

## 7: LIFEBLOOD ISSUES & LEADERSHIP

This final strand of the survey sought to give the respondents an opportunity to express *in their own words* what they believe most needs to be done to preserve and strengthen the adult literacy movement generally (Q3) and to protect and strengthen the role of public libraries in particular (Q1, Q2, Q4). The importance of the section lies not so much in what it adds by way of new information—although some is given—as in its underscoring of the findings and analysis of Sections 1 to 6.

In G1, the responses of the two state library groups (Q1, Q2) and of the local programs (Q4) are organized on a state-by-state basis rather than by category as has been done throughout the report. The intent is to give readers interested in state differences a way to spot easily some of the more obvious variations. Except for minor editing refinements, the responses are given here verbatim and in their entirety. This makes a very long table (17 pages), but it should be a useful and self-

contained resource around which to hold future planning discussions.

In G1 the participants were asked what half dozen or so vital issues or problems they think most need attention at the national and state levels. As a matter of secondary importance, they were also asked where they would look for leadership help.

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### SECURING LIBRARY LITERACY SERVICES: CONSENSUS ISSUES

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The table is a solid reinforcement of the recurrent themes and findings discussed throughout this report. For example, the need for stable funding is uppermost in nearly everyone's thoughts.

And over and over again respondents call for more publicity on the important and unique role of public libraries...for increased involvement of state librarians and library personnel in all state and national literacy planning (including workforce and workplace literacy)...for steps to assure equity in

**G1. If the role of public libraries as literacy service providers is to be preserved and strengthened, what half dozen or so vital issues/problems do you think most need attention at the national and state levels? (To whom would you most look for leadership in addressing these issues/problems?) [Q1, Q2, Q4]**

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| Q1 | State Librarians (27 of 35, 77%)                |
| Q2 | State Library Literacy Contacts (28 of 44, 64%) |
| Q4 | Local Programs (53 of 63, 84%)                  |

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#### Arkansas

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| Q1 | Funding to provide space and staff to support library-based literacy programs.<br>Funding for technology—especially for rural libraries.<br>Eliminating barriers to public school-public library literacy cooperatives.<br>Establishing library-votech-industry cooperatives for adult literacy.<br>Establishing purchasing cooperatives for library literacy materials to reduce costs.<br><i>(State and national government, state literacy organizations, U.S. and state education departments. Need a task force on the state level with at least half of the membership of English-speaking and non-English-speaking persons having completed literacy training.)</i>   |
| Q4 | <u>Literacy Council of Hot Spring County, Hot Spring County Library</u><br>Continuation of library loan collections<br><i>(AR State Library)</i><br>Literacy council and library shelves. <i>(State Library staff)</i><br>Library/literacy relationships strengthened in every county. <i>(Address at county, regional, and state levels)</i><br>Avoid block grants. <i>(Update and contact legislators at local and state levels.)</i><br>Cut back of standards and measures set up for fully staffed (paid) adult education programs. Small literacy programs have 1-2 paid staff, all others volunteer.<br><br><u>AR River Valley Libraries for Literacy - Reading Together, AR River Valley Regional Library</u><br>Recognize that library has responsibility for supporting literacy.<br>Direct role of librarian as educator.<br>Public recognition of the need for funding. |

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#### California

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| Q2 | LSCA VI helped many small libraries begin modest adult literacy programs, which then transitioned to large-scale CLC. |
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funding...for more collaboration, new kinds of partnering, and sharing of resources...for identifying effective program models ...for advocacy and awareness activities...for better record keeping and data collection...and for technical assistance help of all kinds.

**POTPOURRI OF OTHER WORTHY IDEAS**

But threaded throughout the already established “consensus” issues are an array of general and specific suggestions which, though mentioned only once by individual respondents, make a good deal of sense. They are distilled below to draw attention to them:

- ◆ To reduce costs, cooperatives should be established for the purchase of materials.
- ◆ To secure the future, long-term strategies should be developed, with built-in benchmarks for measuring progress.
- ◆ To assure access, childcare and transportation needs will have to be better met.
- ◆ Standards and measures set up for well-staffed larger programs

should not be rigidly applied to small library literacy programs that rely on volunteers and have few paid staff. The burden could break their backs.

◆ In schools and colleges of library and information science across the country, increased attention should be given to adult literacy in the training of librarians.

◆ Research should be carried out to answer the question: What works in adult literacy programs, and what doesn't?

◆ A paid literacy coordinator, on at least a part-time basis, should be mandated for every public library in the country.

◆ Seminars of all kinds are needed, on how to build community understanding and support...get the most “bang for the buck” ... get library trustees and directors to better understand and commit to the library's adult literacy mission...develop more supportive attitudes among librarians and library staff toward literacy programs... and get educational entities to more fully

(cont'd on p. 105)

**Table G1 cont'd**

LSCA VI also provided important supplemental funds after year 5, which were included in base for state matching. AEA funds have increasingly supplemented CLC funding, but have been relatively small. *(Both of the LSCA functions are greatly needed to assure strong federal/state complementation/partnership. Increased funding and access to it by CLC libraries would be very valuable.)*

Q4 Adult Literacy Program, Napa City County Library Funding.

Adult Literacy Program, Alameda County Library, Fremont

A concerted effort to incorporate a discussion about literacy services in library schools to ensure that librarians understand the role of library literacy.

Strong state advocacy.

Serious discussion about the role of volunteers and the need to professionalize the service. Greater voice from the field in the development of policies that affect programs.

Partners in Reading, San Jose Public Library

Need a stable source of funding. Too much time is spent searching for \$\$ instead of creating quality programs. Projects are created to impress funders rather than focusing on effective basic services.

Need research on what methods work and what don't. A lot of tutoring goes on that generates positive feelings but isn't really effective.

Local government needs to understand magnitude of literacy problem so they will be more inclined to fund library literacy programs at a higher level.

There hasn't been a national public awareness campaign in quite a while.

Commerce Public Library Adult Literacy Program

Funding maintained or increased.

Family literacy—bring the parents in with the children.

*(For leadership: City Council, State Library)*

**Colorado**

Q2 Funding. *(Local programs, legislature, work/employment one-stop centers.)* Publicizing results. *(State office—unless it's gone.)*

Q4 Literacy Program, Mesa County Public Library District Progress of student shown to the public. Funding. *(Anywhere)*

**Table G1, cont'd**

Cooperative service. *(Between ourselves.)*

Transportation in many areas.

Our state library turned literacy and ABE/GED all over to the State Adult Ed Department.

*(Locally our Human Services Council, library board, and business leaders know of the value of our program and the integrity of the staff. I would continue to look to them. Our state literacy coordinator is also very helpful, but her position will close with lack of LSCA funding. The Adult Education Department of the state is also helpful.*

*Cooperative efforts exist between the library, college, school district, and Rocky Mt.-SER.)*

**Delaware**

Q1 Provide national and state funding to support library-based literacy programs.

Q2 We need to be clear that libraries are critical because they provide access to information.  
We may convince more decision makers of the implications of library use and literacy if we begin modeling information literacy skills for preschoolers.

*(The American Library Association could provide leadership.)*

Q4 Project Reads: Sussex County Literacy Council, Sussex County Department of Libraries  
Recognition that learning to read is really important even with technology becoming the be-all and end-all.  
Recognition that libraries do indeed have a place in the education of adults.  
Evaluation tools and measures cannot be the same as ABE/GED measures.  
Recognition that not all people want to learn to read to become employed.

**Florida**

Q1 It is not a problem for Florida libraries on the state level. However, it is an issue in other states and on the national level where libraries are not included in appropriate studies, funding decisions, and public awareness programs, and where libraries are not included in ABE and ESL policy and decision-making boards, steering committees, consortia boards, etc.  
*(The ALA, Library Programs of the Department of Education)*

Q2 There will always be state library support for public library involvement in literacy in Florida.  
Nationally, libraries need to always be one of the significant agencies included in all national research, marketing/public relations, and funding initiatives. Libraries also need to be included on all top level policy and decision making boards that address literacy education issues.  
Promotion/marketing of libraries as viable alternative locations for learning to take place needs to be consistent, high quality, and ongoing.  
*(Primary leadership should come from the ALA as the national professional association, and Library Programs of the U.S. Department of Education. Secondary and/or joint partnership leadership should come from the Department of Health and Rehabilitative Services, the Attorney General's Office (crime nationwide as it relates to the lack of employability skills, education, etc.), the Department of Labor, etc.)*

Q4 Project LEAD, Miami-Dade Public Library System  
Publicity is a major issue.

Panhandle Library Literacy Consortium, Jefferson County Public Library

Public libraries should receive funding from DOE if we are going to service the schools.

It should be mandated that libraries have at least a half-time literacy coordinator paid by county to ensure continuance of programs.

Hillsborough Literacy Council, Tampa-Hillsborough County Library System

Funding. *(State Library)*

Publicity. *(Local media)*

Recruitment of volunteers. *(Every agency with direct public contact.)*

Literacy Program, Brevard County Library

It is imperative that public libraries be given access to federal grant monies for use by library-based literacy programs. Having to compete with local ABE programs for funding is not productive for either.

**Table G1, cont'd**

Each One, Teach One, Broward County Public Library

Funding available to libraries only.

