 85% of this figure attributable to visits by individuals and 15% attributable to group visits. Average weekly circulation is 468, with almost as many paperback materials circulating as hardback materials. Ninety-five percent of these materials are juvenile and 5% young adult.

The project has had an active program of information dissemination for a total of 455 entries made on project dissemination logs from February through June. There have been three news releases made by the project during this year and an average weekly distribution of 300 materials (based on a three-week period).

Indications are that although the project was not able to engage in a full program during the past year, program development and implementation will accelerate at a rapid pace in the months ahead. The project has established a good rapport with community organizations and the community-at-large, and has benefited greatly by the cooperation of the sponsoring institutions through their active membership on the project's Interagency Committee, which oversees project activities.

II. CONTEXT

The Locale

The Philadelphia Student Library Project has two major components: the Project Center and the demonstration center (Action Library). Project Center offices are located in center city Philadelphia, in close proximity to the Philadelphia Board of Education Offices, the Archdiocesan School System Offices, and the Central Branch of the Free Library. Since the primary functions of the Project Center are direction and evaluation of the demonstration center and the development of joint planning among the sponsoring institutions, its location is an asset.

The demonstration center is located in south-central Philadelphia and serves an area approximately ten blocks square, Broad to 24th Streets, Lombard Street to Washington Avenue. The area is densely populated; 17,000 residents with a Black population in excess of 95%. It contains three parochial and four public schools with a total enrollment of 3200 students. Approximately 68% of the students in the area are from low income families ($3,000 per year or less). The public school district in which the target area is located ranks in the 8th decile among Philadelphia school districts for the number of aid-to-dependent children cases. The area is a typical inner-city community characterized by blighted properties, crowded schools, and inadequate play areas.

The School System

The demonstration center's service area includes three parochial elementary schools and four public elementary schools. Student enrollment for the three parochial schools is about 1200, while the four public schools have an enrollment of 2000. In addition to servicing the children attending these schools, any student who is a resident of the area but attends schools outside of the service area is served by the demonstration center. Non-residents, however, are not denied library privileges. There are approximately 2400 student residents of the area of which 55% attend elementary schools. The target area lies completely within the boundaries of District 2 of the eight Philadelphia public school districts. The total enrollment for the public school system as a whole is about 282,000; the parochial school system has an enrollment of 129,000.

Needs Assessment

The needs assessment which resulted in the development of the plan for the demonstration center and the investigation into areas of need which would lend themselves to joint planning by the school systems and The Free Library, is an outgrowth of Phase II of the Student Library Resource Requirements Project. During this phase extensive research was conducted to determine the library resource needs of students in Philadelphia. Questionnaires were

administered to students, teachers, school librarians, and public librarians, and interviews were held with parents of students. Among the more serious problems delineated by this research are the following:

(1) Student's attitudes toward library resources reflect a disturbing pattern of dissatisfaction. The proportion of students who don't like anything about the school or public library increases from 6% in grade 4 to 24% in grade 12 for school libraries, and from 13% to 20% for public libraries.

(2) Although students generally have greater exposure to school libraries than to public libraries, more of them express dissatisfaction with school libraries than with public libraries.

(3) The higher the grade level, the greater the percent of students who have not visited the school library during the first three months of the school year. There is a slight decrease in the percent of students who did not make a visit to the public library, but the decrease could hardly off-set the increase in non-use of school libraries.

(4) While many students turn to the public library for learning materials, that agency is not planned nor managed primarily as a students' library; and some students, particularly in the lower grades, indicate difficulty in getting to and using the public library.

(5) Although nearly all students recognize a need for library materials, they experience varying degrees of success in satisfying their needs, and many encounter a variety of difficulties in using libraries and in obtaining materials. Twenty percent of students in grades 4 through 12 stated that they have difficulty finding enough books which they can read in their school library.

(6) Thirty-seven percent of grades 2 to 12 teachers do not feel that instruction would be seriously weakened without the use of library resources. Seventy-five percent of 12th grade teachers concurred in this opinion. Moreover, high school teachers make less frequent use of library materials in the classroom than do elementary school teachers.

(7) Overall, Philadelphia's school libraries have only a third of the books called for by national standards, and they fare even worse with respect to newspapers, magazines, and A-V materials.

(8) Elementary school libraries have a critical shortage of trained library personnel; and the secondary schools, while staffed by professional librarians, are understaffed.

In summary then, the findings from Phase II pointed to the need for a different approach to providing information, and materials for enjoyment - the need for a facility which would allow for the testing of new techniques and which would provide a comprehensive program of services outside of the existing institutions. This facility would incorporate the services of many

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specialists and would reflect the needs and concerns of the community in which it is located. From these considerations, the plan for the demonstration center evolved; and it was through the joint concerns and efforts of the sponsoring organizations - the Philadelphia School Systems and The Free Library, that the project received the broad base of support which it needed in order to make the demonstration center a reality.

Criteria for identification of a target community for the demonstration center were developed by the project staff. In terms of basic need measures, the area should have a greater than average percentage of aid-to-dependent children cases and teacher turn-over rate; a lower than average median income level, achievement level, supply of audiovisual and printed materials in the school libraries. Furthermore, the percentage of students in the target area schools who enjoy reading as a pastime, should be less than the average for all schools in the project's Phase II research sample. In addition, the percentage of students who were completely unsuccessful in getting library materials should be greater than the average percentage for the total sample; and, the average amount of time students in the target area spend in libraries per week should be less than that spent by students in the sample as a whole. Finally, the target area should have no innovative public libraries or library demonstration programs located within a ½ mile radius of the center of the area, and none should be planned within the next five years. Based on these criteria, ten candidate areas were selected. A meeting was held with representatives of the public and parochial school systems and The Free Library. At this meeting there was unanimous agreement on the Christian Street - South-Central Philadelphia area. Later, it was decided that the total area was too large and diversified to be served by a single demonstration center. The Christian Street area (bounded by Broad Street, 24th Street, Lombard Street, and Washington Avenue) was selected as the primary service area. The rest of the original target area, east of Broad Street, was identified as the secondary service area. It was further decided that the evaluation of the demonstration center would be conducted within the primary service area.

Historical Background

In the early 1960's officials of The Free Library of Philadelphia, The School District of Philadelphia, and the Archdiocesan School System engaged in continuing discussions around the problem of meeting students' library needs. It was determined that a major obstacle to arriving at a solution was the absence of comprehensive and reliable information about students' library needs and use. As a result, a planning committee was formed, composed of representatives of these organizations. The committee developed a proposal for a research, planning, and demonstration project and obtained a grant from the U.S. Office of Education under Title IIB HEA. This initial funding led to the opening of the Project Center in July, 1968; its task was to design and conduct the research to determine actual requirements for library resources by elementary and secondary school students and to evaluate existing library resources in terms of student specified needs and national library standards.

The first year of project operation (1968-69) was devoted to the design of the research and the field testing of instruments. During the second year (1969-70) the research plan was implemented and extensive field surveys were conducted. It is from this research that the plan for the demonstration center evolved, and general areas appropriate for joint planning by the sponsoring organizations were delineated. Phase III (1970-71) was devoted to joint planning by the sponsoring organizations and the Project Center around the concept of a demonstration library and learning center, and to the selection of the target community.

Phase IV (1971-72) involved recruitment and training of demonstration center staff, development of detailed plans for the center, acquisition of materials and equipment, acquisition and renovation of a facility, and opening and operating the center.

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III. THE PROGRAM

Scope of Program

The objectives of the Philadelphia Student Library Project's Demonstration Center, toward which program has been designed, include: improvement of students' reading skills; improvement of students' attitudes toward libraries and library materials; improvement of work-study skills; and affecting an increase in students' knowledge of their community and city, of current events, and black history and culture. The program will include such traditional components as story-hours and field trips but will also feature the development of less traditional approaches, such as a "Sesame Street" type program, live and video-taped, for handicapped children and a full scale reading program utilizing programmed instructional materials.

Potential project participants include children who are students attending schools within the target area and all student residents in the area. In addition to student participation, programs will also be designed for the parents of students, teachers, school librarians, and public librarians.

Personnel

A. Administrative Staff, Project Center

John Q. Benford, the Project Director, has been with the Student Library Resource Requirements Project since its inception. He has more than 20 years experience in governmental and studies research, and is a Program Director with Government Studies and Systems. He has been responsible for the direction of the entire project.

Elizabeth A. Goldsmith, Research Associate, is an employee of the Philadelphia School System and has been with the project since Phase I, 1968-69 and was a Research Psychologist with the Franklin Institute Research Laboratories prior to joining this project. It has been her responsibility to finalize and implement the evaluation plan, prepare evaluation reports, and to provide advice on test development and research methodology.

Anne L. Hearn, Education Research Associate, joined the project in Phase IV. She is a former public relations specialist. She assists the Project Director in coordinating project activities and serves as a liaison between the Project Center and the sponsoring agencies. She is also responsible for planning and implementation of dissemination activities.

Verna Shmavonian, Educational Research Analyst, also joined the project during Phase IV. She is responsible for the coordination of the project's annual and quarterly reports and has served as a liaison between the research center and the demonstration center. She also coordinated the survey on community needs conducted in October and November of this year. She is a former psychometrician for a developmental research laboratory research project and an editor-writer and administrative assistant.

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In addition to the above full-time professional staff, a part-time research assistant, Jan Vermeiren, is employed by the project in the implementation of the evaluation plan, development of a planning-decision system for acquisition of library resources, and in the preparation of report's. He has a master's degree in engineering with a major in systems engineering and operations research and has been with the project since Phase III. He is presently a doctoral candidate in operations research.

B. Administrative Staff, Demonstration Center

Charles R. Peguese is administrator of the demonstration center. He is responsible for administration of the center's operation and management. Mr. Peguese holds an M.S. in Library Science and a B.S. in Business Administration, and has held administrative posts with The Free Library, the School District, and the Archdiocese of Philadelphia.

Ronald Hart, Community Relations Specialist, has been with the project since Phase III. He was a community relations coordinator with the Philadelphia Model Cities Program and is a long-time resident of the target area. The duties of the Community Relations Specialist include establishing and maintaining contacts between the demonstration center and the community residents, organizations and agencies.

Bernice Berry, Reading Specialist, is a former teacher of programmed reading with the School District of Philadelphia and holds a B.S. in elementary education and has taken numerous graduate courses and in-service training courses in education. In addition to this she was also a demonstration teacher in the area of reading for new teachers and was a teacher of remedial reading for a community school. She is responsible for the reading component of the center's program and all activities related to that component.

Patricia Myrick, Childrens' Librarian, holds an M.L.S. degree and has worked for The Free Library of Philadelphia at the West Oak Lane and Columbia Avenue Branches. She has been involved in all aspects of childrens' programs: book talks, story hours, multi-media programs, vacation reading clubs, etc. She is responsible for the development and implementation of childrens' programs.

Lewis Anderson, Audio-Visual Specialist, is responsible for planning and implementing a wide range of multi-media activities. He is also responsible for the development of educational media programs for teachers, librarians, and adult members of the target community. He brings with him broad experience in research and in the development of media programs. He was art director at the Philadelphia Youth Development Center and was an elementary school teacher in the Philadelphia Public Schools for six years. He was an executive director of a center city art gallery and conducted art classes for adults and children.

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Mohamoud Hamud, Young Adult Specialist, was born in Somalia and taught school there. He came to the United States in 1967 and attended Eastern Michigan University and Western Michigan University and obtained a B.S. degree in sociology with a minor in library science. He later received a Master of Library Science from Western Michigan University. He did his library field work at the Kalamazoo College Library and the Educational Resources Center at Western Michigan University. In addition to English he speaks and writes Arabic and Somali. His duties as Young Adult Librarian are the development and implementation of young adult programs.

Lawrence Chassen, Specialist on Services to the Handicapped, is responsible for the development and implementation of programs for handicapped students in the target community. He holds a M. Ed. degree in special education and is presently a doctoral candidate in that field. He was a substitute teacher in English and Special Education for the Philadelphia Board of Education for a year, and for two years a teacher for multi-imparied blind.

All professional staff positions have been filled except the post of Associate Librarian at the demonstration center. A well-qualified librarian has been appointed to the position and will begin employment in September of this year.

Organizational Details

The Student Library Resource Requirements in Philadelphia is jointly sponsored by the public, Archdiocesan, and independent school systems of Philadelphia and The Free Library. The project has two components: the Project Center, which is responsible for the overall operation of the project - including both the research and the demonstration activities; and the "Action Library", which is the learning demonstration center. John Q. Benford is Project Director responsible for the research demonstration and joint planning components. Charles R. Peguese is Administrator of the demonstration center.

The project has been funded since 1968 by Title IIB of HEA. In the past year, an additional grant was made under Title III, ESEA. A third grant, from L.S.C.A. funds, has been provided for rental of the facility and for two staff positions. During this period project activities have centered around the planning, preparation and staffing of the demonstration center and its operation and evaluation.

A. Physical Arrangements

The demonstration center is located in the lower level of St. Charles Community Hall, 20th and Christian Streets. It contains approximately 8,000 square feet of floor area and includes an open area and lounge area in addition to eight smaller rooms measuring approximately 23' by

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12!. One of the smaller rooms is used for the storage of materials and equipment. The other seven rooms are used for each of the program components.

The young adult room is furnished with carrels for individual study and tables and chairs to allow for group use of the facility. The walls are lined with shelves for books and all levels of materials are inter-shelved from easy reading to more difficult materials. This was done to avoid subjecting the student who is not reading on level from having to go to a section labeled "easy reading" in order to obtain materials which he can read.

The individual study room also is furnished with carrels along two walls to allow for a quiet area where students can work individually with library materials.

The reading room is equipped to provide a variety of reading program activities. It is furnished with carrels for individual study.

The black studies room is lined with book shelves containing the core of the center's literature on black history and culture. In addition to materials dealing with past history and culture, there are more topical materials including cook books, beauty books, etc. All levels of materials are inter-shelved in the room.

The room for services for the handicapped is an open area, except for shelving and cabinets which house the bulk of the collection for services to the handicapped. This collection includes cassette recorders, filmstrips, creative kits, etc.

The audiovisual room houses the collection of audiovisual materials and equipment. It consists of a large area and three small room-cells.

B. Review and Planning

Initial program planning began with a series of staff training sessions on project planning and evaluation. Six of these meetings were held during September and October of 1971. During these meetings, the Project Center and demonstration center staff drew up plans for project activities. The plans included a description of the activity, a designation of time of day and time of year each activity would take place, the group at which the activity is aimed, the number of participants, the space, media, staff, and special facilities required, and the objectives to which the activity would be contributing, and the specific objectives of the activity itself.

In addition to this series of meetings, additional sessions were held to arrive at a final set of objectives. Both of these groups of meetings involved the demonstration center staff and the Project Center staff. In addition to project objectives, a general evaluation plan was also drafted to be finalized at a future time when the demonstration center became operational.

In order to maintain a flow of information and constant review of project operations, weekly staff meetings are held by the demonstration center staff, semi-monthly joint meetings are held with the Project Center staff.

C. Inservice Training

The planning sessions mentioned above served as training sessions for the professional staff of the demonstration center and the Project Center. The major thrust of inservice training, however, has been directed at the para-professional staff of the demonstration center - the community aides. Six training sessions were held during May and June with participation by each of the professional staff members of the demonstration center. Topics covered ranged from instruction in basic library skills to community relations (see appendix C). The sessions employed lectures, films, filmstrips and demonstrations. During the last session, aides received a questionnaire asking their preferences with regard to the area in which they would like to work. After the series of training sessions, aides were assigned to particular professional staff members and further training was conducted in the special areas to which they were assigned (e.g. services to handicapped, services to children, etc.)

Activities

The demonstration center program covers six target groups: students in grades K-3, students in grades 4-6, students in grades 7-12, mentally retarded educable students and students with hearing and vision impairments, parents of students, and school and library personnel. Activities have been planned for each of these groups so that there is a variety of materials and equipment as well as several staff specialists involved in programming.

There is a concerted effort to obtain maximum involvement of all professional staff with all target groups.

