This procedures manual reports on the Young Adult Reading Project, which provides a combination of job preparation, literacy skills, and self-esteem to improve reading, math, and job readiness skills for Lexington, Kentucky residents aged 16-21 who read below the eighth-grade level. Tutors are trained to design lessons based on students' goals. The personal relationship between tutors and students helps participants overcome their fear and dislike of the learning situation. Recruitment is done through Operation Read channels: (1) newspapers; (2) television; (3) radio; (4) word-of-mouth; (5) referral from family and friends; (6) referral from other social agencies; and (7) door-to-door recruitment. Students are screened using a combination of a criterion-referenced test, Slosson Oral Reading Test, and other measures. Students' progress is also assessed using the Slosson posttest. Greater involvement with potential employers will be fostered for future programs. (Six appendices are included: (1) interest inventory; (2) student information sheet; (3) list of instructional materials; (4) student progress record and time sheet; (5) program evaluation and statistics; and (6) Young Adult Reading Project task force.) (NLA)
YOUNG ADULT READING PROJECT

PRE-VOCATIONAL SKILLS
16-21 YEAR-OLDS

BEST COPY AVAILABLE

OPERATION READ, INCORPORATED
LEXINGTON, KENTUCKY
Young Adult Reading

Connie Schwein
Executive Director
Operation Read, Inc.

Project Number: 12-33-540-DCCM-04-25-01-Z44-T1800-4815-0542-88-40

June 30, 1988

The Department of Education does not discriminate on the basis of race, color, national origin, sex, age (40 to 70), religion, or handicap.

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as submitted to the Kentucky Department of Education
# PROCEDURES MANUAL

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1. INTRODUCTION

A. AN OVERVIEW

Operation Read developed the Young Adult Reading Project utilizing funds available under a grant from the Office of Vocational Education at the Kentucky Department of Education under the Carl Perkins Act. This program, during program year 1987-88, provides a combination of job preparation and literacy skills for individuals ages 16-21 who wish to improve their reading and job readiness. The Young Adult Reading Project was developed in cooperation with Operation Read, a literacy organization in Lexington, Kentucky.

Operation Read has been in existence for eight years and operates in conjunction with the Lexington Public Library and Fayette County Schools, Division of Adult and Community Education. Operation Read is managed by a volunteer Board, which has a chairperson, secretary, and committee chairpersons. On staff there are an Executive Director, an Assistant Director, a Tutor Liaison, a full-time secretary and through a Vista grant from the federal government, three Vista volunteers and their supervisor. Operation Read is currently housed at the Northside Branch of the Library, which maintains the Adult New Reader Collection. This collection is certainly one of the most extensive in the state and probably in the nation. Fayette County Schools also provide meeting space for student-tutor pairs, workbooks for students, and extensive assistance through its staff of ABE teachers. The Operation Read-Fayette County Schools-Public Library Partnership is critical to the success of adult literacy services in Fayette County.
Operation Read has received direct support from the Kentucky Literacy Commission in the form of grants for tutor-student materials and supplies, technical assistance, public relations, and for a portion of the assistant director’s salary.

Operation Read, during 1987-88, has had incredible support from the Lexington Herald-Leader Company and its Promotion and Newspaper-in-Education divisions. Lewis Owens, president and publisher, has graciously volunteered hours of his time to develop and implement a state-wide campaign that is three-fold: inform the public of the dire need of the state to educate its adult populace; recruit tutors for regional workshops and; recruit adult students.

This cooperative arrangement enabled the program to easily integrate into the community.

The Executive Director, Connie Schwein, was directly responsible for the management of this project with the assistance of the secretary/receptionist.

B. KEY INSTRUCTIONAL COMPONENTS

- Instructional curriculum incorporates reading, writing and math, as well as job search. Participants are taught primarily on a one-to-one basis.
- The specially trained instructors use tutoring methods based on recognized national literacy formats and the language experience method.
- The participant’s active involvement in the planning of the instruction increases their feelings of self worth and motivates them to continue in the program.
- Materials ordered have been oriented towards adults and adult interests. These materials include literacy, math and job preparation instruction.
2. PROGRAM DESIGN

A. CONCEPT

The Young Adult Reading Project is designed to work with 16-21 year-olds reading below the 8th grade level, in improving reading skills, vocational readiness and increasing self esteem.