Some structure outside the Department of Education that oversees allocation of funds to volunteer, grassroots, and library programs regardless of whether they do it the way the Department of Education does.

More emphasis on various approaches, less on numbers.

More focus on student needs and perceptions.

Center for Adult Learning, Jacksonville Public Libraries

How to get the most “bang for the buck.” How can the dollars we do get be used to help the most people?

We must try to get more local funding through the local city government. If we continue to be funded with “soft” money we will always be in danger of having to close our doors.

More attention within our state library association to literacy issues. (I have not attended the state library association conference for the last several years because there were no literacy-related issues on the program.)

More awareness campaigns need to be carried out within public libraries.

Within each public library when roles are being discussed, someone must speak out for literacy. The public library is a lifelong learning center in the fullest sense of the word. We must become advocates for the 23% of our adult population who are functionally illiterate.

*(On the national level I would look to the American Library Association for leadership. On the state level, the State Library and the Florida Literacy Coalition have been very effective. Locally, the Friends of the Library as well as the library board should be the leaders. There are other local groups, such as the local Laubach group, who count on the library for some services and should be willing advocates if called upon.)*

**Georgia**

**Q4** Learning Center, Athens-Clarke County Public Library

The State Library will have to commit more than “lip service” to literacy if we are going to make any headway.

Right now, the state emphasis is on technology. They have to be made to realize that technology is a natural tie-in to literacy or vice versa. However, someone will have to make it a priority.

The leadership must recognize that libraries can and do play a major role in solving literacy issues in a community. This requires solid planning and a greater emphasis on advocacy and promotion.

Libraries must have access to adequate funding if they are to continue to play a pivotal role in literacy.

*(Public library leadership is essential.)*

Literacy Program, DeKalb County Public Library

Increased funding at all levels.

Increased recognition by library leaders (directors, trustees, etc.) and by many libraries of the importance of library literacy services.

Higher level of cooperation among all literacy agencies/organizations to present a united voice.

Accountability/measurement of outcomes.

Need for library representation on any boards, such as the proposed Workforce Development Boards, that will make decisions on allocation of funds.

Educating decision makers—governor and staff, legislators, county commissioners, congressional leaders—to the value of literacy programs not directly connected to employment.

*(Leadership: local literacy coalitions, our governor for whom literacy is a priority, state library agency, GA Office of Adult Literacy, GA Library Association, GA State University Center for Adult Literacy and other literacy research centers, the ALA, National Center for Family Literacy, NIFL, Schools of Library and Information Science, NCLE, AAACE.)*

**Hawaii**

**Q1** [Recognition that] libraries are neutral facilities in communities.

[Recognition that libraries are ideal settings] for teaching and learning, for preschoolers, in-school youth, adults, and senior citizens.

[Recognition that] libraries provide hardware and software and network access.

[Appreciation] of fact that libraries mean stability.

**Iowa**

**Q1** Recognition of the potential value of libraries as “community centers” for literacy services.

**Table G1, cont'd**

Additional funds to support these additional services.  
Increased value of libraries and library services.  
More staff training.  
Promotion of libraries as centers for lifelong learning.

- Q2 Publicizing the plight of the non-reader.  
New adult reader support groups.  
Expanding volunteer programs in libraries.  
Expanding new adult reader collections  
Preserving funding for SLRCs.  
*(For leadership: State Department of Education, SLRC)*

**Idaho**

- Q1 Libraries need to be recognized as part of the educational community.  
More resources, including staff, space, and materials.  
More publicity and help in identifying populations who can use these services.  
*(Note: In Idaho, the State Library plans more of a coordinating and consulting role rather than administering an ongoing literacy program. What is needed here is probably a better educational effort as to the role public libraries can play and a coalition-building effort.)*
- Q2 Funding.  
Collaboration.  
Use of technology.

**Illinois**

- Q1 Coordination and education.  
Training.  
Opening state adult education funding to libraries.  
Public libraries and business partnerships.  
Computers.  
*(We are ready to continue to offer leadership from the state library. If not, a coalition of business, educational leaders, and others will be most helpful in our future efforts. We are concerned that on the national level the philosophical differences between literacy providers, educators, and some librarians still need to be addressed. In the meantime, we expect states and local communities to build on what we have been able to achieve in Illinois and we will continue our commitment regardless of money, but the shift will be to support rather than actual dollars at the state and local level.)*
- Q2 Building better communications between librarians and educators for more unified approach to literacy enhancement.  
Better training for libraries and community organizations in program development, evaluation and accountability, and establishing standards and measures.  
Open state adult education funding to libraries—in partnership with educators if that's the only alternative.  
Developing workplace literacy components and resources by libraries.  
Providing increased access to computers and available technology for literacy students.  
*(Leadership: I would look to an Interagency Coordinating Committee such as we have to address these issues. National organizations need to work together on solutions.)*
- Q4 LVA-Elgin, Gail Borden Public Library  
Sufficient funding.  
Qualified staff.  
Sufficient number of volunteers.  
Public awareness of issues.  
Community support.  
Support from outside personnel (e.g. board members, service clubs, etc.)  
*(Leadership: Secretary of State Literacy Office)*

**Table G1, cont'd**

**Indiana**

Q1 There has to be a “consolidation” of effort in programming.  
Research of more practical impact of literacy vs. cost of illiteracy on our society economically and socially.  
Continued emphasis on marketing importance of literacy.  
Recruitment of more partners stating the urgency of a literate America from industry, service clubs and nonprofits, and foundations.  
Even greater emphasis on what a single individual can do to change the effects on another’s life, thus the community, and eventually the world. Worker to worker, convict to convict, not just teacher to student. We are all teachers and students all the time.  
Develop more tools and techniques to teach in group settings via Distance Education, etc.

Q2 Help in determining what works, successful practices, model coalitions, technology, etc.  
Public education and public relations.  
More literacy student involvement in planning, etc.  
Continued cooperation between organizations at the national and state level.

Q4 Literacy Program, Michigan City Public Library  
Support of library literacy services by local and state library administrators, to include not just funding but provision of qualified personnel and also moral support and encouragement.  
Professional education of library literacy program administrators in the fields of literacy, adult education, reading, or education, so that they can be held in the same esteem as a professionally educated librarian.  
Widening the scope of library literacy programs to include services for children as well as adults. Too many children fall through the cracks at school.  
Cooperation between other library personnel and library literacy programs personnel in areas of publicity, public awareness, recruitment, etc.  
Adequate funding for materials, equipment, clerical assistance.  
*(Local and state library officials would need to address the above issues, and perhaps the state education department.)*

Library Literacy Program, Anderson Public Library

Funding.  
Support on all levels.  
The general public needs to understand that the problem still exists and that volunteerism can help.  
Literacy providers continue to need answers about how to help with specific problems such as learning disabilities, dyslexia, apathy, etc.  
Keeping adult education and literacy programs off the cutting block. People still need us.  
Accountability. How can we really prove we have an impact on people’s lives? Do statistics really mean anything?  
*(Frankly, I don’t know who to ask for help with my concerns. I’m going just about anywhere I can—the State Library, Internet, books of lists of funders through foundations, other providers.)*

Knox County Literacy Program, Knox County Public Library

Money for personnel, training, and staffing adequate to address program needs.  
Illiterate people are very often unaware that they have problems and need help, and never approach us for service.  
*(For help: Local and community foundations, first; regional and state philanthropic organizations, second; government at all levels, third. Community/county volunteers and media, especially non-print.)*

**Kansas**

Q2 Money is the main issue of contention and competition.  
Money to do the work is the only issue: research, best practices, sharing opportunities, and ongoing training.  
*(Leadership needs to be shared between traditional adult education, community based programs (libraries), and other agencies and organizations. LVA and LLA have the vision to bring the players together at a Literacy Summit.)*

**Table G1, cont'd**

- Q4 Project Finish, Johnson County Library, Shawnee Mission  
Community partnerships between libraries and educational institutions, community centers, etc., need to be encouraged as a means of maximizing literacy services to the community.  
Additional funding sources need to be located in order to maintain and improve existing programs.  
Staff and volunteer tutor training needs to be maintained.