Much staff time was devoted to the preparation of the demonstration center for its opening, for the selection, ordering and processing of materials, and for training of community aides. In addition, 1278 people were registered as members of the Action Library. Only a small number of special programs, however, have been operational. Some story hours were held and special materials, filmstrips, reading development materials were in use. As of June 30 the program is operational on a limited basis and special innovative programs will not begin until school opens in September.

Instructional Materials and Equipment

The collection of the demonstration center includes approximately 10,000 children's books, 5,000 to 7,500 young adult books and 5,000 adult books. In addition to these materials, subscriptions to approximately 127 periodicals.

and newspapers have been placed. The majority of materials have been received, but since materials are still arriving, no accurate count of the size of the collection is available.

The collection also includes films, filmstrips, slides, records, cassette tapes, and the equipment needed for viewing and hearing these materials. A fully equipped darkroom is planned and materials have been ordered. Programmed instructional materials and equipment for the video-taping of activities have been received. Presently, a catalog of all materials in the collection is being prepared. When this catalog is completed it will be made available to all staff and the educators in the community.

No new materials have yet been developed by center staff, but plans include the development of a "Sesame Street" type program (live and video-taped) for use with the handicapped, and student participation in the development of films on special topics. The major focus, however, is on the utilization of readily available published materials.

Parent - Community Involvement

A. The Parents

The concept of involving the parents of students and the community at large has been an integral part of the project philosophy from the very beginning. In October and November 1971 a survey of community needs and preferences for library programs and materials was conducted among students and the parents of students in the target area. Data gathered from this survey provided community input for the formulation of program plans and the selection of some materials.

Parents are encouraged to use the resources of the demonstration center. The center has a lounge area for parents which is equipped with attractive, colorful furniture, a television set and adult books and magazines. Because the majority of the adult materials were late in arriving, use of this area has been limited but with the arrival of more of the collection, adult use is expected to increase. In addition to this lounge facility, project plans include the scheduling of adult programs to coincide with scheduling of childrens' programs, so that a parent could bring a child to the center and at the same time participate in adult programming. Because program activity has been limited during this year, this type of scheduling has not been possible.

Parental involvement is also being encouraged through part-time employment of 25 community aides. These aides - residents of the community - are not only helpful in their role as employees of the project but also as resource people for information on community needs and attitudes toward the center. In addition, they can disseminate information about the center and its activities to the community.

B. The Community

          In addition to the unofficial community liaison provided by
the community aides, the project employs a full-time Community Relations
Specialist, a long-time resident of the area, who maintains constant contact
with individuals and community organizations.

          The project also has a 21-member Community Advisory Board
which was established in November, 1971. It is composed of parents, students,
representatives of schools, churches, libraries, community organizations,
and services for the handicapped. This board has been an active part of
project activities and has been involved in many project decisions. The
Board has an Executive Committee; a Dedication Committee to help with
arrangements for the dedication of the demonstration center; and a Personnel
Committee, which played an important part in the appointment of community
aides.

          Dissemination of information about the demonstration center really
began with the survey of community preferences referred to on page 17.
Each of the interviewees was given a Fact Sheet about the project. The full-
scale dissemination of information to the community did not begin, however,
until later in the project.

          A package of materials was developed for the opening of the
center. It included a badge, a bookmark, a membership card and a brochure —
all using the identifying logo of the center. The package also contained a
general Fact Sheet giving a brief description of the project. Subsequently
a more detailed Fact Sheet about the demonstration center was prepared for
distribution at the dedication of the center. One thousand invitations to
the center's dedication were prepared and distributed to the community by
members of the Community Advisory Board and the staff of the demonstration
center. Publicity prior to the dedication included an HEW release, three
project news releases, a story in the Philadelphia Evening Bulletin and a
news clip filmed by a local TV station. An additional news release on the
dedication of the center prompted more coverage by the media. The dedication
ceremony was covered by three local network television stations and resulted
in three television spots about the demonstration center. On the day
following the dedication a local radio station carried an interview with
the center's Community Relations Specialist. In addition to television and
radio coverage, seven news clips appeared in the local papers including RAP
(Project Rebound paper) and The Philadelphia Tribune, a community paper.

          The staff of the demonstration center visited many of the schools
in the community to talk with teachers and students, and they attended many
community functions. More than likely, this informal approach to the
community is especially effective since project staff have the opportunity to
speak with members of the community in small groups or person-to-person, and
to hear their interest and concerns.

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IV. EVALUATION

Objectives

Phase IV of the Student Library Resource Requirements in Philadelphia had as its two main purposes: (1) the establishment of a student learning center demonstration, with the collaboration of school and public library organizations and to begin its operation, and (2) to expand the well-established interagency planning mechanism into other areas of high priority need. This evaluation focusses on the establishment and operation of the center demonstration. The project developed a set of 73 process, product and management objectives (see appendix A). Because the demonstration center has only been open since March 27, 1972 and fully operational since June 12, the evaluation covers only process and management objectives related to the start up of the center and its operation through June, 1972.

Choosing Participants

Project participation is on a voluntary basis but the potential project participants are defined as students and residents in the areas bounded by Broad to 24th Streets, Lombard Street to Washington Avenue. All students who live in the area as well as those living outside but attending public or parochial schools in the area are potential clientele. Although there are no secondary schools located within the target area, there are approximately 1,100 secondary school students who are residents of the area.

Describing Participants

Participants during the initial period of operation included children in all grades, K-12, and a small number of adults. No handicapped students were identified among these participants. Registration statistics covering the time from the center's opening (March 27, 1972) to the end of the funding year show 531 registrants from the K-3 grade group, 475 registrants from the 4-6 grade group, 195 registrants from the 7-12 grade group, and 77 adult registrants. Attendance figures which were recorded beginning June 12, show an average daily attendance of 127 individuals, and an average daily group attendance of .8 groups or an average of 22 students. Total average daily attendance is 150.

The target population from which this group comes is 95% black and the district in which it lies ranks in the 3rd decile among the eight school districts of the Philadelphia Public Schools with regard to achievement level.

Measuring Changes

Measurement of product objectives did not take place during the past year. Project activities centered on the preparations for the opening of the center: acquiring the facility and materials, processing materials, designing

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programs, and related activities. Measurements of change therefore, involve only process and management objectives.

One of the earliest instruments to be used was a dissemination log which recorded project dissemination activities. Data collection began in early February of 1971 with a seven page dissemination log (see appendix E). This log was found to be unweildy and a simpler approach to data gathering was begun early in June. This revised log (see appendix E) collapsed the original seven page log into one page and reduced the time lapse from time of dissemination to report of dissemination to one week.

In addition to the dissemination logs, a form was designed for the recording of attendance (see appendix E). Attendance statistics are divided into individual and group attendance, and attendance at structured and unstructured activities. Group and individual attendnace data is recorded by a member of the demonstration center staff and this data is divided into four periods of time (Period 1 - opening to 12, Period 2 - 12 to 3 p.m., Period 3 - 3 p.m. 6 p.m., Period 4 - 6 p.m. to closing). Because the hours of library operation during June were 10 to 6, there are few entries for Period 1 and none for Period 4.

Circulation and registration statistics were also recorded by the demonstration center staff. The circulation statistics form (see appendix E) is divided into adult, young adult, and childrens' materials. Registration statistics are kept by four age groups; children in grades K-3, children in grades 4-6, children in grades 7-12 and adults. These records are maintained by the demonstration center staff.

In addition to formal data gathering, the evaluation staff has had numerous interviews with the staff of the demonstration center, made many on-site visits, attended staff meetings, meetings of the Community Advisory Board and the Interagency Committee and examined project documents. The results of these interviews and visits have been documented in management report memos.

Presenting Data

A. Process Objectives

These objectives are divided into two major clusters: implementation milestones, and indicators. The implementation milestones are short-range objectives and the majority of these have been completed during this fiscal year. In some instances the schedule as outlined in the original draft of project objectives has not been met; deviations from this schedule are identified in the sections which follow:

Milestone 1.1 "A facility for the demonstration center will be obtained" has been completed and a management report (MR) memorandum was prepared (see appendix F, MR memo 4). The staff of the project inspected more than twenty possible sites for the center and selected St. Charles Borromeo Community

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Building as the most appropriate facility. The facility is a modern, attractive building and it is centrally located in the target community.

Milestone 1.2 "Specifications for renovation of the facility will be developed by the Library Project Staff" and 1.3 "Contractual agreements for rental and renovations of the facility will be consummated" have been completed and MR memos have been prepared (see appendix F, MR memo 7). All renovations have been completed.

Milestone 1.4 "Nucleus collections of books and instructional materials, including special materials for the handicapped will be specified, ordered, received and processed prior to the center's opening" has been completed during this fiscal year but was not completed prior to the center's opening. Lists of materials for the handicapped were not begun until after the center's opening since the Specialist on Services to the Handicapped was not obtained until the beginning of May. The lists of materials for the other program components (young adult services, children's services, audiovisual programming, and the reading program) were prepared and the materials were ordered. The longest delay in the achievement of this objective was the time between the ordering and receipt of the materials. As of the opening of the center on March 27th, most materials, furnishings and equipment had not arrived. Staff members have made efforts to minimize these delays. The Project Director, Administrator, and one of the Project Advisors met with the Director of Procurement, The School District of Philadelphia, in order to accelerate the acquisition of materials. He was able to cut the bid process time from the customary three to four weeks to two weeks and to arrange for the use of the School District's existing lists and jobbers. In addition, staff members accelerated their preparation of lists of required materials. Jobbers had promised delivery of the materials prior to the opening date of the center and assurances were given only one week prior to the proposed dates of delivery that materials would arrive on time. When the project staff discovered that materials were not to be delivered on time, alternate plans of action were formulated. A 1,000 unit deposit collection was requested from The Free Library and received. An alternate plan for the center's opening was developed. The initial weeks of operation, which included the Easter holidays, would be devoted to the registration of students and familarizing them with plans for the center. When possible, a guided tour of the facility was conducted and registrants were given a pin and a book mark showing the logo of the center. Most materials had been received and processed and materials were permitted to be circulated by June 12. Children were permitted to check out one book, adults three books, and teachers five books. It is expected that these restrictions will be relaxed shortly and eventually eliminated completely. To date, no audiovisual materials have been allowed to circulate, although milestone 1.5 "A list of audiovisual equipment and instructional materials required for the center's program will be complete" has been accomplished. Milestone 1.6 "A-V equipment and instructional materials will be ordered, received, and processed prior to the center's opening" has been accomplished as of the end of this fiscal year, but prior to the center's opening the majority of the A-V equipment and materials had not been received, and therefore had not been processed.

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Milestone 1.7 "Furniture, fixtures, and display equipment will be specified, ordered, and installed prior to the center's opening," was completed during this fiscal year but was not completed prior to the center's opening (see appendix F, MR memo 6). At that time much of the furniture, fixtures, and display equipment had not arrived.

Milestone 1.8 "Presentations and publicity will be prepared and disseminated in the service area" was accomplished (see Section III, page 13).

A survey of community preferences was conducted in the target community as required by objective 1.9. A sample of 300 families was selected and one parent and one child from each of these families were interviewed during October and November of 1971. In addition to these families, 40 parents of handicapped children were also selected and interviewed. A list of 20 activities and materials, or facilities (see appendix D) were presented to each of the interviewees to determine their interests or in the case of parents, what would interest them for their child. All activities had a high rate of acceptance by parents and children (the lowest rate of acceptance was 70%), but the five categories which were rated highest were: reference books, educational films, tutors, a quiet room to study in, and educational records and tapes. Of these choices, four are now available in the demonstration center and the fifth - tutors to help with homework, is being planned for the coming year. Both parents and children showed marked preference for activities employing audiovisual aides, and also group activities as opposed to solitary activities. Data was also gathered about preferences with regard to the hours of operation and the center's loan policies. Child preferences with respect to hours of operation were after school during the week, and in the evenings during the week; parent's two preferred times were the same but evening was their first choice and after school their second. With regard to borrowing policies, 85% of parents said they would allow their children to borrow books, and with regard to audiovisual materials, an average of 76% said they would permit borrowing. Parents of handicapped children were more cautious about their children borrowing materials; only an average of 56% would permit borrowing of audiovisual materials. Although much of the data from this survey have been implemented in program planning, there are still data which should further influence project plans. If parents and students showed preferences for activities employing audiovisual materials and equipment then emphasis should be placed on including these types of materials in program planning wherever it is appropriate. In addition, parent's support of the borrowing of audiovisual materials and equipment should encourage the staff to work out a system so these materials could be circulated. When the school year begins, an attempt should be made to adjust the center's hours of operation so that they coincide more closely with the stated preferances of the target population.

Milestone 1.10 "Initial program plans for center activities will be drawn up, scheduled, and assigned to appropriate staff" has been completed for the summer months. Initial program plans had to be revised because of

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the delays in receipt of materials, and so a tentative summer program was drafted. The demonstration center staff is now preparing next year's program plan emphasizing the combining of talents of the staff to develop joint programs. Until recently almost all activities were planned by individual staff members but efforts are now being made to arrive at a well integrated program, merging the talents of all staff members so that each is a resource person for each other.

Milestone 1.11 "A comprehensive program for services to handicapped students will be developed and implemented. Specially trained staff will be assigned to the program" has been partially completed. A Specialist in Services to the Handicapped has been on the project staff since the beginning of May. The delay in obtaining a Specialist in Services to the Handicapped resulted in delays in ordering materials, and delays in program development and implementation. A comprehensive program could not have been implemented because of the late arrival of materials and equipment partially a result of slow filling of orders and partially a result of late ordering because of lack of a Specialist. General program plans were drafted (see appendix F, MR memo 9) and a comprehensive program is in the process of being developed and should be ready for the coming year.

Milestone 1.12 "All staff positions necessary to the center's operation will be filled and the individuals will be trained prior to the center's opening" has been partially completed (see appendix F, MR memo 8). The one professional position yet to be filled at the center is that of Associate Librarian. A qualified librarian has been appointed to the position and will begin his duties in September. Training for the professional staff has included the staff development meetings (see Section III, page 10) around the development of program and project objectives. Most efforts in staff training have been made with regard to the training of community aides (see section III, page 11).

Indicators of Process Activities'

Most of the objectives are intermediate objectives and will be dealt with in future evaluation reports. However, data have been gathered for some of these objectives and will be reported. These data will not be interpreted in terms of the pertinent objective if the objective was not to be accomplished during this year of the center's operation. The data will be examined for trends so that a preliminary indication of progress toward fulfilling these objectives can be given.

Indicator 2.1 "The frequency and regularity of center use for the groups of student users will increase during the center's operation" will be assessed by interviews, observations, examination of attendance data and registration statistics. Compilation of data on attendance and registration have begun and will continue throughout the project. The data on registration, as described on page 14, show a total of 1278 people registered for membership

in the center. All but 77 were students of various grade levels. It is interesting to note that as the grade groups rise the number of registrants decreases. The low figure for adult registration can be partly explained by the late arrival of adult reading materials. Serious thought should be given to trying to involve to a greater extent the adult segment of the target population, as well as the students in 7th through 12th grades. Both these groups are certainly more elusive than are students in kindergarden through sixth grade. Many of the children in grades K-6 have been reached because of staff visits to their classrooms or class visits to the center, but the adult, or young adult who attends a school located outside the target area, connot be reached by such efforts. It is imperative that some other methods of reaching out to these two groups be developed. .

Attendance statistics have been kept since June 12th. The data were not kept by grade. Tallies for individual and group users are kept separately, as are statistics on attendance at structured activities. Separate readings were recorded for three time periods: opening to 12:00, 12:01 to 3:00 p.m., and 3:01 to 6:00 p.m.*

* The center's hours of operation during this period were 10:00 to 6:00.