The Young Adult Reading Project operates year round. Participants are tutored twice a week for 1 and ½ hours. There are 13 tutoring centers around Lexington, open various hours covering 9 a.m. - 9 p.m., Monday-Thursday. Each student works one-on-one with a tutor or in a small group (2-3 people) with other students on the same level. Individualized attention is vitally important. All activities are designed and modified to meet the students' learning style and needs. Tutors are trained to design lessons based on students' goals. Interest inventories are used in planning these goals (Appendix 1, Interest Inventory). Since tutoring goes on in Adult Basic Education centers, there is always a trained teacher available for questions. Also, the Operation Read office is open from 9:30 a.m. to 5 p.m. Monday through Friday, and staff is always ready to answer inquiries.

Hours are reported monthly, and special attention is given to students who seem to be losing interest. Inservices are provided regularly to keep tutors up-to-date on latest materials and techniques.

B. PROGRAM REQUIREMENTS

This is an open entrance/open exit program; students may join at any time and remain in the program as long as they continue to function below an eight grade level.
Certification is given to students as they complete books in their basal series; there is no formal graduation since students all have different personal goals. While statistics tend to rely solely on measurable, quantifiable data (number of books completed) future evaluations will attempt to measure more subjective changes in students' attitudes and self esteem.

If students do not attend regularly (70% attendance) for a period of four weeks, tutors can be re-matched. It is important that students are willing to make a commitment to the improvement of their own skills. Without this commitment, there is little chance of the students' achieving their stated goals. Requiring regular attendance is a means of encouraging responsible behavior in young adults.
3. METHODOLOGY

A. RECRUITMENT

Recruitment was done through regular Operation Read channels.

1.) Newspaper - the Lexington Herald-Leader has estimated a $40,000 donation of advertising in the upcoming fiscal year.

2.) Television - KET continues to support our efforts by showing the Learn to Read series every week. PSA’s run regularly, advertising Operation Read; the Task Force is considering the development of a PSA aimed at young adults.

3.) Radio

4.) Word-of-Mouth - this is increasingly important because often a young adult will only listen to the advice of a friend, thus making all other forms of referral meaningless. In the upcoming year, as the Young Adult Reading Project becomes more defined, and a greater sense of unity is felt by members of the program, this form of recruitment should increase significantly.

5.) Referral from family and friends - if we can encourage relatives to become more involved in the education of their children, some links in the cycle of illiteracy will break.

6.) Referral from other social agencies - One of Operation Read’s long term goals is to increase communication between our organization and other social agencies.

7.) Door-to-door recruitment (recent addition) - The VISTA volunteers will add significantly to our recruiting strength. Greater results in recruitment are expected now that the VISTA grant is being controlled by Operation Read, Incorporated.
B. SCREENING

Students were screened using a combination of different tools. All students started by reading portions of the Criterion Reference Test, after which they were given the Slosson and/or ABLE test.

The interviewer also attempted to determine some interests of the student. (Appendix II, Student Information Sheet)

C. MATCHING

Students were matched with tutors according to time available and desired location. After these conditions were met, an effort was made to match compatible people (e.g., age, etc.)
D. TUTOR TRAINING

Tutors were trained in 18-hour workshops, conducted by Operation Read. The workshops used techniques adapted from the three main literacy program models: Laubach Literacy Action, Literacy Volunteers of America, and Jefferson County Adult Reading Project. New tutors were instructed in how to teach adults effectively, addressing both students' goals and interests.

Inservices were held throughout the year and one in particular focused on the needs of 16-21 year-olds, interested in pre-vocational education.

E. TUTORING

Tutoring took place in centers all over Lexington. However, a great percentage of the students was tutored at the Shiloh Baptist Church ABE Center. This led to the decision to create one central tutoring location for the Young Adult Reading Project next year. Tutoring will still be available at any of the other centers; however, 16 to 21 year-olds will be encouraged to work at the Shiloh center. Most of the new books ordered this year will be collected there, to give maximum access to the tutors and students.

While most lessons were completely unsupervised, tutors are free to contact any member of the Operation Read Staff with questions concerning their tutoring. One major advantage of working in Adult Basic Education Centers is that the expertise of the ABE teachers is available to the tutors. Many immediate questions can thus be answered on-the-spot, meeting an important need for both students and tutors.
Tutoring was predominantly one-on-one, offering the following advantages to participants:

1.) Lessons were tailored to meet the students' needs.
2.) Students progressed at their own speed.
3.) The personal relationship between tutors and students helped participants overcome fear from and dislike for the learning situation. This was vitally important since many of these students were recent drop-outs and their unpleasant memories of school were still fresh in their minds.
4.) This close relationship also provided students with stability and role models that might have been lacking in their lives.