**Kentucky**

- Q1 Funding. (*Legislature*)  
Models of service. (*Department of Education*)  
Standards of service. (*Department of Education, ALA, National Coalition*)  
Training for fundraisers. (*Department of Education*)  
Publicity. (*Department of Education*)

**Massachusetts**

- Q2 Better examination and dissemination of what works.  
Technical assistance for library programs, including how to do collaboration, grant writing, and conflict resolution.  
Ways to address turf issues.  
A greater presence of library-based programs at national ABE conferences like COABE and support to attend them. (If a librarian is allowed one out-of-state trip it is usually to an LLA or LVA conference. They cannot travel without funds.)  
We still need to raise the issue/value of library-based literacy to the library community and we need to begin to clean house at home first!
- Q4 Center for New Americans, Jones Library  
ESL literacy: Many providers will not accept ESL students who are not literate already and many providers need training in how to teach these students.  
Equity issues: We can't expect to hold on to good teachers and volunteer coordinators if they make less than half of what public school teachers make!!!  
(Whole) staff education: Our entire library staff here has been wonderful in assisting and welcoming students to the library. But other libraries/library workers can be rather daunting to limited English speakers/newcomers. It is critical that **all library workers** know how to deal with newcomers with sensitivity and compassion.  
Qualifications: Coordinators, teachers, and volunteer trainers must be ABE professionals, not librarians. They must have adult education credentials/experience and be paid accordingly.
- Newcomer Family Literacy Project, Lawrence Public Library  
Facilities development (construction money).  
Technology acquisitions.  
Staff development—train staff to use new technologies, train staff about new literacy resources available.  
Improve relations with public education system.  
More literacy volunteers.  
(*We would look to the School Department, State DOE, SABES (MA State System for Adult Basic Education Support), congressional leaders, the President.*)
- Literacy Program, Thomas Crane Public Library  
A more tolerant, less exclusive educational philosophy at state and federal levels must drive policy issues that affect funding and instructional opportunity.  
Learning disabilities and ADD are critical issues in the success of students and the choice of curriculum or instructional material.  
More people who provide direct service to adult learners need to be more familiar with technology in order to instruct and develop programs.  
(*The educational community working with public libraries would provide the greatest leadership on literacy.*)

**Table G1, cont'd**

**Maryland**

- Q4 Project Literacy, Howard County Library  
Validation from the state level of the importance of literacy in public library's mission given shrinking funding for libraries in general.  
Continued availability of funding for the external high school diploma program.  
More publicity on the scope of the U.S. literacy problem and its economic implications. At one point literacy was in the long-range goals for libraries in Maryland. Three years ago, after the White House Conference on Libraries denied literacy as one of the major goals, many local programs lost their literacy funding. Our State Library System supported a multi-million dollar "Lifelong Learning Library" at the Enoch Pratt Free Library. It is now a "regular" branch. Two other counties have limited literacy programs supported "in-kind" by their libraries.

**Michigan**

- Q1 Adult literacy is just one of the needs that public libraries in Michigan need to address in the coming years, while funding for the daily operation of many public libraries is already inadequate.  
At the state level, continue to encourage coordination and involved support among academic, library, volunteer, and education groups.  
Continue to seek private sector grants and gifts. (*Library of Michigan Foundation*)  
Adult education programs should remain a responsibility of local and state government, while volunteer literacy programs must be community-based. State, federal, and foundation funds should be supplemental to community funding of literacy services.  
Publicize successful programs and assist with planning, coordination, and fundraising. (*State and national leaders*)  
Emphasize fundraising, reporting, and fund management as well as literacy training. (*Literacy organizations*)  
Coordination, planning and promotion, assigning of grant funds as available. (*State libraries*)  
Funding should be competitive or discretionary, tied to specific projects. (*State and federal government*)
- Q4 MARC Literacy Program, Greenville Public Library  
Guidelines for training volunteers as a high level of instruction is maintained by all literacy programs across the state. (*Michigan Literacy Inc.*)  
Designate funds specifically for library literacy services separate from other adult education funds or workplace education. (*Libraries and the U.S. Department of Education*)  
Advocacy. (*National Institute for Literacy, LVA, and Laubach*)

**Minnesota**

- Q1 Organization of literacy services is different in each state, but ongoing partnerships need to be continued. (*The state library agencies, state adult ed/GED/ESL office(s) plus state-level direct providers.*)  
Educators and policymakers need to be continuously reminded of the roles of public libraries in adult literacy efforts. (*National organizations*)  
Much more support must come from businesses. Too many complain about low skill levels in the workforce while only a few seem willing to invest in their workers. (*Business and industry*)
- Q2 What's literacy? Clear definition of literacy is needed.  
What's the literacy message? Consistent statement and widespread communication needed.  
What is the purpose of the library? Definition, message, communication.  
What is the citizen's responsibility? How does the citizen understand their connection and what they ought to do?  
What long-term strategies are needed?  
(*The only leadership that is worth anything in the long-run comes from thoughtful, committed, persistent people.*)
- Q4 Franklin Learning Center, Franklin Community Library, Minneapolis Public Library  
Libraries need to recognize literacy learning center services are essential. They are also a great outreach and marketing tool, especially when some libraries are wondering why circulation is dwindling.  
Libraries could take the lead regarding information highway access.

**Table G1, cont'd**

Adequate staffing.  
Adequate collection financing.  
Adequate facilities.  
Public relations.

Linking Libraries & Literacy for Lifelong Learning, Lexington Branch Library, St. Paul

Any stability in funding with block grants or programs would enable us to plan more effectively for the future. This is probably an impossible dream given the nature of federal, state, and local funding. Not losing the funding for basic literacy materials and services with the rush to use technology effectively. Technology can be very helpful but we still need basic materials for new adult readers, GED test study guides, audiocassettes for those who know Hmong and are learning English, etc. This needs to come from all levels.

Any ways to increase staffing to cope with the increased demand for time-intensive services to new readers and immigrants in our community. This is a local budget issue with lobbying needed by Friends and advocacy groups to inform government officials.

*(Leadership: ALA, PLA, Adult Lifelong Learning Sections has been invaluable for me in providing collection assistance, personal contacts throughout the country, ideas for programs or problem-solving, etc. They have provided a strong leadership role and information for ALA's legislative network for lobbying.)*

**Missouri**

Q2 Libraries' role in providing library literacy services needs to be emphasized. *(American Library Association)*  
Continuation of statewide programs. *(Missouri Library Association and State Library).*

**Mississippi**

Q1 Coordination of literacy programs.  
Communication concerning literacy opportunities and resources.  
Increased emphasis on family literacy.  
Promotion of all library services to the community as a whole.  
Meeting childcare and transportation needs of adult learners.  
*(Some of the needs could be addressed by using one-time grants to establish or enhance local literacy programs. Local funds should be sought to continue the programs.)*

**North Carolina**

Q4 Community of Readers, Glenwood Library  
Staff training.  
Public awareness.  
More collaboration with other agencies.  
Coordinated fund raising.  
Technology!

**North Dakota**

Q1 Delivery problems in rural areas.  
Q2 Training for rural/small library staff who are mostly untrained in librarianship itself.

**Nebraska**

Q1 We have some excellent programs and leadership in place now. We would rather promote those efforts in a support role than initiate programs from our office. We do not have the resources to assume a leadership role in library literacy programs, due to many other commitments, not to lack of interest. In part this relates to other agencies and organizations which are leading literacy efforts. The best results occur due to local efforts. *(National and state organizations need to direct their attention to helping local organizations in literacy programs.)*

**Table G1, cont'd**

**Q4** Platte Valley Literacy Association, Columbus Public Library  
 In our state the majority of literacy programs are sponsored by the state-funded adult basic education through the community colleges. The libraries do not play a large role in out-state Nebraska. In order to strengthen the library literacy services, and in order [to avoid] duplicate programs, the libraries and community college ABE coordinators must work together. In many communities there is the opinion that there is not a need for adult literacy assistance. What many people do not realize is that literacy levels which were acceptable 20 years ago no longer meet the needs of industry and our computerized society.  
 Workplace literacy must be supported in some way by the community's industry. At the present time in Columbus, our on-site literacy classes are free of charge to industry, unless they request more instructor time than we have budgeted. In that case, we provide materials and the teacher at their site, and they pay a flat salary to us for the instructor.  
 Our state senators will have a larger role in designating funds in the future. We must request that they visit our programs, listen to our needs, and realize that literacy is an important part of making our citizens self-sufficient.  
 We are working hard to educate our community about what PVLA is about. We hope to see positive results in support through volunteerism and donations.

**New Hampshire**

**Q1** Statistical studies to show the value of these programs.  
 General education to the public about libraries and literacy programs.  
 Communication with non-library literacy providers about the advantage of libraries as literacy providers and literacy partners.  
Funding!!!

**New Jersey**

**Q1** The important support role of many public libraries needs to be recognized and stronger publicity in the community needs to bring attention to this service and highlight the public library as a supporting agency.

**Q4** Basic Skills for Reading & ESL, Elizabeth Public Library  
 Vital issues are funds for training and matching tutors with learners, and payment to tutor trainers for running the literacy program. Generally speaking, writing to legislators brings a response to any questions and comments.

Literacy for Non-English Speakers, Paterson Free Public Library  
 Funding.  
 Personnel.  
 Training.  
 Technology.  
 Partnerships with other organizations, school system, and businesses.  
 Commitment to literacy, particularly family literacy.  
 Support from local, state, and federal governments.  
 Increase awareness of literacy's importance on local, state, and national level.  
 Provide sufficiently trained personnel to work in library literacy programs.

**New Mexico**

**Q2** Development of planning/assessment skills at the local level so that local librarians can determine literacy training needs and the role their library should play.

**Nevada**

**Q1** Legislation authorizing/endorsing.  
 Funding earmarked for libraries.  
 High awareness of library role.

**Table G1, cont'd**

**New York**

Q2      Accountability: Libraries are generally a step removed from being able to assess student accomplishments. Decreased library funding in general. Libraries have other important missions as well as literacy. Literacy is labor intensive. Programs will face cuts.  
Lack of record keeping. Libraries could benefit from accurately counting adult learner use or working with direct literacy providers whose students use the library. There is more literacy activity than librarians are aware of.  
Legislation on the state and federal level that includes libraries.