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TABLE 1

Mean Individual Attendance by Day of Week, by Period of Day

for the Period June 12, 1972 to June 30

Day of Week

	Monday	Tuesday	Wednesday	Thursday	Friday	Average Hourly Attendance For The Period
Period 1 10:00 - 12:00	0	0	5	0	8	7
Period 2 12:01 - 3:00	17	55	72	51	67	87
Period 3 3:01 - 6:00	76	66	62	55	101	120
Mean Daily Attendance	93	121	139	106	176	

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Attendance data for individuals during the month of June show that the
majority of the center's individual usage occured at the 2nd and 3rd periods
with very little activity occuring prior to noon. Fridays are the heaviest
days for individual use of the center with Wednesday being the second
heaviest day, and Mondays the lightest. Group attendance figures show
exactly the opposite pattern of usage. Group attendance was prescheduled
during the first period (10:00 to 12:00) only and the data were as follows:

TABLE 2

Mean Number of Group Visits per Week and Mean

Number of Visitors Comprising These Groups by Day of Week

for the Period June 12, 1972 to June 30 [1]

Day of Week	Number of Groups	Number of Visitors
Monday	1	37
Tuesday	1	25
Wednesday	1	23
Thursday	1	23
Friday	0	--
Total	4	108

1/ All groups, ranged in size from 8 to 35, and were
composed of school-age children.

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Total usage of the center can be calculated by combining the individual and group usage figures as shown in Table 3.

TABLE 3

Mean Total Attendance by Day of Week, by Time of Day

for the Period June 12, 1972 to June 30

	Monday	Tuesday	Wednesday	Thursday	Friday	Average Hourly Attendance for The 5 day period
Period 1 10:00 - 12:00	37	25	27	22	16	63
Period 2* 12:01 - 3:00	17	55	72	51	67	87
Period 3* 3:01 - 6:00	76	66	62	55	101	120
Mean Daily Attendance	130	146	161	128	184	

* Contains no group attendance.

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When group and individual visit data are combined, Friday and Wednesday have the greatest attendance and period three has the largest attendance among the three periods of the day. Average weekly attendance is 749 85% of this figure attributable to individual visits and 15% attributable to group visits.

Circulation statistics gathered during this same time period differed from the time patterns for attendance statistics. Tuesday has the greatest average circulation (see Table 4) with Wednesday a close second. The day with lightest average circulation is Monday.

TABLE 4

Mean Daily Circulation by Type of Material

for the Period June 12, 1972 to June 30

Day of Week

Type of Material	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Juvenile, Hardback	36	60	53	37	32	217
Juvenile, Paperback	29	62	55	38	38	222
Young Adult, Hardback	3	1	1	0	1	6
Young Adult, Paperback	6	4	5	2	6	23
Total	74	127	114	77	77	468

An overall average of 0.6 items of materials were checked out by visitors to the center (group and individual). Ninety-five percent were juvenile materials and the remaining five percent were young adult. The number of paperbacks checked out nearly equaled the number of hardbacks. This may be a reflection of the collection, of which a large proportion is paperback, especially in juvenile materials.

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Indicator 2.8 "The interest and support of the sponsoring agencies will continue for the duration of the project, as indicated by regular attendance of agency representatives at meetings of the Interagency Committee" was evaluated by the project staff based on an examination of attendance sheets. Four meetings were held during the year; attendance was recorded for three at which an average of 46% of the Committee members were present. Attendance at the individual meetings were: December 2, 1971 meeting, 55%; March 1, 1972 meeting, 35%; and the June 20, 1972 meeting, 48%. Attendance was not recorded for the June 6, 1971 meeting. Twenty-three percent of the committee members attended all three of the meetings, while 26% attended none. The majority of members fell within these two extremes, with 32% attending one meeting and 19% attending two. Since there was an inactive membership of 26% during this year it might be advisable to consult with these members to determine if they wish to remain members of the Committee. Since parent representation of the Committee is most affected (two of the five parents were inactive members), and the presence of students on the Committee has been diminished because of graduation to colleges or the pursuit of careers these two groups are not adequately represented on the Committee. The project is in the process of obtaining new student membership for the Committee, but additional efforts should be made to renew the Committee's membership should members become inactive.

B. Management Objectives

Management objectives are divided into two sections: Planning and Preparation and On-going Processes. The four planning and preparation objectives (1.1 to 1.4) deal with major project activities with relation to the planning and preparation for the establishment of the demonstration center.

Objective 1.1 "The Library Project staff will develop a work plan for the activities of the demonstration center and the Project Center, and implement that plan," was partially completed. An outline of major project tasks for Phase IV was completed specifying each major task, the staff responsible for that task, the number of work days required for completion of that task, and the target date. Implementation of sections of the plan proved unattainable because of delays in obtaining a suitable facility for the demonstration center, recruiting all of the professional staff and in obtaining materials. In order to minimize these delays in schedule, alternate plans of action were taken, such as borrowing a deposit collection from the Free Library.

Objective 1.2 "The Library Project staff will devise an evaluation plan for assessment of project effectiveness, and implement that plan" has been completed, (see appendix B). Further refinement of the evaluation plan will be accomplished. A first draft of a more detailed plan has been completed and a second draft is being completed.

Objective 1.3 "The Research Center will develop a planning decision system for choosing demonstration center acquisitions and activities, and for allocating resources on an activity objective basis" is partially completed. The system is in first draft form.

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Objective 1.4 "A Community Advisory Board composed of a representative group of people who live or work in the community will be established" (see appendix F, MR memo 1) has been accomplished. This 21 member Board included parents, students, representatives of schools, churches, libraries, community organizations, and services for the handicapped. The first meeting of the full board was held on November 11, 1971 and since that time six additional meetings have been held. The Board has been an important part of project operations and has provided input on the selection of the site for the demonstration center, composition of the logo, arrangements for the dedication, and the recruitment of community aides. Average attendance at Board meetings is 57% with a range of 20% to 67%. Sixty-two percent of the Board members have attended the majority of the meetings and 24% have attended all of the meetings. Only 9% of the Board's membership have not attended any of the meetings. The Board's representation is good but students are under represented at meetings since their attendance record is poor. Only one student has attended a majority of the meetings (4) and the others have attended an average of one meeting out of the seven. If proper balance and representation by students is to be achieved, it is clear that steps must be taken to insure better student attendance at the Community Advisory Board meetings.

Ongoing processes included eight objectives (objective 2.1 to 2.8). This segment of the objectives deals with major project management functions that must be evaluated during the entire life of the project.

Objective 2.1 "The research center will conduct all observation and data gathering procedures which are part of the evaluation design plan" has been implemented. No data gathering for the assessment of product objectives was scheduled for this year but data gathering for the assessment of process and management objectives is, for the most part, on schedule. Evaluation activities have included the gathering of demographic data on students and residents in the target community, identification of the types of mass testing carried out by the school systems, design and implementation of attendance recording procedures (see appendix E), dissemination logs (see appendix E), and circulation statistics forms (see appendix E). In addition, a Community Aide Evaluation Report Form (see appendix E) was designed, as was an Activities Form (see appendix E) for the recording of weekly project activities by project principals. The designing of an Evaluation Form for the professional staff of the demonstration center is being completed and the development of performance objectives for staff members has been undertaken. All management review reports required by the evaluation design have been written and entered in file. A first draft of a detailed evaluation design has been completed, including the specification of research activities.

Objective 2.2 "The Project Director will institute periodic reporting requirements for all project principals" has been achieved (see appendix F, MR memo 5). Weekly meetings of the demonstration center staff are held and joint staff meetings with the research center staff are held when necessary. The Project Director meets frequently with the Administrator of the demonstration center and staff members have been instructed to submit copies of requisitions,

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bids, personnel transactions, expenditures and the like to the Project Director for his review and approval.

Objective 2.3, "The Project Director will develop and refine procedures for insuring frequent, productive communication among the sponsoring agencies" and objective 2.4 "The project director will develop and refine procedures for minimizing delays and obstacles in securing sponsor clearances for project deadlines because of administrative complexities" (see appendix F, MR memo 2) have both been prime considerations of the project since its inception. The existence of the Interagency Committee since Phase I of the project's operation has insured the ready flow of information and exchange of ideas among the sponsoring agencies. Joint policy decisions of the public and parochial school systems and The Free Library generally are obtained through an "executive committee", composed of an official of the School District, the Archdiocesan Schools, and the Free Library. Clearances and approvals which are required by the organizations separately are obtained via established direct contact by the Project Director with the appropriate official(s) of the organizations.

Objective 2.5 "The research center will develop and maintain a mailing list for dissemination purposes for library and education professionals in the Philadelphia area and across the nation" has resulted in a listing of approximately 500 names. The list presently includes state and U.S. senators and representatives, Philadelphia's public, parochial and private school administrative and library personnel and The Free Library personnel, teacher and other educational organizations, state libraries, state and school library supervisors, state education department personnel, accredited library school faculty members, professional library organizations, and U.S. Office of Education personnel, both regional and national.

Objective 2.6 "The research center staff will maintain an active program of information dissemination to the target community, as well as to the library and education professionals in the Philadelphia area, and nationally and to all other persons requesting information." has resulted in the formulation of a dissemination plan implementing the following methods of dissemination of information: mass mailings, limited specific mailings, press releases, publications in national news magazines and journals, production of materials to promote the use of the demonstration center, a community relations program, and presentations to professional groups. Data gathered via the dissemination logs gives a representation of the project activities with regard to dissemination.

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TABLE 5

Dissemination Activities as Recorded on the

Dissemination Log(s) by Type of Activity, by

Month from February through June, 1972

Number of Entries

Activity	February	March	April	May	June	Total
Mail Contacts	2	5	68	3	87	165
Media Citations [1]	0	0	1	11	2	14
News Releases [2]	0	1	0	0	0	1
Programs/Pre- sentations [3]	7	12	14	3	12	48
Staff Visits [3]	25	16	2	5	17	65
Telephone Contacts	18	83	2	3	0	106
Visits to Project [3]	4	1	10	39	2	56
Total	56	118	97	64	120	455

[1] Data prior to February include seven journal citations, two newspaper articles, and one news clip.

[2] On December 13, 1971 and January 16, 1972 two additional news releases were made and in early September HEW released a statement about the project to the national wire services.

[3] The figures for this category indicate only the number of entries and not the number of people who received information. The number of dissemination contacts will be available in the compilation of future data.

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The number of contacts made through these activities should far
exceed the total of 455 since the news releases were distributed to
approximately 125 people and the numbers of people reached by the media
citations is inestimablesince these citations included several large
local papers and several national journals. In addition, many of the
programs and presentations were made to large groups of people (no
estimate of size of groups were made during data gathering this year, but
future data will include these estimates), which would certainly increase
the number of people receiving information about the project.

In preparation for the dedication of the demonstration center, 1300
invitations were distributed and press kits were prepared including the
following: the center's bookmark, badge, membership card, brochure,
program, list of headtable guests, list of Community Advisory Board members,
a copy of the Project Director's speech, a list of the Interagency
Committee members, the concept paper by Lowell A. Martin, a <u>Library Journal</u>
article reprint about the center, a biographical sketch and picture of
the Commissioner of Education (who delivered the dedication address), and
a copy of the news release on the dedication.

The project has had a most active program of dissemination and a
running tally of the numbers of materials distributed by type of material
was instituted with the implementation of the revised one-page dissemination
log. Only three weeks of data were available for this funding year but
average weekly distribution figures were prepared for this three week
period for reporting purposes (see Table 6).

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TABLE 6

Average Weekly Distribution of Materials

from June 12, 1972 to June 30, 1972, by Type of Material*

Material	Number Distributed
Brochure	38
The Philadelphia Project, by Lowell A. Martin	6
"The Philadelphia Project", by John Q. Benford - reprint from the Library Journal, June 15, 1971	5
Mini Fact Sheet	133
Bookmarks	35
Evaluation Report for the Quarter, January to March, 1972	12
Audit Report for the Quarter, January to March, 1972	12
"Half-way Houses to Learning," by Kathleen Molz - reprint from American Education May, 1972	12
Inter-agency Committee List	4
"Action Library to be Dedicated", reprint from the May 9, 1972 edition of the Philadelphia Tribune	3
Publicity Compc.ite	17
News Releases	3
Text of Dedication Ceremony Speech of John Q. Benford	3
Community Advisory Board List	3
Action Library Flyers	14
Total	300

* Averages of less than 3 items are not reported

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No formal activity was begun on Objective 2.7 "The research center staff
will develop publications, presentations, and workshops for personnel
in the three library systems, so that workable project activities can be
adapted in "systematic" changes in the city". Some presentations, however,
were made by the Project Director. In November, 1971 the Project Director
addressed a conference of state heads of education departments, and in
January he addressed a business meeting of the Pennsylvania Library Association.
In addition to these meetings, the presentations by staff at the Interagency
Committee Meetings help to keep representatives of the systems informed on the
activities of the center. The staff of the demonstration center has made
numerous contacts with teachers and librarians in the target area, to inform
them of the project and its activities.

Information on objective 2.8 "The research center staff will develop and
implement procedures for ensuring that all requisite documents (e.g. reports,
grant proposals, etc.) are provided to the funding agencies on schedule" was
recorded in a MR report to file (see appendix F, MR Memo 3). All required
project report for this year have been submitted, except for the final report
which is being prepared. Although quarterly reports were not submitted within
60 days of the end of each quarter, they were submitted within 90 days of the
quarter. All necessary project proposals were submitted on time.

V. RECOMMENDATIONS

Based on staff interviews; on-site visits; and registration, circulation, attendance, and dissemination log data, the following recommendations are made:

- Program development and implementation should be greatly accelerated.

- Greater lead time should be allowed in the ordering of materials and equipment.

- A comprehensive program plan should be completed early in the 1972-73 year. It should include detailed program activities, schedules for all programs, and related tasks for the coming year. It should also specify who is responsible for each activity and time requirements and deadlines.

- Additional space and staff should be secured because of the magnitude of program required to meet the project's objectives. If adequate space and staff cannot be secured then objectives and therefore program should be adjusted to fit the resources available.

- The hours of the demonstration center's operation should be adjusted to correspond with the preferred hours of operation as delineated by the community survey conducted by the staff.

- Emphasis should be placed on the development of programming for the handicapped, since development of this area of program and its implementation was hampered because of the late acquisition of the Specialist in Services to the handicapped.

- The demonstration center should develop a collection of professional materials which could be used by educators in the community and by the center's own professional staff.

- There should be special efforts made to inform and involve the adult and young adult segment of the target population. Contacts should be made through dissemination materials directed at the adult and the young adult, and presentation at meetings of community organizations for young adults and adults.

- When possible, the center should create a closer rapport with the community by involving them directly as volunteer workers in the center.

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- A plan should be developed which would allow the circulation
  of audiovisual materials and inexpensive audiovisual equipment.

- The staff of the Center should develop a monthly publication
  to be sent to target area educators which would list the
  activities available at the demonstration center, and the out-
  reach programs which would be available to them in their
  schools or classrooms.

- Color coding of materials should be implemented, as stated in
  previous project documents.

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A.   PROGRAM OBJECTIVES

Student Library Resource Requirements in Philadelphia

STUDENT LEARNING CENTER DEMONSTRATION

Objectives for the Learning Center Demonstration

Philadelphia Student Library Research Center

October 19, 1971

Introduction

One of the major findings in a comprehensive survey of student library re-
source requirements in Philadelphia is that students become increasingly disen-
chanted with learning and library resources and services as they move up through
the educational organization. Not surprisingly, these attitude changes are ac-
companied by a drop-off in the use of libraries and a decrease in the amount of
reading for pleasure.

The development of a Student Learning Center Demonstration in an inner city
community is a direct response to these problems. The overall aim of the demon-
stration is to bridge the gap between students' needs for library and learning
materials and the resources available to them. Toward that end, library and
learning materials and services will be provided in a stimulating learning en-
vironment which will attract widespread community interest and participation.
The programs and activities of the Learning Center will be directed toward pro-
ducing favorable changes in student attitudes toward learning which will lead
ultimately to improved student learning.

These general goals will be accomplished and evaluated in sequence--estab-
lishment of a Center, generation of community participation, changes in atti-
tudes toward learning, and improved student learning. The specific objectives
listed in this document reflect this sequence and are designated short-range
(S), intermediate (I), and long-range (L). Short-range objectives will be
achieved before the end of the first year of operation; intermediate objectives,
within one to two years from the Center's opening; and long-range, after three
to five years of operation.