F. MATERIALS

Instructional tools included basal reading and writing texts, as well as supplementary printed material geared towards job interests. Materials were chosen because of their appeal to young adults, rather than children. (Appendix III, List of Instructional Materials).

G. CONTENT

Reading instruction for those reading below the 5th or 6th grade level emphasized the acquisition of word recognition skills (sight words, phonics, context clues, and word families) through the use of basal series and the language experience approach. Beyond simple word recognition, students were taught to read for meaning, thus learning to isolate the main idea of a text, drawing conclusions from a passage, and then making inferences based on this analysis.
Also included were supplementary materials (e.g. job application forms) directly related to students’ personal goals.

H. EVALUATION

Participants
1.) Students are pre- and post-tested on the ABLE, TABE or Slossen. Tests are given in August and in May or June.
2.) Records are kept of the progress made by students in basal series.
3.) Students and tutors determine if goals set are being achieved and if they are realistic (Appendix IV, Student Progress Record, Student Time Sheet).

Program
1.) Based on students’ progress.
2.) Based on students’ retention rate, based on achievement of goals.

Evaluation instruments will be refined and redefined to produce more easily analyzed data as the number of participants completing the program increases (Appendix V, Program Evaluation and Statistics).

I. RESEARCH AND PLANNING

A vital component of this program is the researching behind it. During the program year, Connie Schwein did extensive research with: Rosemary Wiseman, in Elizabethtown; Marlene Scott and Twyla Hanna, at Kentucky Heartland Resources center; and Charlotte Tulloch at the Vocational Center in Lexington.
With the use of catalogues and information gleaned from ABE teachers in Lexington, Miriam Fox ordered a quantity of materials specifically addressing the interests of participants in the program (Appendix III, List of Instructional Materials). A list of resources developed by Donna Swanson of the Office of Vocational Education, Kentucky Department of Education, will be used during the summer in planning next year's goals and objectives.

The formation of the Young Adult Reading Project Task Force is one of the most significant accomplishments of the last two months (Appendix VI, Young Adult Reading Project Task Force). The first meeting, held in June, helped identify some particular areas of concern if this program is going to grow healthily. Members of the Task Force chose areas to concentrate on which will benefit from their particular expertise. Many of the ideas discussed are reflected in the Modifications for next year.

J. REFERRALS

Just as referrals are important in our recruitment, we also believe strongly in making referrals to other organizations. Many students we screened read above the eighth grade level; if this was true, the student was immediately referred to an ABE Center. If students showed interest in Continuing Education, they were referred to either Vo-Tech, or Futures for Youth. Some students simply did not have the capabilities required to make meaningful progress in our program. Since our tutors are not professionals, we feel it is irresponsible for our program to take in members of the population that are not educable. These students were referred to other organizations that may be able to help more effectively.
4. MODIFICATIONS

1.) The Assistant Director will be primarily responsible for the Young Adult Reading Project. This will allow one person (Assistant Director) to spend approximately one quarter of full-time on this project.

2.) Students will be encouraged to work at the Shiloh ABE center if at all possible. With a centralized tutoring location, members of the program, both tutors and students, will feel a greater sense of being part of a group. Members of the Young Adult Reading Project Task Force are examining the possibility of providing some extra incentives for participation and continuation in the program (e.g. free movie tickets, group outings, pizza parties).

3.) Materials purchased for the Young Adult Reading Project will be kept at the Shiloh ABE center, to facilitate access to pre-vocational education materials, for both tutors and students.

4.) A specific recruiting strategy is being developed to attract 16-21 year-olds. The VISTA volunteers will canvas door-to-door in low income areas of Lexington, using this recruiting plan.

5.) Tutors will be chosen on an invitation-only basis to work with students in this age group. It is important that those working with young adults be especially attuned to the needs and characteristics of 16-21 year-olds.

6.) Greater involvement with potential employers will be fostered (e.g. have managers from local businesses such as Long John Silvers, talk with a group about how to interview and other job strategies). Doug Remick, of Futures for Youth, has agreed to help with the development of mini-seminars of this nature to increase job readiness.
APPENDIX I

READING INVENTORY

TUTOR: "This list of questions is about what you read or might like to read. I'll ask you if you read something, like the newspaper, and you tell me about how often you read it. If you don't read it, we'll go on to the next subject. After we go through all the questions, you can tell me which of the things on the list you would like to read.