Q4      Library Literacy Center of Prendergast Library, Jamestown  
Better use of available funding (there may not be any new funding).  
Within our state department of education designate and maintain a commitment of a certain portion of state education income to be used for library services. (*Board of Regents*)  
Re-establish the liaison link between the state library and local libraries.  
Local libraries should develop other sources of funding and try to minimize dependence on state and federal sources.

Literacy Program, Brooklyn Public Library

State needs to look at progress made in library literacy programs.  
Ability of libraries to attract adults who are gainfully employed but wish to better themselves.

Centers for Reading and Writing, New York Public Library

Having library literacy programs eligible for educational funding sources other than those specifically designated for library literacy programs.  
Library leadership needs to raise public awareness about library literacy programs and publicly support continued and expanded funding specifically for literacy.  
The accomplishments of library literacy programs need to be documented and disseminated.  
Library literacy programs need to be able to quickly adapt to the changes in the literacy community and restructure programs in order to meet the needs of the clients in areas such as welfare reform, workfare, and job training.  
Professional educators need to be included in the design and implementation of library literacy programs. There needs to be a partnership between librarians and adult literacy educators.  
*(Leadership and direction: Needs to be provided by local library directors, the state librarian, and professional librarian organizations such as ALA, PLA, and NYLA in partnership with local literacy education directors, State Education Departments, and national education organizations such as IRA and NCAL)*

**Ohio**

Q1      Emphasis on literacy as a primary function of libraries.  
Emphasis on cooperative ventures which involve schools/libraries.  
Stronger emphasis on schools teaching children to read, giving them special help to achieve this goal. (*State library agency, state education agency*)  
Training for library staff interested in literacy projects.  
Family literacy as a desired program.  
More opportunities for providers to have exchanges of information. (*Professional organizations*)

**Oklahoma**

Q2      Stable funding resources. More partnerships to this end. (*ALA, LLA, other national organizations*)  
Continuing publicity for library literacy programs; organize a publicity campaign similar to Project Literacy U.S. (PLUS). (*ALA, LVA, Laubach, Center for the Book, PBS*)  
State and local programs need to speak with a unified voice.  
Professionalism of volunteers. Help is needed getting the word out that volunteer literacy tutors are providing a valuable service and are "professional." Too often there is wide separation between professional educators and volunteer programs.

**Table G1, cont'd**

Record keeping and accountability. Determine a common reporting form, make the forms available, and report the results separately and combined so that the impact of library and volunteer community-based programs is known.

*(Laubach and LVA)*

Q4 Moore Literacy Council, Cleveland County Library

Outreach is our most pressing problem. There are still areas of Oklahoma that do not have any literacy programming at this time. If our State Literacy Resource Center is affected by the block grant issue, it will directly affect the start-up of new programs and the extended life of small, underfunded programs.

Great Plains Literacy Council, Southern Prairie Library System

Provide funding for a state-level literacy office to receive and diffuse issues and information.

Continue funding for tutor training.

Continue the SLRCs. They have been invaluable in compiling information.

Provide research and development in adult learning theories and teaching practices.

Continue the ESL tutoring/teaching program development.

Literacy Council of LeFlore County, Buckley Public Library

More cooperation between the State Department of Education and volunteer library-based literacy providers.

Recognition from state education departments of the success rate of and effectiveness of volunteer groups. Some form of continuing financial support for literacy providers to provide for ongoing and continuing literacy efforts.

Recognition that achieving literacy skills carries implications beyond the purely economic or work-related skills.

*(We currently look toward the OK Department of Libraries which provides strong, ongoing support for library literacy programs. The OK Literacy Coalition, a state-wide volunteer organization of literacy providers also provides resources, training, and support. Would like to see greater support from the State Department of Education, state government, and national literacy organizations such as Laubach Literacy Action and Literacy Volunteers of America.)*

**Oregon**

Q1 We have taken a good run at fostering library involvement in adult literacy programs over the past decade or so. Perhaps it is now time for these local projects to sink or swim on their own. I am more interested in seeing public libraries strengthen programs for illiteracy prevention as opposed to remediation. Public libraries can do more to impact literacy by working with preschoolers, their parents, and their caregivers. This is where we are currently putting our emphasis in Oregon.

Q2 Envision and promote the library's role in literacy services provision. *(NCLIS, Center for the Book, Department of Education, ALA, state library associations, state libraries)*  
Preserve funding for literacy tutoring programs. *(State Department of Education staying on top of federal and state funding proposals that affect literacy funding)*  
Effective testimony from students, tutors, and programs.  
Fulfillment of National Education Goals. If schools were successfully graduating students who learned to read and compute math, libraries may not need to preserve their literacy role. *(U.S. Department of Education, State Department of Education, state legislature for funding of schools)*  
Encourage corporate donations/funding to volunteer tutoring programs. *(NCLIS, Center for the Book, Department of Education, ALA, national volunteer literacy organizations)*  
More to prevent the need for literacy services by targeting library services on children and youth. *(Libraries)*  
Encourage more library-daycare outreach, library-Head Start partnerships, library-parent contacts and family literacy programs in libraries. *(NCLIS, Center for the Book, U.S. Department of Education, ALA, state library associations, state libraries, state legislature)*

Q4 LEARN Project, Eugene Public Library

Continued improvement in training for BOTH paid staff and volunteers.

Continued improvement in books, materials, hardware and software.

Provision of resources to instructors, volunteer tutors, and students.

**Table G1, cont'd**

Space for teaching.  
Addressing learning problems.  
Recognition of volunteer efforts.  
*(Leadership: Libraries need to be a part of leadership. OCCS-Oregon Literacy Inc. Professional organizations for funded and volunteer programs. Schools, businesses, vocational, rehab, employment, welfare, and corrections agencies.)*

**Pennsylvania**

- Q1 Need funding for collection development and technology to support the work of literacy providers.  
*(At the state level, the Bureau of Adult Basic and Literacy Education, the PA State Coalition for Adult Literacy, and the PA Association for Adult Continuing Education)*
- Q4 Reader Development Program, Free Library of Philadelphia  
Coordination: There is not a sense that each participating institution has a unique role under the guidance of the state library or state literacy agency.  
Duplication: As a result of the above, there is unnecessary duplication of services. This should be eliminated in the interests of economic and bureaucratic accountability.  
Funds: Technology costs \$\$\$\$\$. Even the paperback books purchased by RDP are increasingly expensive: \$8.72 is the average price per book in 1995; in 1993, the average price was \$5.67.  
*(Leadership: One very effective group that provides leadership is the National Literacy Alliance Public Policy Listserv. Besides delivering information on literacy legislation, policy, and funding, it functions as a "call to action" when intervention is warranted. The messages relating to the Congressional budget hearings inspired even this passive participant to write to PA's senators and representatives to inform them of the impact of reduced adult literacy funding on their constituents.)*
- Bradford-Wyoming County Literacy Program, Bradford County Library  
Funding.  
Public awareness.  
Use of technology.  
Student recruitment.  
Increased awareness of the value of library literacy programs.  
Awareness that literacy is involved with many other social issues.  
*(Local: Adult education agencies, county government. State: Adult education organizations such as PAAACE and Tutors of Literacy in the Commonwealth, State Director of Adult Basic & Literacy Education, State Legislators. National: Laubach Literacy Action, Literacy Volunteers of America, US Congressional leaders.)*

**Rhode Island**

- Q1 Role of libraries as information providers needs to be more widely understood.  
Role of libraries as centers for lifelong learning at all levels needs to be better understood.  
Libraries themselves need to be more proactive in this area.  
There needs to be much more money assigned at all levels (national, state, local, private, and public) to support adult literacy in public libraries.  
The economic benefits of literacy training (by whatever agencies provide it) need to be understood and recognized.
- Q4 LVA Kent County, Coventry Public Library  
Space for literacy programs in libraries.  
More attention given to family literacy programs.  
More help for tutors in learning how to work with learning disabled adults.  
More research on the extent of adult illiteracy in the U.S. and its measurable effects on families and in the workplace, nationally and statewide.

**South Carolina**

- Q2 Steady, ongoing source of funding for literacy programs.  
Greater advocacy of libraries' role in supporting community literacy efforts.  
Encouraging literacy agencies to use all community resources.

**Table G1, cont'd**

**Q4** Literacy Program, Greenville County Library

The increasing gap between opportunity-rich and opportunity-poor. In SC, rural areas tend to be even further out of the loop and more underfunded than other areas.

Mistrust between agencies and parts of the state, especially in times of diminishing funds.

*(Leadership: I would leave the state out of it and concentrate my efforts at coalition building among local agencies and the wonderful human resources at the federal level, which exist in people like Judy Stark at Education who is helping us with our grant. I think libraries themselves are the perfect institutions to take the lead — democratic, public, omnipresent. The ALA may already be putting forth leadership efforts. I'm just not aware of it.)*

**South Dakota**

**Q1** The need for leaders on both state and federal level to realize that illiteracy is an ongoing problem. Funding for short periods of time, 1-3 years then no funding, does not work. It takes 1-3 years just to develop the local programs and begin to reach the adult student. Funding must be continuous just as funding for elementary, secondary, and postsecondary education.

A secure and continuing funding base is required. Illiteracy is not a Republican or Democratic issue. It affects all citizens and impacts our economic growth as a state and a nation.

*(Funding leadership must come from the federal level.)*

**Tennessee**

**Q1** We would work in a collaboration effort with state adult education leaders. The knowledge and expertise that has developed over a number of years of such collaboration has produced a vast amount of information coming from a number of national organizations. We feel we have an extremely well-informed state group.