Other general objectives of the project involve the development and testing
of innovative library services while simultaneously providing effective learning
activities for the immediate community. In this way, the project will serve as

a focus for interaction and cooperative planning among the School District of Philadelphia, the Archdiocesan Schools, independent schools, and The Free Library.

Priorities will be assigned the objectives after consultation with the Community Advisory Board members. Some objectives cannot be completely defined particularly with respect to details of measurement and timing. Ambiguities will be eliminated through specification of minimal levels of performance and definition of terms. Several product objectives related to the cognitive skills, such as reading readiness, reading comprehension, word recognition and study skills, are being developed in collaboration with reading and program specialists in the School District; they will be incorporated when they are completed.

Nevertheless, the present statement represents a sufficiently detailed explication of the project's objectives to provide a sound basis for continuing planning and program development. To the degree possible, they conform to the structural requirements for performance objectives specified by ESEA Title III Guidelines.

In the interest of minimizing encroachment on the freedom of the Learning Center's clientele, testing and data compilation will be as informal and unobtrusive as the requirements for measurement will permit; a small number of test and data collection instruments will be developed to serve all of the objectives.

Product Objectives

Product objectives will only begin to produce demonstrable evidence of success after the Center is operational; there will be evidence of product-effectiveness after a period of one to two years, but conclusive evidence is at least three years away from this writing.

Current data indicate that there are approximately 9,100 students (Grades K-12) attending schools in the target community (bounded by 10th, Wharton, 24th and Lombard Streets). Within the primary service area of this community (bounded by Broad Street, Washington Avenue, 24th Street, and Lombard Street), there are 3,216 students enrolled in schools, of which 2,903 are residents of the primary service area. The resident handicapped population in the primary service area includes 167 mentally retarded and 42 physically handicapped students.

Students in the primary service area constitute the principal client group (divided into special sub-groups for program purposes) of the Learning Center; they are the group for which the product objectives have been developed.

1. **Students in Grades K-3**

    1.1 Those who participate in Center programs will give observable indications of significant increases in social and verbal competence, as determined by a schedule of "interaction analysis" observations (using an instrument to be selected later). (I)

    1.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

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1.3 Of those who attend the Center regularly over a period of time, the percentage who participate actively in Center programs (e.g., tell stories, write stories, make art works and displays, etc.) will increase. Data on student participation will be maintained primarily by the Learning Center staff. (I)

1.4 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly as determined by specially designed test "games" and anecdotal records. (I)

2. Students in Grades 4-6

2.1 For those who attend the Center regularly, there will be significant gains in listening skills and "literature appreciation". Instruments will be developed or selected specifically for this purpose. (I,L)

2.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

2.3 Students who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games". (I,L)

2.4 Students who attend the Center regularly will make increasingly frequent use of the materials available to solve actual homework assign-

ment problems, as determined by a "ratio-delay" observation and interview schedule.* (I)

2.5 Students will demonstrate increased factual knowledge of the materials available in the Center, and of special projects sponsored by the Center, in interest areas other than those expressed in their earliest visits, as determined by an interview schedule and specially designed test "games". (I)

2.6 Students who attend the Center will show a significant increase in positive attitudes toward libraries and learning as measured by opinion surveys. (I)

2.7 More students who attend the Center over a period of time will indicate satisfaction with the Center's programs, and typical student users will express increasing satisfaction.. This will be measured by continuing records of user opinions for a sample of students. (I)

2.8 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records. (I)

3. Students in Grades 7-12

3.1 Students who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and se-

*A large number of brief (15 to 30 seconds) observations and interviews among a large proportion of the user group, according to a closely devised schedule of observations.

cure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games". (I,L)

3.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

3.3 The frequency with which the students who attend the Center apply these skills (3.1) to actual problems will increase over time, as determined by a "ratio-delay" schedule cf observations and interviews. (I,L)

3.4 Students will demonstrate increasing competence in assisting the younger students who visit the Center, as determined by an observation schedule and a specially developed instrument. (I)

3.5 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records. (I)

3.6 Students who attend the Center will show a significant increase in positive attitudes toward libraries and learning materials as measured by opinion surveys. (I)

4. Mentally Retarded Educable Students and Students with Hearing and Vision Impairments

   4.1 Students will demonstrate increased interest in libraries and learning materials evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

   4.2 Over time, the percentage of Center users in this group who participate actively (in contrast to passive attendance) in programs will increase. Data on student participation will be maintained by Center staff. (I)

   4.3 Handicapped users of the Center will exhibit significant improvement in attitudes toward library and learning materials, as reflected through observations by their parents and teachers. (I)

5. Parents of Students

   5.1 There will be an increase in the use of the Learning Center by parents of students who participate in the Center's programs. (I)

   5.2 A majority of the parents of students residing in the primary service area will know essential facts about the Center's location, hours, services, and user policies within six months of the beginning of operations, to be determined by a survey. (I)

   5.3 Within 18 months of operation, a majority of parents of students who use the Center will agree that there have been "good results" in their children's school work and general development, which they

believe are partly attributable to the Center. The data will be generated by a survey of parents. (I)

5.4 Utilization of the Center's information service and the programs for parents of handicapped students will increase over the duration of the project. Data will be derived from Center records. (I)

6. Community Leaders

6.1 Within the first year of operation, a majority of community leaders in the service area (identified by the sponsors and Community Advisory Board) will indicate to their groups or through their organizations, that the Center is a valuable asset to the community and should be used by all eligible students; data will be generated by survey and anecdotal records. (I)

6.2 Within the first year of operation, a majority of community leaders will demonstrate interest in the project by initiating requests for information, visits, or presentations. Data will come from Center's "dissemination log". (I)

6.3 Within the first year there will be a continuing increase in the number of student referrals by community organizations and agencies. Data will be gathered by interviews with a scheduled sample of users. (S)

7. Library Project Staff

7.1 The staffs of the Research Center and Learning Center will develop

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an inventory of materials, practices, and programs representing the "state-of-the-art" in Library-Resource Center programs for inner-city students, including special programs for handicapped students. (S)

7.2 The Learning Center staff will improve in its ability to individually diagnose needs and prescribe programs consonant with those needs for individuals and groups. Performance objectives will be developed for the staff training program and criterion reference tests will be administered. (I)

7.3 Volunteers and part-time paraprofessionals who work in the Center will take affirmative actions to improve their own credentials in education, libraries, or related fields. Data about these developments will be drawn from periodic staff meetings and interviews. (I)

8. School and Public Library Personnel

8.1 The frequency of contacts between personnel of target community schools and Free Library personnel will be significantly increased between an early month of the Center's operation and a later month, to be determined. Data will be generated by questionnaires to teachers, school librarians and public librarians and analyzed by a chi-square test of significance. (I)

8.2 The frequency of contacts between school librarians and teachers in target community schools will be increased significantly between an early month of the Center's operation and a later month, to be determined. Data will be generated and analyzed by the same process as outlined in 8.1. (I)

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8.3 A program of regular visitation to the Center by teachers and other

professionals who work with the handicapped will be instituted, as

measured by the visitor's log. (I)

8.4 A majority of the trainees (see process objective 1.13) of the Learning

Center will, within a year following completion of the training pro-

gram, introduce related changes in their own agencies, or take demon-

strable first steps toward instituting those changes. There will be

a follow-up survey of the trainees to ascertain the information. (I)

8.5 After a period of three years operation of the Center, a majority of

the school administrators within the target community will introduce

changes in their school library programs based on effective demon-

strations in the Learning Center's program. Data will be gathered

in a follow-up survey. (L)

Process Objectives

There are two major clusters of process objectives:

1. Milestone events in implementing the Learning Center plan.

2. Indicators of type and quality of activity for all participants and target groups.

1. <u>Implementation Milestones</u> (All of these are Short-Range Objectives)

1.1 A facility for the Learning Center will be obtained.

1.2 Specifications for renovation of the facility will be developed by the Library Project staff.

1.3 Contractual agreements for rental and renovations of the facility will be consummated.

1.4 Nucleus collections of books and instructional materials, including special materials for the handicapped, will be specified, ordered, received, and processed prior to the Center's opening.

1.5 A list of audio-visual equipment and instructional materials required for the Center's program will be completed.

1.6 A-V equipment and instructional materials will be ordered, received, and processed prior to the Center's opening.

1.7 Furniture, fixtures, and display equipment will be specified, ordered, and installed prior to the Center's opening.

1.8 Presentations and publicity will be prepared and disseminated in the service area.

1.9 A survey of community preferences will be conducted in the target community. Results will be analyzed and taken into account in the planning of programs and activities for the Center.

1.10 Initial program plans for Center activities will be drawn up, scheduled, and assigned to appropriate staff.

1.11 A comprehensive program for services to handicapped students will be developed and implemented. Specially trained staff will be assigned to the program.

1.12 All staff positions necessary to the Center's operation will be filled, and the individuals will be trained prior to the Center's opening.

1.13 A training program for selected library personnel in Philadelphia will be designed and implemented in the second year of the Learning Center's operation.

2. <u>Indicators of Process Activities</u> (All of these except 2.4 are Intermediate Objectives)

2.1 The frequency and regularity of Center use for the groups of student users, as specified in this paper, will increase during the Center's operation. Data will be derived from the Center's attendance records.

2.2 Student participation will shift in emphasis from passive acceptance of Center services to active participation in Center programs. Data will be derived from a schedule of observations and student interviews.

2.3 The percentage of users who are able to find things by themselves will increase over time. Data will be generated as part of the procedure described in 2.2.

2.4　There will be a positive correlation between frequency of Center·
attendance and improvement in school progress, as indicated by
interviews with a sample of teachers in the target community. (L)

2.5　Center participants in grades 7-12 who are typically low users of
school and public libraries will use increasingly other library
facilities, as measured by periodic interviews with those students
who attend the Center regularly.

2.6　The "mix" of materials and media being used by students at a given
time will become more varied and extensive overtime, until it peaks.
A schedule of observations will be used to generate data, and an
activity analysis instrument will be devised.

2.7　The number of teachers, librarians, and administrators from the
Philadelphia Schools, Archdiocesan Schools and Free Library, who
visit the Center will increase over time. The visitors log will be
the source of data.

2.8　The interest and support of the sponsoring agencies will continue for
the duration of the project, as indicated by regular attendance of
agency representatives at meetings of the Interagency Committee.

2.9　Support of the project by community representatives will continue for
the duration of the project, as indicated by regular attendance at
meetings of the Community Advisory Board.

2.10 Favorable citations about the Center by community leaders in public
functions, and in the local press and communications vehicles, will
continue over time. A clippings book as well as anecdotal records
will be the source of data.

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2.11 The percent of persons in the community familiar with newsletters, bulletins and other communications from the Center will increase over time. Recognition of the Center's name, logo and identifying symbols will increase. Data will be included in the community survey mentioned earlier. (See Project Objective 5.2, page 7)

2.12 Community interest in and support of the Center will be demonstrated by the availability to the Center of the services it needs from the community. Data will come from staff records.

Management Objectives

1. Planning and Preparation

    1.1 The Library Project staff will develop a work plan for the activities
         of the Learning Center and the Research Center, and implement that
         plan. (I)

    1.2 The Library Project staff will devise an evaluation plan for assessment
         of project effectiveness, and implement that plan. (I)

    1.3 The Research Center will develop a planning-decision system for choosing
         Learning Center acquisitions and activities, and for allocating re-
         sources on an activity objective basis. (S)

    1.4 A Community Advisory Board composed of a representative group of people
         who live or work in the community will be established. (S)

2. Ongoing Processes

    2.1 The Research Center will conduct all observation and data gathering
         procedures which are part of the evaluation design plan. (I)

    2.2 The project director will institute periodic reporting requirements
         for all project principals. (S)

    2.3 The project director will develop and refine procedures for ensuring
         frequent, productive communication among the sponsoring agencies. (I)

    2.4 The project director will develop and refine procedures for minimizing
         delays and obstacles in securing sponsor clearances for project decis-
         ions, thereby lowering the risks of failing to meet project deadlines
         because of administrative complexities. (I)

2.5 The Research Center staff will develop and maintain a mailing list dissemination purposes for library and education professionals in the Philadelphia area and across the nation. (I)

2.6 The Research Center staff will maintain an active program of infor- mation dissemination to the target community, as well as to the library and education professionals in the Philadelphia area, and nationally, and to all other persons requesting information. (I)

2.7 The Research Center staff will develop publications, presentations, and workshops for personnel in the three library systems, so that workable project activities can be adapted in "systemic" changes in the city. (I)

2.8 The Research Center staff will develop and implement procedures for ensuring that all requisite documents (e.g. reports, grant proposals, etc.) are provided to the funding agencies on schedule. (I)

B.   EVALUATION DESIGN

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

Student Learning Center Demonstration

Evaluation Design

Philadelphia Student Library Research Center

January 4, 1972

Table of Contents

Introduction

The goal of this evaluation effort is to test and document the effectiveness of the Philadelphia Library Resources Project, to produce knowledge about workable techniques and programs that may be diffused in Philadelphia's three major library systems and elsewhere. The project has two main components: a Research Center and service-dispensing Demonstration Center. The Research Center is the enabling medium for development of the Demonstration Center in the target inner-city community. Consequently, most (but not all) of the effectiveness of the Research Center will be manifest through the activities of the Demonstration Center. While several of the process and management objectives of the program are specific to either the Research Center or the Demonstration Center, the main product objectives - describable changes in the children and adults of the target community, and innovations in the three library systems - will be composite effects of both Centers' activities. The purpose of the activities described in this plan is to monitor the compliance of the project with its management objectives, the scope of the project in reaching its process objectives, and the depth of the project in effecting the predicted product outcomes.

"Demonstration" versus "Experiment"

The project as a whole may be thought of as a demonstration rather than a basic research or experimental project. This dis-

tinction has important implications for evaluation design,
because the difference between a demonstration and an experi-
ment underscores the conflict between the strictures of action
research and controlled hypothesis testing. Experimental, or
even "quasi-experimental" research designs, require as a mini-
mum that there be experimenter control in the drawing of samples
and the assignment of subjects to treatment conditions; further,
the treatments or "independent variables" must be sufficiently
few and under sufficient control so that the researcher can
manipulate them deliberately. Without these minimum requirements,
the experimenter will fail in his basic objectives: to test the
consequences of the treatments or programs, with some certainty
that the treatments cause the consequences. Even this minimum
goal is difficult to achieve in evaluating the Philadelphia
Library Resources Project. Given the "self-selection" of parti-
cipants, the many-faceted array of treatment activities, and
the relatively uncontrollable exogenous influences on the growth
·and learning of the students in the community, it will be· no
small accomplishment to attribute product outcomes to project
causes. To this end, there will be numerous ex post facto mani-
pulations of the data, to impose some experimental controls on
uncontrolled data. In this connection, the problem of "control
groups" will be similarly solved. Generally, comparisons will
be made by differentiating within the sample ex post facto, or
by matching non-users with users on variable distributions
determined after the fact. In short, the populations of student

and adult users will be motivationally biased, and the only hope for powerful inferences is to allow internal variations in the sample to serve as controls on each other, or attempt to match motivation distributions in non-user control groups.

Even this compromise strategy, however, is impeded by another feature of the project. The Demonstration Center philosophy is inimical to those institutional behaviors that, it is argued, make libraries unattractive to young users. Excessive data gathering, testing of any kind, frequent form-filling, and other fact-gathering techniques are presumed to be unattractive to children and adults, and therefore undesirable in the Center. This conflict is imbedded, again, in the conflict between service-oriented demonstration projects and hypothesis-testing experiments. The administrative decision-making in the project - and the recommendations generated by the Community Advisory Board - will be directed at improving the attractiveness of the program to its clients and making the users' experiences as pleasant as possible. This service goal may be expected to conflict with the goal of evaluation; the Demonstration Center's staff will, no doubt, prize flexibility and responsiveness above control of the independent treatment variables; they will, no doubt, advocate client convenience above research necessity.