"We'll be talking about newspapers, books, magazines, and other reading materials like letters, advertisements, school notices, and signs."

Note Tutor: You do not have to read through each sublist. Simply ask which part or kind of material the student reads and check off the answer as given.

A. NEWSPAPERS: Have you looked at a newspaper in the last six months? _____yes _____No (If no, go to B).

(First ask the student what they do read, then ask how often they read it)

<table>
<thead>
<tr>
<th>What part of the paper</th>
<th>How often do you read it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>everyday</td>
</tr>
<tr>
<td>SPORTS PAGE</td>
<td></td>
</tr>
<tr>
<td>FRONT PAGE</td>
<td></td>
</tr>
<tr>
<td>LOCAL NEWS</td>
<td></td>
</tr>
<tr>
<td>ADS</td>
<td></td>
</tr>
<tr>
<td>COMICS</td>
<td></td>
</tr>
<tr>
<td>OBIT/SOCIAL</td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
</tr>
</tbody>
</table>

B. BOOKS: Have you looked through any books in the last six months? _____yes _____no (If no, go to C).

<table>
<thead>
<tr>
<th>Kind?</th>
<th>everyday</th>
<th>once-week</th>
<th>several times-month</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANUALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MYSTERIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROMANCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPORTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GARDENING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELIGIOUS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. MAGAZINES: Have you looked at any magazines in the last six months? **yes** **no**
(If no. go to D).

<table>
<thead>
<tr>
<th>Kind?</th>
<th>everyday</th>
<th>once-week</th>
<th>several times-month</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW TO FIX IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROMANCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPORTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GARDENING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOMAN'S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASHION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUNTING/FISHING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEWS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

D. GENERAL: Do you usually read any of the following?

<table>
<thead>
<tr>
<th>Kind?</th>
<th>everyday</th>
<th>once-week</th>
<th>several times-month</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS LETTERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL LETTERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL NOTICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVERTISEMENT BROCHURES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MENUS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELEVISION GUIDES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOB DIRECTIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPLICATION BLANKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of the kinds of reading materials we just read about, are there any you would like to use in our lessons? Which ones? (Tutor, circle the ones your student mentions.)

Interviewer's Name ____________________________ Date _____________

Respondent's Name ____________________________ Gender: Male____ Female____

Years completed in school: 1-3 4-6 7-9 10-11 12 over 12

Name of Test: ____________________________ Test Level: _______ Test Date: __________

Occupation: ____________________________ Date of Birth: __________

Appendix II

STUDENT DATA FORM

Contact Date ________________________ APPOINTMENT ________________________

DATE MATCHED ________________________

ID # 034- ________________________

LAST NAME ________________________ FIRST NAME ________________________

ADDRESS ________________________________________________________________

________________________________________________________________________

PHONE (home) ________________________ (work) ________________________

Age _____ DOB ___________ Sex _____ Race _____ Marital Status

Employed ________________________ (Circle one: current, past, never)

Hours worked ________________________ Social Security # ________________________

Best time to be tutored ________________________ Best place ________________________

Type of transportation ________________________

Last grade completed ________________________ Date left school ________________________

SCREENING DATE ________________________ Slossen ________________________ TABE ________________________

Specific strengths and weaknesses ________________________

Speech impediment ________________________ Other physical handicap ________________________

Keeps first appointment ________________________ Honest effort on screening ________________________

Short attention span ________________________ Passive during interview ________________________

General comments ________________________

________________________________________________________________________

Reading goals ________________________

TOR ________________________ DATE MATCHED ________________________
Appendix III

List of Instructional Materials

BASAL TEXTS

New Reader's Press
Contemporary
Steck-Vaughn

Laubach Way to Reading
New Beginnings in Reading
Reading for Today
Mastering Basic Reading Skills

SUPPLEMENTARY MATERIALS

The Adult New Reader Collection at the Northside Branch of the Lexington Public Library has thousands of titles specifically geared towards the adult population. These materials are all readily available to any tutor or student with a library card. The list that follows includes titles ordered for the collection to be housed at the Shiloh Baptist Church Adult Education Center.