**Q2** The most important issue will be in dealing with personalities of leadership—whether that leadership understands all the issues of an uneducated citizens, whether it has an agenda that is totally informed.

**Texas**

**Q1** Funding is the major issue—we can't do it without the resources.

Competing priorities are another impediment.

Turf issues are also significant.

*(While libraries can play a key role in addressing adult illiteracy, they are not the only agencies involved. What is needed is a well-coordinated effort that uses the contributions of all involved agencies and organizations effectively—a network of providers. We need leadership to help develop such a collaborative approach.)*

**Q2** Funding for materials, staff, and training.

Convincing legislators that they have a vested interest in helping reduce illiteracy—educated voters, educated citizens.

Convincing legislators that in small, rurally-isolated communities, there are not enough volunteers to provide literacy and ESL programs. Distance learning would help, funds would help.

Funds for permanent staffing of literacy programs.

Better perception of what literacy programs provide and their value to communities.

**Q4** LVA-Sterling Municipal Library

Increasing number of adults with ESL needs.

Preserving a stable funding base for volunteer literacy programs.

Educating the public about how illiteracy affects everyone.

Establishing a linkage between library services and literacy services (how each benefits the other).

*(Local government and community groups are now active proponents of literacy services; however, I don't see any real future leaders for literacy on the state/national level.)*

Literacy Center, El Paso Public Library

Staffing - additional staff will be required for new lab.

Funding - for strengthening and updating collections.

**Table G1, cont'd**

Outreach - media campaign for public awareness and to recruit students.

Volunteers- for individualized instruction.

Curriculum development - for Hispanic populations.

Assessment - easy and affordable for student placement.

*(Leadership: Local: Library Director, City Council, residents, BRLA. State: Legislators, TX State Library, Governor, TLA. National: Congressional leaders, Senator, President, ALA.)*

Literacy Programs, Harris County Public Library

Libraries keeping pace with technology.

Funding for materials and technology.

Attracting diverse populations to the library.

Recognition of libraries as the infrastructure of education.

*(Texas State Librarian, TX Library Association, TX State Library, knowledgeable legislators on state and national level.)*

Andrews Adult Literacy Program, Andrews Public Library

Funding.

More trained teachers (paid). Volunteers really work out well, but many are limited in what they can do.

Legislators need more training—both local and state.

**Utah**

**Q4** Bridgerland Literacy, Logan Library

Staff people, especially in outlying areas, need more training and staff development.

Programs would benefit from more effective instructional approaches.

More networking and coordination between programs is needed.

Stable, ongoing funding.

**Vermont**

**Q2** In our state, the literacy people in general do not consider libraries as essential to fostering literacy. They consider them resource centers primarily and view programming as secondary or nonessential. Yet public libraries have sponsored a number of fine reading discussion programs and family literacy programs for new adult readers. They have set aside space for tutoring and developed small collections for students.

The literacy community in the state talks about the need to collaborate with other agencies but often leaves libraries out of the loop. It creates barriers by using acronyms and technical language non-educators do not understand or see reasons to use.

The best collaborations occur on a small scale and at a very local level. Some librarians have been frustrated by a lack of continuity and commitment on the part of individual tutors. They feel the managers promise increased tutor support but do not always follow through.

**Virginia**

**Q4** Literacy Program, Newport News Public Library

The removal of blocked funding from the state. An increase of state funding would allow the literacy program to expand, as well as meet student needs with the necessary materials and resources.

**Washington**

**Q2** Recognize library literacy programs as legitimate programs.

Coordinating with local literacy programs instead of competing.

Getting the smaller and medium-sized libraries aware of the literacy issues and enthusiastic about developing programs.

Convincing library directors that literacy should be addressed even though there are budget cuts.

**Table G1, cont'd**

Q4 Project READ, Longview Public Library  
Family literacy needs to be strongly addressed.  
All programs providing services to those in need should be educated in how literacy impacts what each is attempting to do.

Library Literacy Program/Lifelong Learning, Seattle Public Library  
At Seattle Public Library, the future of literacy provision rests with the commitment of the board and the will of our city librarian. Currently there is a strong will.  
We have to fit in with the existing literacy network as a collaborator, not an 800 lb. gorilla.  
We have to educate our staff to best serve this new group of patrons.  
We don't have enough space to provide the service we'd like.  
*(We will continue to work within SPL and the local literacy network to address these concerns.)*

**West Virginia**

Q1 *(The media. Churches. Social agencies. Neighborhood improvement concerns. Local agents for change. Every strand in the community network.)*

Q2 Funding is the critical issue library literacy programs face. Libraries are notoriously underfunded. Library-based literacy programs would be difficult to maintain without funds earmarked for literacy.  
Awareness is also an issue. Though problems of illiteracy have been brought to the public eye in recent years, many people do not view it as a problem that affects them personally. Increased awareness of the social and financial aspects of illiteracy may generate an interest in helping combat the problem.  
Awareness that literacy efforts are not a short-term problem or goal. With the scope of the problem, as cited in the National Adult Literacy Survey (42% at the lowest 2 levels of literacy proficiency), this nation needs to commit to long-term solutions. With the literacy awareness efforts of First Ladies (Mrs. Bush and Ms. Rachel Woby, WV, and others) taking on the issue as part of their husbands' terms, I think the public may have thought the problem would disappear in 4-8 years. When several community groups were recently approached to assist in literacy efforts they responded that they already did that and thought the issue was resolved. Literacy will not be resolved as part of a campaign platform or a one-year community project. We must commit to lifelong learning. Early intervention would help at-risk children and adolescents and prevent the increasing number of illiterate adults. Programs where libraries and schools work together to assist in helping children achieve in school that start in the first grade and follow them through as needed is one example. Libraries have found that after school homework and/or tutoring sessions have been very successful. Across the state, a variety of programs are offered that include but are not limited to peer tutoring, resource sharing, tutoring, and any assistance as needed.  
Training for tutors and trainers on a consistent basis. With the constant advances in discoveries in reading disabilities and the possible solutions or methods used, the trainers often feel out of date. However, the cost of attending training sessions nationally is very expensive and often impossible.

Q4 Literacy Program, Monroe County & Peterstown Public Libraries  
Adequate and consistent funding.  
*(National leadership. WV Library Commission is very supportive but does not have funds.)*

**Wisconsin**

Q1 Most important issue is acceptance and visibility of public libraries as literacy providers vis-a-vis other providers, so non-library providers will include libraries in their literacy planning and implementation. On both the national and state levels, there is a need to advocate the library's role. *(U.S. Department of Education, Institute of Libraries and Museums, NCLIS, ALA, State Library)*  
It would be ideal if libraries were guaranteed a percentage of literacy monies at both the national and state levels, albeit the overall monies would be administered by a different agency, so that interagency cooperation including libraries would be built into the system.  
The other side of the coin is that national and state library leaders need to work continuously at the regional and local levels, helping to create connections at the grassroots level.  
Again, the leadership should be provided by the groups listed above responsible for advocacy.

**Table G1, cont'd**

Q4 LVA Chippea Valley/Eau Claire, L.E. Phillips Memorial Public Library  
 Librarians need to realize libraries serve people who have survival needs not just those who read words. Library staff must become more global and embrace partnerships. With everyone looking for measurable outcomes we must work together.  
 Libraries are so governed by rules and regulations, it's difficult for them to see how they can [?] volunteer literacy programs. Perhaps a nationwide staff development project would educate staff about the needs of the adult learner and the trained volunteer.

recognize and support libraries as partners in education and literacy.

- ◆ Public libraries should be represented on all boards for literacy.
- ◆ Activities to educate Congress, governors, state commissioners, legislatures, and other political forces are vital.
- ◆ More partnerships should be forged between public libraries and the business community, and between public libraries and community colleges.
- ◆ For that matter, businesses should provide more financial support for literacy, especially for the upgrading of their own underskilled workers. Their complaints are often not accompanied by action.
- ◆ The resolutions of the American Library Association, the National

Commission on Libraries and Information Science (NCLIS), and other key national groups should give consistent attention to literacy.

- ◆ A nationwide library literacy staff development effort should be launched.
- ◆ Training is needed in how best to teach ESL students, the learning disabled, and other special populations.
- ◆ The role and effectiveness of volunteers and voluntary programs should be more widely and visibly recognized.
- ◆ A much stronger commitment at the state level is essential.

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**RESPONSIBILITY FOR LEADERSHIP**

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A wide range of state and national groups are named as the appropriate entities to work with

public libraries in providing leadership to preserve and develop the library's adult literacy service role.

Three groups of respondents (Q1, Q2, Q4) would place the heaviest responsibility on the following groups, roughly in the rank order shown: **The American Library Association...state libraries and state library associations...federal and state departments of education...the two major voluntary organizations (LVA and Laubach)...and governors, state legislatures, and other agencies of state government.**

Somewhat farther along in line are such groups as state literacy coalitions and SLRCs, state adult literacy offices, and the Center for the Book.

Also mentioned, though less frequently,

the American Association of Adult and Continuing Education, NCLIS, the National Institute for Literacy, schools and colleges of library science, and the National Center for Family Literacy.