Innovative programs are, by definition, developed and operated in a conflict environment. The goal of the program is to regulate that conflict so that, while legitimate differences

of opinion are recognized, levels of cooperation are also main-
tained.   Genuine innovation cannot be "painless" to the operators
of the current system; it should be sufficiently inviting to
encourage them to want to consider alternatives.   The evaluation
procedures in this design are as unobtrusive as possible; when-
ever it is practical, the observation or measurement is conducted
away from the users, or as an integral part of the services
offered - so that it is not perceived as measurement.   Thus,
tests are imbedded in games, opinion interviews are imbedded in
counseling services, community knowledge surveys are imbedded in
community participation.

Evaluation Methods

Techniques and Activities

The list of project objectives submitted in October, 1971, has been modified slightly, as a result of discussions with project staff and sponsoring agencies. There are no major changes, however, in the nature or scope of these objectives.

For purposes of this design report, the organizational scheme used in the earlier statement (target population X objective type) has been abandoned in favor of a scheme more logical for evaluation purposes. In the pages that follow, objectives are clustered according to data collection and analysis schemes, so that several objectives may be assessed in a single evaluation "work package." Each package consists of

- a set of objectives to be assessed

- a measurement - data gathering plan

- a set of evaluation tasks

The output of each work package is a section in the Evaluation Report (the outline of which is described in an attachment to this report.).

Each task will be coded, therefore, according to its work package (an upper case letter) and task number; "B4" will be the fourth task in work package "B". In addition, individual objectives will be coded with the work package identifier and the objective identifier (a lower case letter); "bb" will be the second objective in work package "B."

Note that, to reduce the number of tasks (and thereby the complexity of the report) the term "design" is used to include what is ordinarily considered instrument design, and also pilot testing of the surveys, establishing the content validity of the games, and test refinement. In almost all cases where instruments and procedures are to be designed, there are not separate task identifications for the other developmental activities.

WORK PACKAGE A - STANDARDIZED TEST DATA

Aa   Kindergarten children residing in the primary service area
     and participating in the Demonstration Center's program
     will show a significant increase in reading readiness as
     measured by pre-post testing on the Philadelphia Readiness
     Test.

Ab   First and second grade students beyond the reading readiness
     level, residing in the primary service area and participating
     in the Center's program, will show significant increases in
     word meaning, paragraph meaning, and work-study skills as
     measured by pre-post testing on the Stanford Achievement Test.

Ac   Students in grade 3 residing in the primary service area
     and participating in the Center's program will show signi-
     ficant increases in vocabulary, reading skills, and work-
     study skills as measured by pre-post testing on the IOWA
     Tests of Basic Skills.

Ad   For those in grades 4-6 who attend the Center regularly,
     there will be significant gains in listening skills and
     "literature appreciation". Instruments will be developed
     or selected specifically for this purpose.

Ae   Students in grades 4-6 residing in the primary service area
     and participating in the Center's program will show signifi-
     cant increases in vocabulary, reading skills, and work-study
     skills as measured by pre-post testing on the IOWA Tests of
     Basic Skills.

Evaluation Methods - A

Data in connection with Aa-Ae will be derived mainly from
the standardized testing program of the School District of Phila-
delphia - supplemented when necessary by tests administered by
Philadelphia Library Resource Project staff.

The tests to be consulted are the Philadelphia Reading Test,
the IOWA Test of Basic Skills, and the Stanford Achievement Test -
which are administered each spring to the identified target
populations (in some cases, the test is also administered in the
fall). The pre-post period will be from the first spring of
Center operation to the second spring; students in the measure-
ment sample not tested by the School District will be tested
under Philadelphia Library Resources Project auspices in those
periods. In general, tests administered for PLRP purposes will
be done in sites other than the Center, so that the negative
effects of testing will not diminish motivation of users.

Analysis of gains will be made by dividing the gross sample
into high and low users for each student group, and also by
comparison to community norms; for each student group, there will,
therefore, be two treatment groups and a "control" with predicted
gains correlated with magnitude of treatment.

Evaluation Tasks - A

Al   Begin collection of identification data

A2   Begin identification of samples

A3   Assessment of test data available

A4   Administration of Pre-tests for students who were absent
     when tests were given by school agency

A5   Collection and storage of pre-data

A6   Administration of post-tests for students who were
     absent when tests were given by school agency

A7   Collection of post-data

A8   Analysis of gains in Readiness, Reading, and Library Skills

WORK PACKAGE B - OBSERVATIONS AND INTERVIEWS OF
STUDENT USERS WHILE IN THE CENTER

Ba   Those k-3 students who participate in Center programs will
give observable indications of significant increases in
social and verbal competence, as determined by a schedule
of "interaction analysis" observations.

Bb   Of those k-3 students who attend the Center regularly over
a period of time, the percentage who participate actively
in Center programs (e.g., tell stories, write stories, make
art works and displays, etc.) will increase. Data on
student participation will be maintained primarily by the
Demonstration Center staff.

Bc   Students in grades 4-6 who attend the Center regularly
will increasingly use the materials to solve actual home-
work assignment problems as determined by an observation
and interview schedule.

Bd   Students in grades 4-6 who attend the Center will show in-
crease in positive attitudes toward libraries and learning.
as measured by opinion surveys.

Be   More students in grades 4-6 who attend the Center over a
period of time will indicate satisfaction with the Center's
programs, and typical student users will express increasing
satisfaction.

Bf   The frequency with which the students in grades 7-12 who
      attend the Center apply library skills to actual problems
      will increase over time, as determined by an observation
      and interview schedule.

Bg   Students in grades 7-12 will demonstrate increasing compe-
      tence in assisting the younger students who visit the
      Center, as determined by an observation schedule and a
      specially developed instrument.

Bh   Students in grades 7-12 who attend the Center will show a
      significant increase in positive attitudes toward libraries
      and learning materials as measured by opinion surveys.

Bi   Over time, the percentage of Center users who are mentally
      retarded who participate actively (in contrast to passive
      attendance) in programs will increase.

Bj   Within the first year there will be a continuing increase in
      the number of student referrals by community organizations
      and agencies. Data will be gathered by interviews with a
      scheduled sample of users.

Bk   Overall student participation will shift in emphasis from
      passive acceptance of Center services to active participation
      in Center programs. Data will be derived from a schedule of
      observations and student interviews.

Bl   The percentage of users in all grades who are able to find
      things by themselves will increase over time.

Bm   Center participants in grades 7-12 who are typically low

users of school and public libraries will use increasingly

other library facilities, as measured by periodic inter-

views with those students who attend the Center regularly.

Bn   The "mix" of materials and media being used by students at

a given time will become more varied and extensive over

time, until it peaks.

Evaluation Methods - B

Data related to objectives Ba-Bn will be derived mainly

from self-report interviews and observations of user conduct in

the Center.   Instruments and procedures for plotting the "quali-

tative" features of k-3 students participation will be selected

by the staff of that component, and data will be collected at

least twice during the first year of operation.   Similarly,

Special Education staff will determine procedures for monitoring

the changes in type of participation exhibited by handicapped

children in the Center.

At this time, it is planned to use the Multi-Dimensional

Analysis of Classroom Interaction instrument ("MACE," Dr. Fred

Honigman, Villanova University Press) for the k-3 interaction

observations; two PLRP staffers will be trained in its use until

high inter-judge correlations are achieved.   This observation of

the k-3 group will be augmented by anecdotal records of student

behavior, after the program staff are trained in the development

of useful anecdotal reporting.   Observation data for mentally

retarded children will be collected through a rating device, built

on the model of the Olson-Whitman-Haggarty Scales of Social Behavior, adapted to the population by the special education teacher.

Students in the 4-6 and 7-12 groups will be interviewed at least twice during the first year of operation, to ascertain attitudes toward the Center, sources of referral, and, in the 7-12 group, other library utilization practices.

Included in the student interview will be ratings of various features of the Center program, questions about use of other library centers, relationship between Center services and perceived needs in the school and home, etc.

Several times during the first year of operation (at least 3 times), a week-long observation of the Center will be conducted by a panel of judges, using activity analysis instruments specially designed for the study; among the main variables to be recorded are:

- number of users solving actual problems with materials
- distribution of active-passive participation modes
- instances of older students assisting younger
- "media-mix" in use at given periods

Evaluation Tasks - B

B1   Selection/Adaptation of k-3 observation instruments ("MACI")

B2   Selection/Adaptation of Special Education Monitoring
     Procedures

B3   Design of Interview Protocols for Students

B4   Design of Activity Analysis Procedures

B5   Training of observers and interviewers

B6   k-3 Observation 1

B7   k-3 Observation 2

B8   k-3 Observation 3

B9   Begin Special Education Monitoring

B10   Student Interviews 1

B11   Student Interviews 2

B12   Activity Observation 1

B13   Activity Observation 2

B14   Activity Observation 3

B15   Activity Observation 4

B16   Analysis of k-3 and Special Education Changes in Attitude
      and Participation

B17   Analysis of Interview   Data for Changes in Attitude and
      Participation

B18   Analysis of Activity Analysis Data to ascertain changes in
      media utilization rates and "mix"

WORK PACKAGE C - "TEST GAMES" OF THE FACTUAL

KNOWLEDGE AND SKILLS OF CENTER USERS

Ca   K-3 students' factual knowledge of their community and city,
of current events, Black culture, and history will increase
significantly as determined by specially designed test
"games" and anecdotal records.

Cb   Students in grades 4-6 who participate regularly in the
Center's programs will show significant improvement in their
ability to select, locate, and secure resource materials
suitable for solving homework problems, doing student reports,
locating recreational and social resources of the community,
as determined by specially designed pre and post-test "games."

Cc   Students in grades 4-6 will demonstrate increased factual
knowledge of the materials available in the Center, and of
special projects sponsored by the Center, in interest areas
other than those expressed in their earliest visits, as
determined by specially designed test "games."

Cd   Grade 4-6 students' factual knowledge of their community and
city, of current events, Black culture, and history will
increase significantly over time as determined by specially
designed test "games" and anecdotal records.

Ce   Students in grades 7-12 who participate regularly in the
Center's programs will show significant improvement in their
ability to select, locate, and secure resource materials

suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games".

Cf   7-12 grade students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games".

Evaluation Methods - C

Objectives Ca-Cf are concerned with students' factual know-ledge of their culture and community, and also their competence in utilizing library resources.   To assess levels of competence in both areas a series of non-threatening "games" will be designed - competitions with modest prizes - in which mastery of these two areas will predict success. (The two skill areas will be inter-mixed for analysis purposes; the emphasis in communication with students will be on the cultural knowledge component, however.) These games will be designed by the PLRP staff (using existing teaching games that are commercially available as a base), and will be administered twice for each group of students (six iterations). Included in the commercially produced games that will be utilized are GHETTO, BLACK and WHITE, and BLACK HISTORY, as well as numerous materials developed by Scholastic Press. Note that these games have not been developed to assess competence, but rather to en-hance learning. The validity of the test materials will be as-certained by "known cases" analysis, and by expert judgments of the content validity of the items. Pre and post "games" will

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have mainly identical tasks, and PLRP researchers will note

- the percentage of users who can complete tasks
- the mean accomplishment time for completing tasks
- the percentage of tasks that can be completed
  by 90% of the users

Evaluation Tasks - C

C1   Design test for three groups

C2   Try-out games on pilot basis

C3   Conduct Game 1 (k-3 Pre)

C4   Conduct Game 2 (4-6 Pre)

C5   Conduct Game 3 (7-12 Pre)

C6   Conduct Game 4 (k-3 Post)

C7   Conduct Game 5 (4-6 Post)

C8   Conduct Game 6 (7-12 Post)

C9   Analysis of Games in factual knowledge and library-
     use competence

WORK PACKAGE D - DATA ON FREQUENCY OF ATTENDANCE
BY STUDENT USERS

Da Students in grades k-3 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records.

Db Students in grades 4-6 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center.

Dc Students in grades 7-12 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center.

Dd Mentally retarded students will demonstrate increased interest in libraries and learning materials evidenced by frequency of visits over time to the Center.

De The frequency and regularity of Center use for all the groups of students users will increase during the Center's operation.

Evaluation Methods - D

D Objectives are concerned, simply, with rate of attendance for the overall population; counts will be made for gross attendance in each period, numbers of <u>different</u> students in each period, and average attendance for individual students in each period. This data will be essential in sampling students for Packages A, B, and C.

Evaluation Tasks - D

D1   Design attendance recording procedures

D2   Implement procedures

D3   Perform monthly tally

D4   Summarize 6-month attendance

D5   Summarize 12-month attendance

WORK PACKAGE E - FREQUENCY OF ATTENDANCE DATA
FOR PERSONS OTHER THAN STUDENTS

Ea There will be an increase in the use of the Demonstration
    Center by parents of students who participate in the
    Center's programs.

Eb A program of regular visitation to the Center by teachers
    and other professionals who work with the handicapped will
    be instituted.

Ec The number of teachers, librarians, and administrators from
    the Philadelphia Schools, Archdiocesan Schools and Free
    Library who visit the Center will increase over time.

Ed The interest and support of the sponsoring agencies will
    continue for the duration of the project, as indicated by
    regular attendance of agency representatives at meetings
    of the Interagency Committee.

Ee Support of the project by community representatives will
    continue for the duration of the project, as indicated by
    regular attendance at meetings of the Community Advisory
    Board.

Evaluation Methods - E

    As in package D, data on Center attendance by parents,
teachers, and library professionals will be maintained. Atten-
dance will indicate status of visitor, whether or not the visit

is part of a scheduled program, and whether the visitor is

directly connected to a student user(s).

Attendance data will also be maintained for the Community

Advisory Board and the Interagency Committee.

Evaluation Tasks - E

E1   Design "visitor's log" formats

E2   Design attendance reporting procedures for Advisory
       Board and Interagency Committee

E3   Implement all attendance procedures

E4   Summarize 6-month figures

E5   Summarize 1-year figures

WORK PACKAGE F - INTERVIEW-SURVEY DATA FROM PARENTS, TEACHERS, AND COMMUNITY MEMBERS

Fa   Handicapped children who use the Center will exhibit signi-
      ficant improvement in attitudes toward library and learning
      materials, as reflected through observations by their parents
      and teachers.

Fb   Within 18 months of operation, a majority of parents of
      students who use the Center will agree that there have been
      "good results" in their children's school work and general
      development, which they believe are partly attributable to
      the Center.

Fc   Within the first year of operation, a majority of community
      leaders in the service area (identified by the sponsors and
      Community Advisory Board) will indicate to their groups or
      through their organizations, that the Center is a valuable
      asset to the community and should be used by all eligible
      students.

Fd   There will be a direct relationship between frequency of
      Center attendance and improvement in school progress, as
      indicated by interviews with a sample of teachers in the
      target community.

Fe   The percent of persons in the community familiar with news-
      letters, bulletins and other communications from the Center
      will increase over time. Recognition of the Center's name,
      logo and identifying symbols.will increase.

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Evaluation Methods - F

Data for Objectives Fa-Fe will come from three sources, and be of three types:

1. Interviews of selected teachers (special education and regular) and parents of student users of the Center, to estimate judged benefits of the program for the students; this survey is to assess perceptions of affected parents and teachers, rather than facts about student accomplishments.

2. Survey data of a random sample of community adults, to infer level of knowledge about the program and general attitudes toward it.

3. Purposive interviews with a "panel" of community representatives, mainly to assess impressions and perceptions of community and education leaders in the target area.

Evaluation Tasks - F

F1   Selection of teachers and parents

F2   Design of interview procedures

F3   Teacher-parent interview 1

F4   Teacher-parent interview 2

F5   Design of general community knowledge-attitude survey

F6   Draw community sample

F7   General Community Survey 1

F8   General Community Survey 2

F9   Selection of "Panel"

F10 Continuing interviews with "Panel"

WORK PACKAGE G — DATA MAINTAINED IN "DISSEMINATION LOG"

Ga   The Research Center staff will maintain an active program of
      information dissemination to the target community, as well
      as to the library and education professionals in the
      Philadelphia area, and nationally, and to all other persons
      requesting information.