New Reader's Press
Steck-Vaughn
Contemporary
Fearon

Car Series - Studying for Driver’s License
Taking the Wheel
Becoming a Car Owner
Maintaining Your Car

To the Point - Money Management
Economics - It’s Your Business
Filling Out Forms
Writing Me!
In the Know - Complete Set
Survival Books 1-6

Where does the Money Go?
Math in Daily Living
Adult Reading Collection - Set
Strategies for Success
Success at Work
How to Get a Job and Keep It

Pre-GED Series - Reading and Critical Thinking
Writing and Language Skills
Science Skills
Social Studies Skills
Mathematics and Problem Solving Skills

Career Adventure Series
Working Make Sense
Career Math Make Sense
Finding a Job
Keeping a Job
Attitudes for Work
The Job Box
The Career Box
# STUDENT PROGRESS RECORD

Fayette County Public Schools — Division of Adult and Community Education

Please complete this form after each tutoring session. Leave in the student's folder at the Adult Basic Education class.

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS SPENT</th>
<th>MATERIALS USED LESSON/PAGE</th>
<th>OTHER EXPERIENCES</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>

20
Tutor name:________________________

Fayette County Public Schools
Division of Adult and Community Education
Operation Read Monthly Hours

Month: ______________________ 25th - ______________________ 24th

Show actual tutoring hours in blocks below, rounding to the nearest half hour.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 25| 26| 27| 28| 29| 30| 31| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |

Total tutoring hours ________ (from above).

Student name _____________________________

Tutoring location __________________________

Tutoring schedule __________________________

Student level or materials __________________

Comments:

Total other hours __________________________

Lesson Preparation _________________________

Volunteer drive time _______________________

Workshop/Inservice _________________________

Office Volunteer __________________________

Board, Committee meetings __________________

Other __________________________

Appendix V

PROGRAM STATISTICS

<table>
<thead>
<tr>
<th># of Students</th>
<th>Ave. Pre-test</th>
<th>Ave. Post-test</th>
<th>No-Shows</th>
<th>Ave. mths in prog.</th>
<th>Drop-Outs</th>
<th>Continuing Students</th>
<th>Books Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>3.3</td>
<td>*</td>
<td>2</td>
<td>3+</td>
<td>8</td>
<td>8</td>
<td>1 = 10</td>
</tr>
<tr>
<td>(0.0 - 8.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 = 1</td>
</tr>
</tbody>
</table>

* There is no meaningful post-test data for the following reasons:

i) 8 drop-outs were unavailable for post-testing.

ii) 4 people have been in the program less than 36 hours.

iii) 2 students have quit and rejoined, therefore considered high-risk, and unsuitable for re-testing.

iv) 2 students have not been reported on this month.
Appendix VI

Young Adult Reading Project Task Force

The Young Adult Reading Project Task Force presently consists of seven members.

Miriam Fox - Assistant Director, Operation Read, Inc.
The Young Adult Reading Project will be under Ms. Fox's guidance during 1988/89. She will oversee all testing of students, and monitor their progress. She will work with other members of the Task Force in developing specific recruiting techniques, methods of increasing student retention, strategies for strengthening the tutor/student, student/-program and tutor/program bonds.

Doug Remick - Executive Director, Futures for Youth
Doug Remick will help develop recruiting strategies, including a PSA intended to interest young adults. He will also provide seminars on job preparation, etc. His work with Futures for Youth equips him with a great deal of knowledge about the troubles faced by youth programs.

Alphia Clay - Employee, Juvenile Court.
Alphia Clay has particular expertise in working with 'troubled' young people. A trained Operation Read tutor, she has worked with a student in the age range that this project focuses on, and thus has first-hand experience in dealing with this special group. She will examine the best ways in which to improve our referral network.

Jeanne Humble - Teacher, Lexington Community College.
Jeanne Humble's specialty is in Human Services. She is very familiar with the different social organizations in this area that might be able to help our program with referrals, or advice about similar programs. She is also a trained Operation Read tutor.

Hugh Curran - Tutor, Operation Read.
Hugh Curran is interested in developing incentive programs for both students and tutors, to make the prospect of going back to 'school' more pleasant for the young adult. As a tutor of two years, he is very familiar with the frustrations felt by both tutors and students in a program that can be very isolating. His focus will be on designing group-oriented activities to foster a greater sense of camaraderie, and to help in the socialization of the student participants.

Mike McRae - Learning Center, Central Ky. Area VoTech.
As a link to the vocational school system, Mike McRae is familiar with the real-world demands on our students. He is prepared to offer incentives in the form of specific career guidance to students who show motivation and interest.

Pat Barkley - ABE teacher, Shiloh center.
It is through this connection that the YARP will be able to be housed at Shiloh Baptist Church.