Community, regional, and national foundations are cited as well, as are the media and the President.

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**TO SECURE ADULT LITERACY IN GENERAL: THE SLRC LENS**

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In a separate question, SLRC heads were asked in G2 what half dozen or so issues they think most need attention at the national and state levels if *adult literacy services in general* are to be preserved and strengthened.

Like their library counterparts, SLRCs point primarily to several

**G2** *If adult literacy services in your state are to be preserved and strengthened, what half dozen or so vital issues/problems do you think most need attention at the national and state levels? To whom would you most look for leadership in addressing these issues/problems? [Note: This question embraces all of adult literacy, not just library literacy services.]* [Q3, SLRCs]

Q3 SLRCs (29 of 40, 73%)

**Alaska**

Make literacy one of the welfare priorities.  
 Guarantee minimum funding for literacy.  
 Increase computer use.  
 Provide more staff training.  
 Hire more full-time literacy instructors.

**Arizona**

Use funding for independent contractors more judiciously.  
*(U.S. Department of Education. In the state, the SEA Office of Adult Education and Literacy and GED Testing Services, SEA/ADE School-to-Work office, Governor's staff on school-to-work, USDE, NIFL)*

**California**

Develop national view of literacy that encompasses workforce but is not totally associated with jobs/work. See literacy as critical family issue with work one aspect.  
 Address all literacy in a "family literacy" context.  
 More involvement of adult learners in decision-making process.  
*(NIFL could lead the way!)*

**Colorado**

A broader more humanistic philosophy or outlook on education, which encompasses and acknowledges the role of adult education.  
 A realization that there is no quick fix, and that job training/placement is not a substitute for basic skills training.  
 Respect and support of parents as role models and teachers, and as essential to children's successful literacy acquisition as the K-12 system.  
 Adult learners taken seriously as citizens, constituents, voters.

**Hawaii**

More coordination of resources.  
 More networking and cooperating.

**Iowa**

Awareness of the issue.  
 Stop allowing students to go through K-12 without obtaining literacy skills.  
 Require businesses to require literacy skills prior to employment.  
 Implement penalties for not achieving—i.e. no driver's license if you can't read.

**Illinois**

In Illinois we have built strong interagency support for literacy as the foundation for success for our residents. The uncertainty of funding in the future has made us look closely at how we work and how we can make the best use of our limited resources. We will be looking closely at technology and distance delivery systems supported through state and local resources which will bring information into all people in a community that can also benefit our literacy clients. The closer to home the funding can be, the more missions and policy match the needs in that home community. We all must make certain that there is an ongoing awareness of those needs and how all benefit from seeing that the needs are met.

**Indiana**

At the state level:  
 Produce a comprehensive biennial plan which coordinates literacy policy and program development.

areas of established and obvious need: funding stability...more attention to family literacy... networking and collaboration...advocacy and information dissemination...documentation of successful activities... equal access to funding... more technology use... and other areas.

But their responses also reflect a somewhat different perspective than that of the library groups, and are interesting for the texture they add to the hopper of sensible ideas to consider. For example,

- ◆ A wider perception of literacy must be developed that includes but is not so narrowly focused on jobs and work.
- ◆ Adult learners must become more involved in all decision making.
- ◆ Funding for independent contractors should be used more judiciously.
- ◆ Block grants and performance standards must not be allowed to kill services to the least educated. Without some effective intervention this is a very real danger.
- ◆ Economic and workforce development must

be developed hand in hand for both to succeed.

◆ Regional coordinating councils might be looked to as useful planning and leadership mechanisms.

◆ Entrepreneurial activities should be encouraged at the local level.

◆ New ways of working will have to be found—with funding, missions, and policies developed closer to the community level.

◆ Penalties should be implemented for *not* achieving—e.g. if you can't read you won't be issued a driver's license.

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## A "QUICK-FIX" MENTALITY PERSISTS

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One perspective imbedded in many of the responses to G1 and G2 is that adult basic education and literacy continues to be handicapped by a "quick-fix" mentality.

West Virginia's state library literacy professional speaks to this issue as follows:

*[There must be wider] awareness that literacy efforts are not a short-term*

### **Table G2, cont'd**

Implement the state's biennial plan through regional coordinating councils to build a seamless learning system.

Encourage local programs to become more entrepreneurial.

Encourage private sector providers to co-locate with public sector providers.

Increase the capacity of co-located public-private sector initiatives to account for outcomes.

Encourage local programs to expand opportunities for individual tutorials to children.

Stimulate exchange of successful learning strategies between learning systems for adults and children.

[When giving grants to increase literacy skills,] give applicants as much latitude as possible in defining their proposal and funding needs, subject the proposal to a cost-benefit analysis, and negotiate the funding amount as needed.

Require each proposal to include volunteers as one component of the initiative.

#### **Kansas**

The literacy field must become more professional, accountable, and politically aware.

Literacy is only one aspect of adult education and, as with all education programs, should be led by professional educators.

#### **Kentucky**

Ensuring that adequate resources are available will continue to be an issue. With block grants and performance standards, the least educated, most in need may not be the priority target population for the limited resources. This will widen the gap between the "haves" and "have nots" in Kentucky. Economic development and workforce development must develop hand in hand for success of both initiatives. This problem needs attention at both the state and national levels. Typically each has struck out alone.

#### **Louisiana**

The priorities of the national leaders (Executive and Legislative Branches) drive the state leadership because of funds. The priorities of the next administration (within the state) will heavily impact the distribution of all block grant funds.

#### **Michigan**

Not sure.

#### **Minnesota**

They will need to show how they are utilizing existing resources and how they fit into the bigger picture (job training, welfare-to-work, family skills).

#### **Missouri**

Libraries are not major providers in our state. I think it will be easy to decrease funding to them. They have not reached out to local programs for the most part.

#### **Mississippi**

#1 problem will be access.

#2 problem will be communicating to both the Governor's office and the State Workforce Commission the significant role libraries play in our state.

#### **Montana**

Going up against a much better organized education establishment.

#### **North Carolina**

Don't know.

#### **North Dakota**

It's difficult to speculate at this time.

#### **Nebraska NE**

This sense of "competition" is indeed a major concern. However, what I would most like to see are programs—including library literacy—joining forces, pooling resources (including \$), and ceasing the fight for dollars. If we continue, though, to think only in terms of "my"

problem or goal. With the scope of the problem, as cited in the National Adult Literacy Survey...this nation needs to commit to long-term solutions.

With [Mrs. Bush and...state-level first ladies] taking on the issue as part of their husbands' terms... the public may have thought the problem would disappear in [a few] years ...[but] literacy will not be resolved as part of a campaign platform or a one-year community project.

**WE NEED NATIONAL LEADERSHIP —AND FUNDING FOR IT**

It is also worth observing that even though economic and political pressures will force state and local groups of all kinds to fend for themselves more in the future, there is no substitute for strong national leadership.

Without it, it would be impossible to truly avoid duplication of services...or synthesize and apply what is known from national and world experience about good practice...or create good state and national policy...or advance citizenship and learning with reference to

**Table G2, cont'd**

program , or “our” program, this kind of competition will continue. Libraries do need to be a part of any workforce development boards or planning for statewide initiatives. So do the SLRCs!

**New Hampshire**  
Competition for funds will be intense.

**New Mexico**  
In NM these projects are able to compete well with other local literacy projects.

**Oklahoma**  
Probably increased administrative and managerial demands on reduced staff.

**Pennsylvania**  
Ensure that literacy resources are made available to service providers and adult students. (State Education Department) As “block grant” funds are identified for adult education, line item(s) for library resources should be included.

**South Carolina**  
They will get the “short end of the stick.” Their lobbying group is not as strong in SC as the adult education group.

**South Dakota**  
Will depend on plan that would be provided by Governor’s office.

**Utah**  
Reality: 6 wolves in a pen and only food for 3.

**Vermont**  
n/a.

**Virginia**  
Library personnel have to be proactive, have initiative in building bridges. This is a situation people in AE and literacy also face; it is important to see themselves as a working part and essential component to a whole, to put aside turf battles and insularity because only by seeing they need each other can they hope to survive.

**Washington**  
Library literacy undoubtedly will not be funded out of the Workforce Development Act block grant. However, libraries in Washington currently receive little or no literacy funding beyond LSCA.

**Wisconsin**  
State education agencies are not necessarily the ones which will be in control. Library personnel are not alone in their concerns.

**West Virginia**  
We are all worried about drastic cuts in funding, especially in trying to document “human relations” gains such as improvements in self-esteem, etc.

the common goals that hold a nation together.

To put it in more practical terms, it isn't hard to see that the many

planning and technical assistance services that national organizations provide to their members —the relationship of the national voluntary organi-

zations to their affiliate programs is a perfect example—are an essential lifeline to the local groups, even to groups in the most isolated locations.

Yet national groups have always had great difficulty getting the funding they need for core services because funders see “technical assistance” as dull and vague and less immediately rewarding than direct instruction. But for local groups to be effective (and often state groups for that matter), they need the nurturing and information services of comprehensive one-stop national entities.

As national organizations themselves struggle against great financial odds, they should be heartened that most of the individuals surveyed in this study clearly recognize, value, and need them.

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### **MORE IDEAS FOR THE HOPPER**

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In G 3, state library literacy contacts and SLRC heads were asked to speculate on the type of state-level or national help *local library literacy programs themselves* could most benefit from.