Gb   The Research Center staff will develop publications, presen-
      tations, and workshops for personnel in the three library
      systems, so that workable project activities can be adapted
      in "systemic" changes in the city.

Gc   Utilization of the Center's information service and the
      programs for parents of handicapped students will increase
      over the duration of the project.

Gd   Within the first year of operation, a majority of community
      leaders will demonstrate interest in the project by initiating
      requests for information, visits, or presentations.

Evaluation Methods — G

      A "Dissemination Log" will be designed by the staff, in
which all

            - mailings

            - presentations

            - responses to requests

- requests for information

- media citations and publications

...will be maintained. As in any log, entries will be dated, to allow analysis of temporal patterns.

Evaluation Tasks - G

G1   Design of Dissemination Log

G2   Implementation of Dissemination data gathering

G3   Summarize 6-month activities

G4   Summarize 1-year activities

G5   Summarize 18-month activities

WORK PACKAGE H - DOCUMENT PRODUCTS

Ha   The staffs of the Research Center and Demonstration Center
      will develop an inventory of materials, practices, and
      programs representing the "state-of-the-art" in Library-
      Resource Center programs for inner-city students, including
      special programs for handicapped students.

Hb   A list of audiovisual equipment and instructional materials
      required for the Center's program will be completed.

Hc   A survey of community preferences will be conducted in the
      target community. Results will be analyzed and taken into
      account in the planning of programs,and activities for the
      Center.

Hd   Initial program plans for Center activities will be drawn up,
      scheduled, and assigned to appropriate staff.

He   The Library Project staff will develop a work plan for the
      activities of the Demonstration Center and Research Center
      and implement that plan.

Hf   Citations about the Center by community leaders in public
      functions, and in the local press and communications vehicles,
      will continue over time. A clippings book will be the source
      of data.

Hg   The Research Center will develop a planning-decision system
      for choosing Learning Center acquisitions and activities, and
      for allocating resources on an activity objective basis.

Hh   The Library Project Staff will devise an evaluation plan
      for assessment of project effectiveness, and implement
      that plan.

Hi   The Research Center staff will develop and maintain a
      mailing list for dissemination purposes for library and
      education professionals in the Philadelphia area and across
      the nation.

Evaluation Methods - H

      In this cluster, actual product documents equivalent to the
objectives will be submitted as evidence of success.

Evaluation Tasks - H

H1   Complete state-of-the-art inventory

H2   Complete A-V equipment and instructional materials lists

H3 . Complete community preference survey results

H4   Complete Initial Program Plan

H5   Complete Research Activities Plan

H6   Complete "Clippings Book"

H7   Complete Report on Planning-Decision System

H8   Complete Evaluation Plan

H9   Complete Mailing List

WORK PACKAGE I - MANAGEMENT REVIEW REPORTS

Ia   A facility for the Demonstration Center will be obtained.

Ib   Specifications for renovation of the facility will be
     developed by the Library Project staff.

Ic   Contractual agreements for rental and renovations of the
     facility will be consummated.

Id   Nucleus collections of books and instructional materials,
     including special materials for the handicapped, will be
     specified, ordered, received, and processed prior to the
     Center's opening.

Ie   A-V equipment and instructional materials will be ordered,
     received, and processed prior to the Center's opening.

If   Furniture, fixtures, and display equipment will be specified,
     ordered, and installed prior to the Center's opening.

Ig   A comprehensive program for services to handicapped students
     will be developed and implemented. Specially trained staff
     will be assigned to the program.

Ih   All staff positions necessary to the Center's operation will
     be filled, and the individuals will be trained prior to the
     Center's opening.

Ii   A training program for selected library personnel in Phila-
     delphia will be designed and implemented in the second year
     of the Center's operation.

Ij   A Community Advisory Board composed of a representative
      group of people who live or work in the community will be
      established.

Ik   The Research Center will conduct all observation and data
      gathering procedures which are part of the evaluation
      design plan.

Il   The project director will institute periodic reporting
      requirements for all project principals.

Im   The project director will develop and refine procedures for
      ensuring frequent, productive communication among the
      sponsoring agencies.

In   Community interest in and support of the Center will be
      demonstrated by the amount and kind of voluntary services
      provided by the community.

Io   The project director will develop and refine procedures for
      minimizing delays and obstacles in securing sponsor clear-
      ances for project decisions, thereby lowering the risks of
      failing to meet project deadlines because of administrative
      complexities.

Evaluation Methods - I

      Each of the activities to be completed in Ia-Io will be
the subject of a management review report (MR-Memo).

Evaluation Tasks - I

I1   Complete MR-Memo of facility selection, renovation, and
     contractual agreements

I2   Complete MR-Memo on acquisition of nucleus collection,
     A-V equipment, instructional materials, and furniture

I3   Complete MR-Memo on services for handicapped students

I4   Complete MR-Memo on PLRP staff, including profiles and
     role descriptions

I5   Complete MR-Memo on PLRP Trainee Program

I6   Complete MR-Memo on Community Advisory Board

I7   Complete MR-Memo on Evaluation and Data-gathering Activities

I8   Complete MR-Memo on internal project communications (staff
     and sponsoring agencies)

I9   Complete MR-Memo on Services provided the Center by the
     community

Ja   The Demonstration Center staff will improve in its ability to
     individually diagnose needs and prescribe programs consonant
     with those needs for individuals and groups.   Performance
     objectives will be developed for the staff training program
     and criterion-referenced tests will be administered.

Jb   Volunteers and part-time paraprofessionals who work in the
     Center will take affirmative actions to improve their own
     credentials in education, libraries, or related fields.
     Data about these developments will be drawn from periodic
     staff meetings and interviews.

Evaluation Methods - J

     Two kinds of data will be collected about the staff of the
Demonstration Center:

              - the performance of each staff member in meeting the
                requirements of the staff training program
              - the effects of the program on the career development
                of the volunteers and paraprofessionals who work in
                the Center

All staff members will be continually oriented to the roles and
responsibilities of the other staff members, to ensure maximum
communication and cooperation.

Evaluation Tasks - J

J1   Develop performance objectives for staff members

J2   Devise personnel review sheets

J3   Conduct "real-life testing" of staff members in actual
      service situations

J4   Conduct interviews with all non-professional personnel - 1

J5   Conduct interviews with all non-professional personnel - 2

J6   Summarize 1-year staff performance

J7   Summarize 18-month staff performance

WORK PACKAGE K - DATA FROM FOLLOW-UP
ASSESSMENTS OF PROJECT DIFFUSION

Ka   The frequency of contacts between school librarians and
      teachers in target community schools will be increased
      significantly between an early month of the Center's opera-
      tion and a later month, to be determined.

Kb   The frequency of contacts between personnel of target com-
      munity schools and Free Library personnel will be signifi-
      cantly increased between an early month of the Center's
      operation and a later month, to be determined. Data will
      be generated by questionnaires to teachers, school librarians,
      and public librarians.

Kc   A majority of the trainees of the Demonstration Center will,
      within a year following completion of the training program,
      introduce related changes in their own agencies, or take
      demonstrable first steps toward instituting those changes.

Kd   After a period of three years operation of the Center, a
      majority of the school administrators within the target
      community will introduce changes in their school library
      programs based on effective demonstrations in the Learning
      Center's program.

Evaluation Methods - K

      Objectives Ka-Kd are concerned with the diffusion of the
main project concepts into other settings. There are two main

Evaluation Schedule

The following section shows the approximate scheduling of the evaluation tasks over a three-year period. The calendar is divided into 12 quarters, the first being the three months prior to the opening of the Demonstration Center to public use, the twelfth ending December 31, 1974.

Because the Center is expected to open in mid-March, 1972, the end of the second quarter will be roughly the end of the first contract year.

types of effect anticipated in the early years of the project:

- frequency of contacts between teachers and librarians
  with the target community schools, and contacts be-
  tween both groups and the personnel of The Free
  Library of Philadelphia; this interagency communica-
  tion is among the main goals of the project
- evidence of innovations in Free Library and School
  Centers, based on demonstrated practices in the Demon-
  stration Center; first, evidence of affirmative steps
  toward innovation initiated by trainees of the Demon-
  stration Center, and, in the schools of the target
  community

Because innovations in library practice are usually slowed
by administrative complexities, no dramatic evidence of "systemic"
change can be anticipated in the first two years of Center opera-
tion, but early indications can be assessed and reported - albeit
anecdotally. (Staff charged with follow-up assessments will, of
course, be trained in anecdotal reporting.)

Evaluation Tasks - K

K1   Design questionnaire on teacher-school librarian contacts

K2   Design questionnaire on School-Free Library contacts

K3   Conduct teacher-school librarian survey - 1 (Baseline)

K4   Conduct teacher-school librarian contact survey - 2

K5   Conduct School-Free Library Survey - 1 (Baseline)

K6   Conduct School-Free Library Survey - 2

K7   Conduct on-site visitations to Trainee sites - 1

K8   Conduct on-site visitations to Trainee sites - 2

K9   Conduct observations in School libraries - 1

K10   Conduct observations in School libraries - 2

Time Schedule for Evaluation – Quarters

Evaluation Task*	1/72	3/72	6/72	9/72	1/73	3/73	6/73	9/73	1/74	3/74	6/74	9/74	1/75
	1	2	3	4	5	6	7	8	9	10	11	12	

Evaluation
Task

A1
2
3
4
5
6
7
8

B1
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16
17
18

*Letters and numbers refer to tasks defined in the body of the Evaluation Report

Evaluation
Task

Task	1/72	3/72	6/72	9/72	1/73	3/73	6/73	9/73	1/74	3/74	6/74	7/74	1/75
	1	2	3	4	5	6	7	8	9	10	11	12
C1													
2				x								x	
3					x		x				x		
4					x		x				x		
5			x										
6		x											
7	x	x											
8													
9													
D1		x											
2		x											
3				x									
4				x									
5													
E1													
2				x									
3													
4							x						
5	x					x			x				
F1													
2									x				
3					x								
4					x								
5													
6				x				x					
7													
8													
9				x									
10						x							
G1	x	x											
2								x		x		x	
3													
4													
5													

Evaluation
Task

1/72   1   3/72   2   6/72   3   9/72   4   1/73   5   3/73   6   6/73   7   9/73   8   1/74   9   3/74   10   6/74   11   9/74   12   1/75

H1
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I1
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J1
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K1
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After this period ----->

After this period ----->

Attachments

C.   IN-SERVICE TRAINING MATERIALS

STAFF DEVELOPMENT: FULL-TIME AND PART-TIME STAFF

1st Session   Address by Mr. Clifton Williams, Chairman of CAB
                A. What is a Library?
                    1. Overview
                    2. Community-Use

                B. Introduction and Orientation to Action Library
                    1. Objectives-Supportive Role
                    2. Staff Function and Interrelationship
                    3. Responsibility and Duties of Staff
                        a. Security
                        b. Channels of Communication
                        c. Discipline
                    4. Overview
                    5. Flowchart

2nd Session   A. Library Skills
                    1. Use of Card Catalog
                    2. Shelving
                    3. Use of Reference Materials
                    4. Storytelling and Book Talks
                    5. Readers Guidance
                    6. Checking-Out Procedures and Registration

                B. Processing and Checking Materials in
                    1. Accessioning
                    2. Forms

3rd Session   Utilizing of Hardware and Software

4th Session   A. Reading Disability Patterns
                    1. Perceptual: Visual, Auditory
                    2. Word Attack Skills
                    3. Comprehension
                    4. Study Skills
                    5. Literature

                B. Utilizing Hardware and Software Relating to Specific
                    Reading Skills

5th Session Communication and Community Relations
                    1. Why Community Relations?
                    2. Where to Begin
                    3. Methods

6th Session   A. Child Development and Learning

                B. Recognition in Children

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TOPICS	LEADERSHIP	METHOD	TIME
1st Session Address from C.A.B. What is a Library? Introduction and Orientation to Action Library	Clifton J. Williams Peguese and Hart Peguese	Lecture Film-Lecture Role-Playing and Lecture	May 30, 1972 2 hours
2nd Session Library Skills Processing and Checking Material In	Peguese, Myrick, Bauer Austin, Hamud, Z.Williams	Films, Filmstrips Demonstration, Lecture	May 31, 1972 3½ hours
3rd Session Utilizing of Hardware and Software	Anderson	Demonstration & Lecture	June 2, 1972 1 hour
4th Session Reading Disability Patterns Utilizing Hardware and Software to Specific Reading Skills	Berry and others	Demonstration, Lecture Filmstrips, Cassettes	June 5 and 6 4 hours
5th Session Communication and Community Relations	Hart	Lecture	June 7 1 hour
6th Session Child Development and Learning	Chassen	Lecture and Film	June 8 1 hour
7th Session			

D. COMMUNITY SURVEY INSTRUMENTS

ACTIVITIES PREFERENCE SURVEY

Child Interview Form

Identification Information

Child's name_____ Sex: M____ F____
          last   first

Child's school_____Pub_____ Par_____ Priv_____

Child's grade_____ Child's age_____ handicap code_____

Adult's name_____ Sex: M____ F____
          last   first

Relationship to child_____ Tel. #_____

Address_____

Age of adult (do not ask; make best guess)   Under 30_____ 31-44_____

                                    45-59_____ 60+_____

Code Number_____

Interviewer Information

Who present at interview (check all that apply)

Interview conducted alone   _____

With target adult present   _____

With other child present   _____

With other adult present   _____

Processing Information

Reviewed	By	Date
Coded		
On code sheets		

Child's Questionnaire

Introduction: (<u>Interviewer</u>: use the following introduction for the child.)

Hello. I'm (your name). I'm doing a survey in the neighborhood. We're asking some of the students and parents about the kinds of things they would like to see in a new Neighborhood Learning Center that is being planned. If you could answer some of these questions, we would use your answers to help decide what the students in the neighborhood would enjoy.

1. Here are some suggested activities for the Learning Center. Would you be interested in any of these?

(<u>Interviewer</u>: read the item and record the response before going on to the next item.)

		<u>Yes</u>	<u>No</u>	<u>No Response/Don't Care</u>
a.	a group writing stories or poems	___	___	___
b.	storybook	___	___	___
c.	family movie night	___	___	___
d.	talks on black history and culture	___	___	___
e.	educational films you can choose and watch anytime on your own	___	___	___
f.	art exhibits to see when you want	___	___	___
g.	music records and tapes to hear by yourself	___	___	___
h.	tutors to help you with reading and homework	___	___	___
i.	discussion groups planned and led by young people	___	___	___
j.	older children helping younger ones with their schoolwork	___	___	___
k.	a community newspaper produced by students	___	___	___
l.	a group where you could learn how to make your own movies	___	___	___

1

———> Now I am going to read this list again. I'm going to read four of the activities at a time, and I'd like you to tell me which one of the four you'd be interested in most.

(Interviewer: Read choices a,b,c, and d and check the one chosen by the child).

a. _____ b. _____ c. _____ d. _____

———> Now which of the next four would you be interested in most?

(Interviewer: Read choices e,f,g, and h).

e. _____ f. _____ g. _____ h. _____

———> And among these?

(Interviewer: Read i,j,k, and l).

i. _____ j. _____ k. _____ l. _____

———> . And these?

(Interviewer: Read m,n,o, and p).

m. _____ n. _____ o. _____ p. _____

———> And these?

(Interviewer: Read q,r,s, and t).

q. _____ r. _____ s. _____ t. _____

	Yes	No	don't know
.... club	___	___	___
.... called "creative .... where you can act ... your feelings	___	___	___
.... records and .... on your own	___	___	___
.... like .... for homework	___	___	___
.... room to study in	___	___	___
.... club run entirely by students	___	___	___
.... supervised by other students	___	___	___
.... bar or food vending machines	___	___	___
.... are other things you would like to see in the center? (IF YES: Write what the subject says.)	___	___	___

.... this the discussion that we've been having that you would
.... in visiting such a Center?

	___	___	___

5. If "no", ask Q. ..., 5, and then terminate. If "yes", or
"don't know", continue to end.)

(NOTE: Ask question 5 only if child is elementary school age.
Do not do ask junior and senior high students. Do not read those.
.... if it fits exactly. And it doesn't fit, write what the
.... under "other".)

If you are not in class, where do you like to go?

.... home	___	g. with relatives	___
.... playground	___	h. school (for after-school activities)	___
....	___		
.... church	___	i. don't know; no response	___
.... with friends	___	j. store	___
.... library	___	k. other (specify)	___

4. We want this new Neighborhood Learning Center open at times when people
   can get to it. When are the best times for you to get to a place like
   this?

   (Interviewer: don't read these. Check all that apply. If they don't fit
   exactly, write in after "other".)

   a. after school during the week _____

   b. Saturdays during the day _____

   c. Sundays during the day _____

   d. holidays _____

   e. evenings during the week _____

   f. Saturday evenings _____

   g. Sunday evenings _____

   h. don't know; no response _____

   i. other (specify) _____

5. (Interviewer: ask question 5 only if child is elementary school age.
   We do not want to ask junior and senior high students. Do not read these.
   Check the response in appropriate column. If the child answers in terms
   of street name, ask, "How far is that?")

   We want the Learning Center to be at a location which is easy for stu-
   dents to get to. How many blocks from home would you be allowed to go
   by yourself if you were going to a Learning Center like the one we've
   been talking about? First, in the daytime, (Interviewer: record
   response, then ask:) Now, how far in the evening?

		Daytime	Evening
a.	same block only	_____	_____
b.	1-3 blocks	_____	_____
c.	4-6 blocks	_____	_____
d.	7-10 blocks	_____	_____
e.	more than 10	_____	_____
f.	other (specify)	_____	_____
g.	No response, don't know	_____	_____

3

6. Would you like to help with the Center in some way?

Yes_____ No_____ Maybe/How?_____ No Response_____

(Interviewer: if answer is "yes" or "maybe", continue with the following list. If "no" or "no response", skip to Question 8.)

7. Here are some ways you might help the Center. Would you be interested in any of these? (Interviewer: read list and check off any subject chooses.)

		Yes	No	No Response/Don't Care
a.	working with younger children	___	___	___
b.	helping to fix up the Center	___	___	___
c.	serving on a committee to help choose equipment	___	___	___
d.	serving on a committee to help decide what should be changed as time goes on	___	___	___
e.	serving on a committee to help decide if the Center is being of help to students	___	___	___
f.	can you think of other ways you could help? (Interviewer: Write what subject says.)			

8. Would it be all right if we came back again in a few months to talk to you about the Center?

Yes_____ No_____ No Response/Don't Care_____

That's all the questions we have for you today, (child's name). Thanks very much for helping us.

Additional Comments by Interviewer:

4

ACTIVITIES PREFERENCE SURVEY

GSS/PSLP/9/71

Parent Interview Form

Identification Information

Child's name_____ Sex: M____ F____
           last   first

Child's school_____ Pub_____Par____Priv____

Child's grade_____ Child's age_____ handicap code_____

Adult's name_____ Sex: M____ F____
           last   first

Relationship to child_____ Tel. #_____

Address_____

Age of adult (do not ask, make best guess)   Under 30_____   31-44_____

                                   45-59_____   60+_____

Code Number_____

Interviewer Information

Interviewer name_____

Date of interview_____

vist record

No.	Date	Time	Result*
1			
2			
3			

*Result code: F= finished
              P= parent not home
              C= child not home
              X= no answer at door
              R= refused (explain)

refused:

Who present at interview (check all that apply)

Interview conducted alone_____

With target child present_____

With other child present_____

With other adult present_____

Processing Information

	By	Date
Reviewed		
Coded		
On code sheets		

Adult Questinnaire

Introduction: (Interviewer: use the following introduction for adults.)

Hello. I'm (your name). We had an appointment to talk about the Neighborhood Learning Center that is being planned.

Did you receive a copy of this letter? (Show a copy of letter from sponsor. Read it out loud to the subject.)

First, I'm going to ask you some questions and then I'd like to ask (child's name) some of the same questions. You'll have a chance to look over the questions I'm going to ask (child's name). They've asked us to interview you alone.

(Interviewer: If there are other people around, especially the child who is going to be interviewed, continue with the following statement.)

Is there some place we can sit down together alone? This will take about half an hour. (If subject is hesitant or says there is no place to be alone. Go ahead with interview.)

1. We need your help in planning this Neighborhood Learning Center. Here are some suggested activities. Would you be interested in any of these?

		Yes	No	No Response/Don't Care
a.	family movie night	___	___	___
b.	reference books like encylopedias	___	___	___
c.	art exhibits to see when you want	___	___	___
d.	reading classes for adults	___	___	___
e.	guest speakers on topics of community concern	___	___	___
f.	educational tapes and records to hear on your own	___	___	___
g.	books for fun	___	___	___
h.	a group that reads plays together	___	___	___
i.	parent meetings on how to help children with homework	___	___	___

⟶ Now I am going to read this list again. I'm going to read four of the activities at a time, and I'd like to know which one of the four you would be interested in most.

(Interviewer: Read choices a,b,c, and d and check below the one chosen by the parent).

    a. _____ b. _____ c. _____ d._____

⟶ Now which of the next four would you be interested in most?

(Interviewer: Read e,f,g, and h).

    e. _____ f. _____ g._____ h. _____

⟶ And among these?

(Interviewer: Read i,j,k, and l).

    i. _____ j. _____ k. _____ l. _____

⟶ And these?

(Interviewer: Read m,n,o, and q).

    m. _____ n. _____ o._____ q. _____

... ... you ...
... which any child ...
... ...

"..." classes for
_____ _____ _____

... in our pre-school
...
_____ _____ _____

... books for
... ...
_____ _____ _____

... for young mothers
... your children
_____ _____

... for parents
... young children
_____ _____ _____

... records and tapes to
... by yourself
_____ _____ _____

... there any other things you would like to see in the Center?

(... down what the subject says.)

... which have been suggested. Would you
... would any of these in the Center?

... ... before going on to the
...

... ... with ...
... ...
_____ _____ _____

... ... children ...
... ...
... ... children
_____ _____ _____

... ... children
... ... children
_____ _____ _____

Of these six rooms which I have just read, which would you be interested in most? I will read the rooms to you once again so that you can make your choice.

(Interviewer: Read the items a,b,c,d,e, and f from question 2 and check the response).

a. _____ b. _____ c. _____ d. _____ e. _____ f. _____

Yes   No   No Response/_____

_____ knowledge and
information desk

_____ community meeting room

_____ sit or bar or food vending
_____

_____ any other things or rooms or areas you would like to see in
the Center?

(_____: Write down what the subject says.)

_____ you be interested in having magazines in the Center that you could
read?

_____   No_____   No Response/Don't Care_____

(_____: If "yes", read question 4; if "no", skip to question 5.)

_____ would you like to see in the Center?

(_____: Write down the names of such magazines subject suggests.)

_____ _____   _____

      _____   _____

      _____   _____

      _____   _____

_____/Don't Care _____

_____ you be interested in having newspapers in the Center that you
could read?

_____   No_____   No Response/Don't Care_____

(_____: If "yes", ask question 6; if "no", skip to question 7.)

6. What newspapers would you like to see in the Center?

(Interviewer: Do not read this list. Check off newspaper name. Write others in.)

Afro-American	_____	News	_____	Other	_____
Bulletin	_____	Night Life	_____		_____
Inquirer	_____	Tribune	_____		_____
Muhammad Speaks	_____			No Response/ Don't Care	_____

7. Now I'd like to ask you about some places here in your neighborhood that (child's name) might go. When (name of child) is not in class, to what places in the neighborhood does he/she go?

(Interviewer: Do not read these. Check category if it fits exactly. If answer does not fit, write down what the subject said in the space after "other".)

a. stay home _____   g. with relatives _____

b. school (for after-   h. with friends _____
   school activities) _____

c. playground _____   i. don't know/no _____
                                response

d. YMCA _____   j. street _____

e. church _____   k. other (specify)

f. library _____

8. Where is "your neighborhood"? If there were a fence around your neighborhood, where would it be placed on all sides?

(Interviewer: If the subject answers by street name or numbers, write down each street name or number, and then in each case ask the person, "How many blocks is that from here?" and check appropriate column.)

a. Don't know, there is no neighborhood, no response _____

b. | Street name or numbers | same block | 1-3 | 4-6 | 7-10 | 10 or more |
|---|---|---|---|---|---|
| 1. _____ | _____ | _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ | _____ | _____ |
| 3. _____ | _____ | _____ | _____ | _____ | _____ |
| 4. _____ | _____ | _____ | _____ | _____ | _____ |

4

READ AFTER COMPLETING QUESTION 9

⟶ Now I am going to read this list again. I'm going to read four of the activities at a time, and I'd like you to tell me which one of the four you would _most_ like to have in the center for (child's name).

(Interviewer: Read choices a,b,c, and d and check below the one chosen by the parent).

    a. _____   b. _____   c. _____   d. _____

⟶ Now which of the next four would you most like to have in the center for (child's name)?

(Interviewer: Read choices e,f,g, and h).

    e. _____   f. _____   g. _____   h. _____

⟶ And among these?

(Interviewer: Read i,j,k, and l).

    i. _____   j. _____   k. _____   l. _____

⟶ And these?

(Interviewer: Read m,n,o, and p).

    m. _____   n. _____   o. _____   p. _____

⟶ And these?

(Interviewer: Read q,r,s, and t).

    q. _____   r. _____   s. _____   t. _____

	Yes	No	

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10. Do you think from the discussion that we've been having, that you would be interested in visiting such a Center?

Yes_____ No_____ No Response/Don't Care_____

11. Would you want your children to use the Center?

Yes_____ No_____ No Response/Don't Care_____

(Interviewer: copy the answers to 10 and 11 below; then match that pattern against the directions for completing the interview.)

10 _____

11 _____

Pattern	Direction
10 No 11 No	Skip to 18, 19, and 20. Then terminate the interview.
10 No 11 Yes or no response	Continue with all questions to the end.
10 Yes or no response 11 Yes or no response	Continue with all questions to the end.
10 Yes or no response 11 No	Ask only Question 13, then Question 18 and all remaining questions to the end.

Now we'd like to ask you about running the Center, things like rules and regulations and hours the Center would be open.

12. We would like to know how you feel about borrowing books and other materials. If there were no fine or other penalty for losing or breaking something, would you allow (name of child) to borrow some things like:

		Yes	No	No Response/Don't Care
a.	books	___	___	___
b.	records	___	___	___
c.	tape recorders	___	___	___
d.	slide viewers	___	___	___

(Interviewer: Read each item and check response in appropriate column. If answer is "no", ask "why not?", but don't probe. Write reason here:)

6

12. We want this new Neighborhood Learning Center to be open at times when people can get to it. When are the best times for you to get to a place like this?

(Interviewer: Don't read these. Check responses in the "parent" column. If they don't fit exactly, write in after "other".)

Times	Parent	Child
a. mornings during the week	____	____
b. afternoons during the week	____	____
c. Saturdays during the day	____	____
d. Sunday during the day	____	____
e. holidays	____	____
f. evenings during the week	____	____
g. Saturday evenings	____	____
h. Sunday evenings	____	____
i. no response/don't know	____	____
j. other (specify)	____	____

14. Now what about (child's name). When do you think are the best times for him/her to get to the Center?

(Interviewer: Use the same list from question 13 and check responses in "child" column.)

(Interviewer: If any evening time is checked (f,g,h, bracketed above) do not ask questions 15 and 16.)

15. Would you allow (child's name) to come to the Center in the evening?

Yes _____   No_____   No Response/Don't Care_____

(Interviewer: If answer is "yes", do not ask question 16.)

16. Are there any special reasons why (child's name) could not get to the Center in the evenings?

(Interviewer: Write down what the subject says. Do not probe.)

(Interviewer: Ask Question 17 only if child is elementary school age.)

17.   We want the Learning Center to be at a location which is easy for
      children to get to.   How many blocks from here would you allow (child's
      name) to go by himself/herself to a Center such as the one we have been
      discussing?

(Interviewer: Do not read these.   Check the response in the appropriate
column.)

First, how many blocks would you let (child's name) go in the daytime?

(Interviewer: Pause, record response, then ask:)

How many blocks in the evening?   (If the subject answers in terms of street
name, ask "how far is that?")

		Daytime	Evening
a.	same block only	_____	_____
b.	1-3 blocks	_____	_____
c.	4-6 blocks	_____	_____
d.	7-10 blocks	_____	_____
e.	more than 10	_____	_____
f.	other (specify)	_____	_____
g.	No Response/Don't Care _____		

18.   We're hoping the Learning Center will be of some help to your neighbor-
      hood.

      Do you think there are any problems in your neighborhood?

      Yes _____   No _____   No Response/Don't Care_____

(Interviewer: If "no", skip to question 21; if "yes", ask question 19 and
20.)

19. What do you think are the main problems in your neighborhood?

(Interviewer: Do not read these to the subject. If the answer fits into the categories below, check them off. If they do not fit, write what subject says after "other".)

a.	crime, violence, safety	_____	h.	recreation	_____
b.	gangs	_____	i.	housing	_____
c.	drugs	_____	j.	transporation	_____
d.	police	_____	k.	racial tension	_____
e.	jobs/employment	_____	l.	library service	_____
f.	trash collection	_____	m.	don't know/no response	_____
g.	schools and education	_____	n.	other (specify)	_____

20. Do you think a Neighborhood Learning Center can be helpful with these problems?

Yes _____   No _____   No Response/Don't Care_____

21. Do you think from the discussion we've been having, that you might like to help with the Center?

(Interviewer: If "yes", read question 21; if "no", terminate the interview.)

22. Here are some of the ways you might help with the Center. Would you be interested in any of these?

(Interviewer: Read list and check off after each response.)

		Yes	No	No Response/Don't Care
a.	part-time employment	___	___	___
b.	working with pre-school/ elementary school children	___	___	___
c.	working with junior/senior high children	___	___	___
d.	helping to fix up the Center	___	___	___
e.	serving on a committee to help choose equipment	___	___	___

9

	Yes	No	No Response/Don't Care

f. serving on a committee to
help decide what should be
changed as time goes on

g. serving on a committee to
help decide if the Center is
being of help to students

h. Are there other ways you think you could help?

(Interviewer: Write down what the subject says.)

23. Would it be all right if we came back again in a few months to talk to
you about how the Center is doing?

Yes _____   No_____   No Response/Don't Care_____

Thank you very much. You've been a great help. Now here are the questions
I'm going to ask (child's name). You see we're only asking him/her about
those different activities and about the times and places that would be con-
venient for him/her to come to the Center. Would you mind if I survey (child's
name) alone?

(Interviewer: If the parent says yes, he or she would mind, interview the
child in the parent's presence.)