About a third of the study participants did not respond to the question at all, suggesting considerable uncertainty about local needs. But from

**G3. What state-level or national assistance not now provided to local library literacy programs in your state do you think the programs would most benefit from? What strategies/projects can you suggest for developing the assistance they need? [Q2, Q3]**

Q2 State Library Literacy Contacts (25 of 44, 57%)  
 Q3 SLRCs (27 of 40, 68%)

**Alaska**

Q2 Libraries in Alaska, as elsewhere, have had to cut back in many areas after the “boom years” when funding was strong. Good intentions for literacy programming have succumbed to trying to maintain some level of basic services. Unless a new, stable source of revenue is found, libraries are unlikely to take on new programs.  
 Space is also a problem: many libraries in Alaska were built with oil money and are now crowded and in need of repair, with no relief in sight.

Q3 Channel funds through existing literacy network of 20 regional providers.

**Alabama**

Q3 At the national level you need to be a stronger advocate for networking. Stop funding so many entities. You are creating and currently advocating duplication of services.

**Arkansas**

Q2 Increased cooperation with activities between other adult education providers and local public libraries.  
 Provision of more cooperative funding opportunities on federal level for public libraries and other literacy agencies.

**California**

Q2 Funding for library literacy services (increased).

Q3 Statewide library literacy newsletter (quarterly).  
 Publication (regular) of abstracts of successful library literacy programs.

**Colorado**

Q2 No opinion.

Q3 They currently receive technical assistance from our office of adult education. If federal funds are lost, they will need state/local support.

**Connecticut**

Q3 Funding directly to programs or for the establishment of new programs based on existing successful models.

**Delaware**

Q2 Our libraries rank low nationally and we are striving to develop basic services. Hopefully, literacy will receive more attention once our libraries receive more support.

**Florida**

Q2 A mechanism is needed to determine the long-term impact tutoring/program support provided by libraries make in the lives of those served/tutored once they leave the program (e.g. percent that go on to pass GED, get a trade or continue in college, get a degree, become employable).  
 Also needed is a national tracking system that provides feedback.

**Hawaii**

Q3 Family literacy.  
 Training and technology.

**Table G3, cont'd**

**Illinois**

Q2 In light of the coming changes which block granting might bring, I suggest they will need assistance with resource development either through coordination with other agencies or through other sources such as foundations, Friends of the Library groups, civic organizations, etc.

Q3 I would like to see ILA and ALA more active in promoting and sponsoring training for librarians in effective literacy efforts and partnerships. I realize that there have been some attempts such as the ILA and Head Start video, but there's much more that could be done.  
We also need to promote literacy in libraries through the local communities which support public libraries.  
School libraries could also play a significant role in literacy.  
Our experience indicates that libraries sometimes don't have a clear understanding of what they can do in literacy.

**Indiana**

Q2 Help to determine what works, successful practices, model coalition, technology. Public education and public relations.  
More literacy student involvement in planning.  
Continued cooperation between organizations at the national and state level.

Q3 Need stable revenue stream.  
Become more entrepreneurial and approach business committee about what it needs (Kevin Kostner's Friends of Dreams approach doesn't work well).

**Iowa**

Q3 Electronic hook-up.

**Kentucky**

Q2 Data collection. Distribution of information.

Q3 Funds and curriculum for technology and technology training.  
Continue Title VI funding.  
More policy and supervisory support for library literacy personnel.  
Consolidate literacy funding from all sources to single source.

**Louisiana**

Q3 Federal - Title IV.  
LEH funds depend upon NEH funds.  
Given the current climate, I do not know what strategies might be effective.

**Massachusetts**

Q2 We really hear little directly from the ALA or from COSLA. A lot of the literacy activities are promoted from this agency outward to the public libraries and at an interagency level. We need to teach state agencies to do both horizontal and vertical collaboration (see Nickse-Quezada *Community Collaborations for Family Literacy Handbook*).

**Maine**

Q2 More funding to assist program development.  
Targeting special interest volunteers (Friends etc.) to assist in setting up programs, services, places to tutor, and materials in libraries.  
Strategic planning sessions on a local level. This needs to be a grassroots project but the state library can provide facilitators.

**Michigan**

Q3 Marketing to maintain literacy as a national focus. Individual entities do not have resources or expertise to keep issue alive over time.

the two-thirds that did respond, there is an interesting mix of ideas to consider, though many are next-step ideas for the field generally rather than suggestions to directly help local programs:

◆ Space is a problem. Many libraries in Alaska were built with oil money and are in need of repair, with no relief in sight. (Q2, AK)

◆ A statewide library literacy newsletter...and regularly published abstracts of successful library literacy programs [would be helpful]. (Q3, CA)

◆ A mechanism is needed to determine the long-term impact that library literacy programs make in the lives of those served after they leave the program. What is needed is the development of a national tracking system that provides regular feedback. (Q2, FL)

◆ The ILA and ALA should become more active in promoting and sponsoring training for librarians in how to work effectively in literacy. There have been some attempts but...much more could be done. Our experience indicates that

libraries sometimes don't have a clear understanding of what they can do in literacy. (Q3, IL)

◆ We hear little directly from the ALA or COSLA (Chief Officers of State Library Agencies)... [but their help is needed] in activities to teach state agencies to do both horizontal and vertical collaboration. (Q2, MA)

◆ Strategic planning sessions on a local level are needed. This needs to be a grassroots project but the state library can provide facilitators. (Q2, ME)

◆ Wage-based programs are needed because the present reliance on volunteers is excessive and unsustainable. (Q2-NE, Q2-TX)

◆ More detailed information about library literacy programs around the country would be helpful. E-mail addresses of online library literacy programs would also help. (Q2, NH)

◆ Develop library literacy leaders through a national training institute similar to the ALA Intellectual Freedom Leadership

**Table G3, cont'd**

**Minnesota**

Q3 Funding assistance and better ways for linking with existing programs. Chances are that somebody, somewhere has done what you want to do. Facilitating some collaboration or just resource sharing is critical. More funding for the SLRCs would help. That (is) was part of the SLRC mission as set out in the National Literacy Act—to facilitate collaboration and resource sharing. In our case, our SLRC never got a chance to get going.

**Missouri**

Q2 Targeted library literacy resources including speakers, resource materials, and lobbying information.

Q3 The libraries need to become part of local programs, but ABE programs do not include them in their partnerships. Our SLRC is trying to develop closer links with libraries. Family literacy programs have formed better relationships with libraries.

**Mississippi**

Q2 The development of family literacy programs. Raising community awareness of the value in providing family literacy programs. Family literacy needs are being addressed in two ways in the state: (a) Some libraries in the state participated in the Viburnum/ALA Rural Family Literacy Workshop and are seeking funds through the project to conduct family literacy projects in their communities. (b) The Mississippi Library Commission has committed approximately \$75,000 to assist public libraries in enhancing and developing library programs directed toward young children at risk.

Q3 Develop models that will strongly link the programs to both the State Workforce Council and schools.

**Montana**

Q3 Stronger connection among the programs—meetings, electronic, etc.

**Nebraska**

Q2 A wage-based program (presently volunteer-based). Continuance of the University Clearinghouse.

Q3 State: Assistance in terms of establishing cooperative relationships, enhancing awareness of other programs and opportunities within each community for learners. Because of their position within most states, the SLRCs are well-positioned to provide this function; however, it also demands a commitment from the state in terms of carrying this out.  
National: There is much that could be done within this same area in terms of providing the library commission and local libraries with specific information on how to cultivate such cooperative relationships.

**New Hampshire**

Q2 More detailed information about library literacy programs around the country, for networking and sharing. E-mail addresses of other online library literacy programs. Student and tutor “chats” or “pen-pals” online. Perhaps a voluntary questionnaire about programming to other library literacy programs.

Q3 Continued funding would add to the stability and long-term planning for these programs.

**New Jersey,**

Q3 Generating awareness of library staff to benefit involvement in literacy movement.

**New York**

Q2 Statewide conferencing. Technical assistance. Data collection and analysis.

**Table G3, cont'd**

**North Dakota**

Q2 Training students/trainers in use of technology to develop literacy skills.

Q3 Training for state library personnel in understanding their role in the literacy movement.

**Ohio**

Q2 We are working with other agencies that provide literacy support. I have been assigned to “literacy” within the last year and am still making contacts. I will continue to work with them to support cooperative projects.

**Oklahoma**

Q2 Better networking between each other, other states, and national resources. Computer access and training may encourage better communication. Stable funding for library-based literacy programs. It is hard to operate any program, much less volunteer programs, with such uncertain funding. National awareness and promotion of library literacy programs would be very beneficial.

**Oregon**

Q2 Develop library literacy leaders through a national training institute similar to the ALA Intellectual Freedom Leadership Institute. A train-the-trainers approach could help spread the message back in the states. The passion for literacy services must be extended.

**Pennsylvania**

Q2 Assistance is provided through the Pennsylvania Department of Education’s Bureau of Adult Basic and Literacy Education.

**South Carolina**

Q2 A clearer focus on what library literacy programs are in relation to formal educational efforts. Public libraries often do not receive credit for their efforts.

Q3 The continued funding for SLRCs to assure the continued access to the latest materials for the new reader and the literacy tutor.