Additional Comments by Interviewer:

E.   EVALUATION INSTRUMENTS

REQUEST FOR INFORMATION

DATE	NAME OF PERSON, ADDRESS AND AFFILIATION (use two lines if necessary)	M.P.T.*	

126

P.T.*	NATURE OF INQUIRY	MATERIALS SENT	INVITED TO VISIT	QUESTION ANSWERED	LATER CONTACT ARRANGED	STA:

127

* M=MAIL
P=PERSON
T=TELEPHONE

MEDIA CITATIONS AND PUBLICATIONS

DATE	NATURE OF CITATION OR PUBLICATION	WHERE APPEARED

128

WHERE APPEARED	WHOSE INITIATIVE	COMMENTS	COPY IN FILE	STAFF
		129		

NEWS RELEASE

DATE	NATURE OF RELEASE	WHERE SENT	

130

WHERE SENT	WHERE PUBLISHED AND DATE	STAFF

13.1

MAILINGS

DATE	MATERIAL SENT	TO WHOM	ORGANIZATION	ADDRE

132

ORGANIZATION	ADDRESS	PURPOSE	WHOSE INITIATIVE	STAFF

133

VISITORS TO RESEARCH OR DEMONSTRATION CENTER

DATE	PERSON OR GROUP VISITING	WHERE (RC-AL)	PURPOSE OF VISIT

134

PURPOSE OF VISIT	WHOSE INITIATIVE	COMMENTS	STAFF

STAFF VISITS/COMMUNITY CONTACTS

DATE	PERSON(S) CONTACTED	WHERE	TYPE OF CONTACT

136

ERE	TYPE OF CONTACT	WHOSE INITIATIVE	STAFF

137

PROGRAMS/PRESENTATIONS

DATE	STAFF PARTICIPATING/ TYPE OF ACTIVITY	TARGET GROUP/ WHERE PRESENTED	PURPOSE

138

TARGET GROUP/ WHERE PRESENTED	PURPOSE OR CONTENT	MATERIAL DISTRIBUTED	COMMENTS

139

Date	Number of Contacts				Target Group and Affiliation	Location	Initiated	
	Pres.	Mail	Visit	Tel.			Staff	Oth

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DISSEMINATION LOG

Week of _____

Staff Member _____

ation	Location	Initiated		Purpose				Materials Distributed	
		Staff	Other	General Info.		Other (specify)		No	Yes (spec
				A.L.	R.C.				
						141			

DAILY ATTENDANCE RECORDING SHEET

I. GENERAL ATTENDANCE

A. Individuals:

Period 1 12 am	Period 2 12-3 pm	Period 3 3-6 pm	Period 4 6 pm-close	Total

B. Groups:

Name of group/leader	Purpose of visit	Time/ Duration	Grade-group	Attendance

TOTAL GENERAL ATTENDANCE:

II. STRUCTURED ACTIVITY ATTENDANCE

Staff member	Name of activity	Time/ Duration	Grade-group	Attendance

III. UNSTRUCTURED ACTIVITY ATTENDANCE

Name of Activity	Estimate made at	Time/ Duration	Grade-group	Attendance

TOTAL ACTIVITY ATTENDANCE:

MONTH   YEAR   GRAND TOTAL   H.B.   P.B.   TOTALS

DATE

JUVENILE — HB, PB
YOUNG ADULT — HB, PB
Adult — HB, PB

MONTH   YEAR   GRAND TOTAL   H.B.   P.B.   TOTALS

DATE

JUVENILE — HB, PB
YOUNG ADULT — HB, PB
ADULT — HB, PB

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COMMUNITY AIDE EVALUATION REPORT

Employee's Name_____

Position_____

Rate the employee on a scale of 1 to 10, number 10 being the highest rating and number 1 being the lowest rating, on each of the following categories. If a category is not applicable, please insert the letters "N.A.". In addition, for each of the four general categories give an overall rating.

TECHNICAL ABILITY   RATING

   Has taken steps to improve his own job qualifications by
   taking in-service training or other job skill improvement
   activities (list on back of sheet).   _____

   Is creative in his approach to program. Offers construc-
   tive new ideas and approaches.   _____

   Anticipates children's needs (instructional materials, and
   information) and assures that these needs are promptly
   satisfied.   _____

   Familiarizes himself with the literature dealing with the
   speciality in which he is working.   _____

   Familiarizes himself with the collection and the programs
   of the Action Library, as a whole.   _____

   Familiarizes himself with library procedures (e.g., pro-
   cessing of materials, shelving materials, checking out
   materials, etc.).   _____

                        OVERALL RATING, ORGANIZATIONAL ABILITY   _____

WORK HABITS

   Works well under adverse conditions. Is able to keep calm
   in a stressful situation and maintain this attitude in those
   around him. Is able to alter plans according to emergency
   situations.   _____

   Is willing to work evenings and weekends when deadlines
   call for it.   _____

   Is punctual.   _____

   Work is well organized and neatly prepared.   _____

   Is able to meet deadlines for work requested of him.   _____

   Has a positive attitude toward his job. Does not indulge
   in unnecessary complaints and is enthusiastic about his
   work and the Project in general.   _____

   Is willing to help other members of the staff when
   necessary.   _____

Is able to assign tasks their proper priorities.

Follows rules and regulations of the Action Library

OVERALL RATING, WORK HABITS

ORGANIZATIONAL ABILITY

Is able to anticipate problems and arrive at feasible
alternate plans of action.

Is able to delegate work effectively.

Keeps well informed of programs in which he is involved.

Is able to accept responsibility.

Handles all tasks in the most efficient manner.

OVERALL RATING, ORGANIZATIONAL ABILITY

COMMUNICATION

Works well with other employees; is tactful and minimizes
conflict situations.

Works well with children from the community; motivates them
to use project facilities and creates enthusiasm among them.

Establishes a good rapport with adult community residents;
motivates them to use project facilities and creates en-
thusiasm among them.

Relates problems to appropriate persons.

Is able to understand quickly directions given by supervisors.

Expresses himself clearly and concisely.

OVERALL RATING, COMMUNICATION

COMMENTS BY EVALUATOR_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Actions Suggested for Unsatisfactory Rating:

Not applicable. _____

Interview with Aide _____.

Probationary Status _____

Dismissal _____

Other (specify) _____

_____

_____

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated

as satisfactory _____, unsatisfactory _____,

in the performance of his duties as

Community Aide.

The overall performance rating for _____ Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest

rating) for the four major characteristics examined and rated are:

TECHNICAL ABILITY _____

WORK HABITS _____

ORGANIZATIONAL ABILITY _____

COMMUNICATION _____

Date of Evaluation _____

Evaluator _____
            (Signature)

Date of Review with Aide _____

Community Aide _____
              (Signature)

4a

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated

as satisfactory _____, unsatisfactory _____,

in the performance of his duties as

Community Aide.

The overall performance ratings for _____
                                              Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest

rating) for the four major characteristics examined and rated are:

TECHNICAL ABILITY   _____

WORK HABITS   _____

ORGANIZATIONAL ABILITY _____

COMMUNICATION   _____

Date of Evaluation _____

Evaluator _____
                    (Signature)

Date of Review with Aide _____

Community Aide _____
                      (Signature)

4b

COMMENTS BY ADMINISTRATOR: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Actions taken for Unsatisfactory Rating:

Not applicable _____

Interview with Aide _____

Probationary Status _____

Dismissal _____

Other (specify) _____

_____

_____

COMMUNITY AIDE EVALUATION REPORT FORM

I have met with_____ and have

Name of Aide

reviewed with him his ratings with regard to the perfor-

mance of his duties as a community aide.

Project Administrator_____

(signature)

Community Aide _____

(signature)

Date of Review_____

ACTIVITIES FORM

Staff _____

Week _____

1. Please characterize in general terms any of the major activities in which you have been engaged in the past week (Routine activities need not be recorded).

    NONE _____

    _____

    _____

    _____

2. Have you encountered any major difficulties in this past week? If yes, what action do you see that would alleviate these difficulties?

    YES _____

    NO _____

    _____

    _____

    _____

3. Do you have any suggestions for improvement of project operation or management? If yes, please list.

    YES _____

    NO _____

    _____

    _____

    _____

4. Have you made any major changes in your work plans or schedules? If yes, what?

    YES _____

    NO _____

    _____

    _____

    _____

EXAMPLES OF ENTRIES

<u>Question 1</u>

Development of special film series on the Presidential Elections.   Arrange for special lecture on

March 6, 1972, by Howard Best (author of "Today We Conquer").

Developed an instrument for the recording of attendance statistics.

<u>Question 2</u>

Order for filmstrip viewers due on March 11 did not arrive; we should arrange for borrowing or renting

viewers until order arrives.   Did not have enough part-time assistance to complete scheduled activities

this week; hire additional aides or get volunteer help.

<u>Question 3</u>

I believe that we need a special meeting of the staffs to review the activities of the last funding quarter.

I think that a larger amount of time should be allocated for staff development.

<u>Question 4</u>

Because of the lack of filmstrip viewers, a special program on the history of Philadelphia was post-

poned.   Because of insufficient part-time help, the one-hour multi-media demonstration has been

deleted from my program.

F.   MANAGEMENT REPORT MEMORANDA

MEMORANDUM

To : File   December 13, 1971

From: John Q. Benford

Re : Establishment of Community Advisory Board

On September 14, 1971 members of the project staff
met with representatives of the co-sponsoring organiza-
tions to determine the method by which members of the
Community Advisory Board were to be selected. They
decided that the co-signers of the title III proposal
(minus one who lives in the secondary service area)
meet with the Project Director and several other
community representatives to agree upon a list of
approximately twenty persons and alternates for member-
ship to the Board. This meeting was held on September
23rd and twenty-one persons were nominated as Board
members (see attachment). They included parents,
students, representatives of schools, churches, libraries,
community organizations, and services for the handicapped.
All but one of the twenty-one proposed members accepted
the invitation to join the Board and the one declining
nominee suggested a substitute who was accepted for
membership. A meeting of the full council was held on
November 11, 1971. At this meeting proposed by-laws
for the Board were presented and the nomination and
election of temporary officers was held. Mr. Clifton
Williams was elected Chairman Pro Tem and Mrs. Lorraine
Goldsborough, Secretary Pro Tem. At the next meeting
on December 9th a voice vote was taken for the election
of permanent officers. Mr. Clifton Williams was elected
Chairman; Reverand Cecil Gallup, Vice Chairman, and Mrs.
Lorraine Goldsborough, Recording Secretary.

MEMORANDUM

January 1, 1972

TO: File

FROM: John Q. Benford

RE: Sponsor Clearances

Clearances and approvals by the sponsoring organizations for a large number of activities are and will continue to be required. Plans and projects are reviewed periodically with the Intermediate Committee which is composed of 30 representatives of the School Systems, the Free Library, college libraries, as well as parents and students. Major policy decisions generally are obtained through an unofficial "executive committee," composed of any official of the School District, the Archdiocesan Schools, and the Free Library. Clearances and approvals, which are required by the organizations separately, are obtained via established direct contact by the Project Director with the appropriate official (s) of the organizations.

Memoranda covering activities of interest to the sponsors are submitted by Project staff as well as other appropriate materials.

MEMORANDUM

To : File   January 4, 1972

From: John Q. Benford

Re : Preparation of documents and reports

To insure that all requisite documents are provided
to the funding agencies on time, detailed schedules and
work allocations are prepared for each report. Suf-
ficient lead time to allowed for review of the drafts
by the Project Director and sponsors. In addition, a
staff member is appointed to coordinate all activities
in preparation of reports and to report to the Director
on progress.

MEMORANDUM

To   :   File   January 14, 1972

From: John Q. Benford

Re   :   Acquisition of facility for Learning Center

After examination of more than 20 possible sites for the Learning Center,

the lower level and part of the second floor of St. Charles Borromeo

Community Building has been selected. This includes approximately 9290

square feet, 8000 square feet on the lower level and 1290 square feet on

the second floor. William Krupinsky, Design Supervisor for the School

and G. A. Gilbertson, and A. J. McMahon, Building Maintenance

Engineer for the Free Library of Philadelphia examined the site and agreed

that it meets the criteria for the facility and will be adequate in geometry

and area. An agreement for rental of the facility at $3.50 per square foot,

totaling $2,709.50 per month was reached with Rev. George Vermeiren, Pastor,

and the lease was signed on January 12, 1972. Funds for payment of the

lease will be provided out of a grant of L.S.C.A. funds to The Free Library.

MEMORANDUM

To : File   January 19, 1972

From: John Q. Benford

Re :   Project reporting procedures

In order to insure the easy flow of information among
project staff regular weekly meetings have been instituted.
The Action Library staff meet weekly. Weekly meetings of
Action Library and Research Center staff are held by the
Project Director. At these meetings principals report on
project activities and discuss project plans. When necessary,
special committees have been and will be appointed to report
to the Project Director on their progress in meeting dead-
lines for project milestones, reports, and the like.

Staff members have also been instructed to submit copies of
requisitions, bids, personnal transactions, expenditures and
the like to the Project Director for his review and approval.

March 8, 1972

To   :   File

From :   John Q. Benford

Re   :   Furnishings, Learning Center

Project Staff have prepared a list of the furnishings required for these materials and an order has been placed with Bro-dart Inc. in the amount of $11,462.52 (see attachment). Shelving for the Center will be received prior to its opening; the other equipment is expected shortly thereafter. Funds for the furnishings provided by a grant of N.D.E.A. funds to the Base Library.

. MEMORANDUM

To : File   March 24, 1972

From: John Q. Benford

Re : Specifications for renovation of Learning Center

Specifications for the renovation of the Learning Center
have been developed by project staff members. The reno-
vations considered necessary are installation of the
following:

1) 315 square yards of carpet
2) Vinyl asbestos tile for landings, stair treads
   and risers.
3) Wind w shad s .
4) A gla r doub e e tro e h entr nce
5) Li an a . i n ti tions.
6) 6 lighting fixtures and appropriate electric
   receptacles.

Bids were solicited for the above and contracts have
been awarded (see attachments). The carpeting and
window shades have been received and installed and
lighting fixtures and receptacle installation is under-
way. Installation of the double doors and tile should be
completed by the end of April.

MR Memo 8

MEMORANDUM

To   : File   March 31, 1972
From : John Q. Benford
Re   : Staffing, Learning Center

All professional positions on the Learning Center staff have been
filled except that of Associate Librarian and Handicapped Specialist
(see attached list). A candidate for the Handicapped Specialist
position is presently being processed for employment. Non-professional
employed positions still vacant are: 3 specialist aides, 1 secretarial
position and 25 community aides. The community aides will be paid
on an hourly basis and employed as needed by program requirements.

ACTION LIBRARY STAFF

Charles Peguese	Administrator
Ronald Hart	Community Relations Specialist
Bernice Berry	Reading Specialist
Patricia Myrick	Children's Librarian
Lewis Anderson	Audio-Visual Specialist
Mohamoud Hamud	Young Adult Librarian
Lawrence Chassen (pending)	Specialist on Services to Handicappe
Zelda Williams	Administrative Assistant
Gloria Brady	Secretary

MEMORANDUM

TO   : File

FROM   : John Q. Benford

SUBJECT : Program for the Handicapped

June 13, 1972

Programming for the handicapped has now been initiated on a full scale
since the acquisition of a Specialist in Services for the Handicapped.
General program plans have been drafted and a specific plan for the
development of a weekly "Sesame-Street" type program to attract and
screen community children is being developed.

The initial activity of the Handicapped Specialist has been to draw
a profile of the handicapped children in the target area - types of
handicaps, and number of children affected by each handicap. Arrangements
will be made with the Research Department of the School District of
Philadelphia to pull out this information from their pupil directory system.
In addition to this activity the Handicapped Specialist is taking referrals
from the Child Guidance Services of Children's Hospital.

Staff development for the program for the handicapped is in full
swing. The staff is making trips to local programs for the mentally
retarded; they are being trained in individual testing; and are attending
lectures on programming for the handicapped.

As yet, because of the late addition of the handicapped specialist to
the staff, receipt of materials is behind schedule. All orders for the
basic collection have been placed but only a small portion of the materials
have been received.

MEMORANDUM

TO   : File   June 13, 1972

FROM   : John Q. Benford

SUBJECT : Program for the Handicapped

Programming for the handicapped has now been initiated on a full scale

since the acquisition of a Specialist in Services for the Handicapped.

General program plans have been drafted and a specific plan for the

development of a weekly "Sesame-Street" type program to attract and

screen community children is being developed.

The initial activity of the handicapped specialist has been to draw

a profile of the handicapped children in the target area - types of

handicaps, and number of children affected by each handicap. Arrangements

will be made with the Research Department of the School District of

Philadelphia to pull out this information from their pupil directory system.

In addition to this activity the Handicapped Specialist is taking referrals

from the Child Guidance Services of Children's Hospital.

Staff development for the program for the handicapped is in full

swing. The staff is making trips to local programs for the mentally

retarded; they are being trained in individual testing; and are attending

lectures on programming for the handicapped.

As yet, because of the late addition of the handicapped specialist to

the staff, receipt of materials is behind schedule. All orders for the

basic collection have been placed but only a small portion of the materials

have been received.