**Texas**

Q2 Clearinghouse and/or assistance programs that bring together literacy providers to share materials, evaluation, and knowledge. Funding for materials, equipment, and staff. Cannot depend on volunteers much longer. Long-term financial support.

**Utah**

Q3 Consult librarians. Discussion.

**Vermont**

Q2 Funds to develop collections and purchase technology for self-instruction as well as funds to coordinate community collaboration.

Q3 New reader awareness—break stereotypes. Need information on materials and promotion of materials for new readers.

**Virginia**

Q3 Leadership that is visible, action-oriented, and able to initiate working partnerships with adult education and literacy programs (public and private). Give library personnel “release time” to attend adult education and literacy workshops that will facilitate developing skills and knowledge in helping adult learners.

I was pleased to see that there was a general perception that the national role for advocacy and information dissemination was felt as important. This area has had little study and is important for national organizations because we often receive little feedback and it is difficult to fund this aspect of our work. The general appreciation and support for national literacy efforts was surprising as well as reassuring.  
(Peter Waite, Laubach Literacy Action)

Institute. A train-the-trainers approach could help spread the message back to the states. (Q2, OR)

◆ Give library personnel “release time” to attend adult education and literacy workshops. (Q3, VA)

**BEYOND THE SURVEY:  
LOCAL PROGRAMS GET  
THE LAST WORD**

The very last survey question invited local library literacy programs to indicate any issues or concerns of special importance to them that were not addressed in the study. Some 25% of the programs took advantage of the opportunity.

Although the resulting table (G 4), which is very short, ought to be read in its entirety, this section of the report will conclude by spotlighting, with only minor editing, a few of the responses. They are heartfelt, honest, and filled with understanding and commitment. They “say it like it is” and are a challenge to us all:

◆ As funds have been allocated for adult training, libraries are usually not considered or even thought of as a source. When job skills were mandated for food stamp recipients, the college’s ABE program was given the contract. Our program could and would serve these clients, but the library was not contacted. (Mesa County Public Library, CO)

◆ Because adults

**Table G3, cont’d**

What is obvious of course is: more funds to support their literacy work!!!

**West Virginia**

Q2 Training. Awareness campaign. Funding!!!

Q3 The LSCA Title VI grant is now gone. It was extremely helpful before in providing materials and software.

**Wisconsin**

Q3 State and national funding should find ways to allow and facilitate collaborative planning and delivery of services.

**Wyoming**

Q2 LSCA Title VI helped several library literacy programs in the past.

**G4. If an issue or concern of special importance to you has been overlooked in this questionnaire, please feel free to discuss it here. [Q4 only]**

Q4 Local Programs (16 of 63, 25%)

AR Adequate training to work with minorities.  
*(AR River Valley Libraries for Literacy - Reading Together, AR River Valley Regional Library)*

CA Need to raise awareness of connection between learning disabilities and low literacy skills. Literacy providers/organizations tend to favor whole language approach, which is not effective with many dyslexic adults. We are training our tutors to work with dyslexic individuals. However, this has required specialized training for our staff and intensive monitoring of tutors. Making this commitment means we can serve fewer individuals at one time. However, we feel that we are providing better service, and we can demonstrate greater accountability. National ALLD Center is doing a great job disseminating information, but there needs to be more advocacy for learners with LDs.  
*(Partners in Reading, San Jose Public Library)*

CO As funds have been allocated for adult training, libraries are usually not considered or even thought of as a source. When job skills were mandated for food stamp recipients, the college’s ABE program was given the contract. Our program could and would serve these clients, but the library was not contacted. However, I must add that most libraries don’t see literacy service as a primary part of their mission, thus taking themselves out of the circle. *(Literacy Program, Mesa County Public Library District)*

FL If libraries take a position of decreased support of literacy programs, it is sending a message that they will implicitly not provide access to at least 20% of the population (see National Literacy Survey). This is inconsistent with other outreach efforts to special groups (seniors, youth, minorities, et al). *(Hillsborough Literacy Council, Tampa-Hillsborough County Library System)*

IL Literacy providers need to be more proactive. Just because we use volunteers [doesn’t mean we’re not] a very professional agency. Some libraries (not ours) view literacy as a bother. *(Libraries for Literacy in Lake County, Waukegan Public Library)*

MA Because adults seeking literacy instruction keep a very low profile, they are not visible or vocal. This is a population without a voice. With the rise in technology

**Table G4, cont'd**

and its pervasiveness in the workforce, they have to contend with a tremendous barrier to accessing information. With low job opportunity, low literacy skills, inability to access information through print or computer technology, will anything ever change for them quickly enough to effect a difference for themselves and their families? (*Literacy Program, Thomas Crane Public Library*)

MI Share your analysis of these surveys with all state literacy agencies and state departments of education, [and] with education committees in the federal legislative arena, the President, and Congress. (*MARC Literacy Program, Greenville Public Library*)

MN Libraries are more than stored memories! They are increasingly becoming community centers and this should be supported/celebrated. Libraries have been heralds to immigrants/new readers. They still can be, but some seem prone to confusion about their roles. (*Franklin Learning Center, Franklin Community Library, Minneapolis Public Library*)

MN Because Minnesota has a strong collaborative of literacy services and support groups our perspective can be very different from a state that does not have this structure and the local library is the literacy service provider. (*Linking Libraries & Literacy for Lifelong Learning, Lexington Branch Library, St. Paul*)

NE Availability of stable funding has always been a concern of nonprofit organizations. Most private foundations do not want to fund ongoing programs or salaries for staff. At the current time, 50% of our funding is through the Library Services and Construction Act (LSCA VI). We feel we have a vital, well-organized adult education and tutoring program; yet, from year to year, it is difficult to find funding. The LSCA grant has traditionally covered salaries and materials. There must be recognition at the state or local level that adult literacy programs must be given at least partial stable funding, so we can continue providing adults and their children literacy skills. (*Platte Valley Literacy Association, Columbus Public Library*)

NJ Assessment programs for basic math and tutor training videos and materials for math tutors would be helpful. (*Basic Skills for Reading & ESL, Elizabeth Public Library*)

NY There is evidence that the functional illiteracy of many American adults may have a severe effect on our economic health. Yet, even if jobs were available, if they can't read well enough they can't work those jobs. Adult education, which is not a part of public education anymore, seems to have become a stepchild of library services which for the most part are underfunded in New York State. The public schools used to conduct adult basic education, ESL, etc. Now it seems to be up to agencies such as PIC, literacy groups such as LLA and LVA. I am hoping that block grants to the state will make public education more accountable and that out of monies designated for public education there will be a set amount for libraries that libraries can count on especially if they are to take over the role of adult education. (*Library Literacy Center of Prendergast Library, Jamestown*)

OR The importance of basic language and math skills to our economy is about to be diminished in the frantic quest for a quick fix in work-related skills programs. If we don't help those with minimum skills get to the level where they can enter job training, society will have to support them in one way or another. (*LEARN Project, Eugene Public Library*)

PA The National Adult Literacy Survey of 1993 received only a split second of media attention, but it was the most far-reaching survey of adult literacy in the U.S. This survey seems to have been forgotten, but it found that 90 million adults lack the literacy skills necessary to function in today's world. This survey points to a national crisis which seems to have been overlooked and forgotten by many. (*Bradford-Wyoming County Literacy Program, Bradford County Library*)

seeking literacy instruction keep a low profile, they are not visible or vocal. This is a population without a voice. With the rise in technology and its pervasiveness in the workforce, they have to contend with a tremendous barrier to accessing information. With low job opportunity, low literacy skills, inability to access information through print or computer technology, will things change for them quickly enough to make a difference for themselves and their families? (Thomas Crane Public Library, MA)

◆ Libraries are more than stored memories! They are increasingly becoming community centers and this should be supported and celebrated. Libraries have been heralds to immigrants and new readers. They still can be, but some seem prone to confusion about their roles. (Minneapolis Public Library, MN)

◆ The National Adult Literacy Survey of 1993 received only a split second of media attention, but it was the most far-reaching survey of adult literacy in the U.S. This survey seems to have been

**Table G4, cont'd**

TX

My concern is meeting the needs of a primarily Hispanic population, many of the students served are illiterate in their native language and it is difficult to find appropriate materials for native language literacy instruction. (*Literacy Center, El Paso Public Library*)

UT

Libraries should be in the business of providing services to all of their patrons, not just the literate population. As our society becomes more diverse and access to information becomes more critical, libraries have a responsibility to enhance or sponsor literacy efforts. [Also], focus groups have revealed that our students value computer instruction alongside their literacy instruction. Childcare and work schedules often interfere with participation. We need to respond better to childcare and transportation needs. (*Bridgerland Literacy, Logan Library*)

forgotten, but it points to a national crisis. (Bradford County Library, PA)

◆ The importance of basic language and math skills to our economy is about to be diminished in the frantic quest for a quick fix in work-related skills programs. If we

don't help those with minimum skills get to the level where they can enter job training, society will have to support them in one way or another. (Eugene Public Library, OR)

◆ Libraries should be in the business of

providing services to all of their patrons, not just the literate population. As our society becomes more diverse and access to information becomes more critical, libraries have a responsibility to enhance or sponsor literacy efforts. (Logan Library, UT)