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ABSTRACT

This report provides a framework for local adult literacy program evaluation. Section 1 lists questions to achieve a consensus regarding the scope and nature of the desired evaluation; lists the five basic steps to design an evaluation of the program; and provides an evaluation report outline. Section 2 describes the following questionnaires that have been developed for those thinking of starting a literacy program and wanting to involve the community: human services and organizations questionnaire and questionnaire for businesses and offices of employment. Section 3 discusses program records that literacy programs should keep to monitor and document the program. Section 4 focuses on comparing program intent to what the program has become. Section 5 discusses brainstorming with volunteers, other staff, the board, and others to determine how to improve the program, what to do differently and more effectively, what should be modified or refined, dissemination. It also touches upon communication of results. An appendix contains the human services and organizations questionnaire; business and employment questionnaire; community contact public relations forms; suggestions to increase the number of adult learners referred to literacy for reading and/or speaking English; suggested list of program records literacy programs should keep; sample review forms; and nine-item reference and resource list. (YLB)

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EVALUATION - A REALITY CHECK FOR LITERACY PROGRAMS

Presented by Grace Temple

Abstract

All programs can, and should, initiate some sort of evaluation. This report provides a framework for Adult Literacy program evaluation. Included are practical suggestions based on the experiences of many programs.

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EVALUATION - A REALITY CHECK FOR LITERACY PROGRAMS

Volunteer adult literacy programs have been in existence throughout Michigan for over ten years now. However there is still no guide or measuring tool to help these programs to evaluate whether or not theirs is a quality program. After interviewing and observing many of these programs, it was discovered that from the smallest to the largest program, all *felt* that they were delivering a quality program, but many didn't have any way of substantiating their feelings other than, "the students are happy and the volunteers are supportive of our program". This "gut" feeling is quite probably very accurate, but funding sources and new programs starting up need something more concrete. They need an evaluation tool by which any adult literacy program can be assessed. This led me to the questions, "What would a quality evaluation plan look like?", and "could one evaluation plan be produced that would work for all, from the smallest to the largest adult literacy programs?"

Since evaluation can often be the key to survival and growth, this paper will design one for local literacy programs. To be effective, an evaluation doesn't need to be complex. The best recommendation is to keep a plan simple and establish a solid basis for future efforts. You need to know where your program is strong or weak, therefore you need to observe closely and reflect upon the details of how the program is working. An evaluation gives you the chance to systematically gauge the success of your program and define your next moves. To continue working without some sort of end-of-the-year look at what has been done, for whom, with what success and what problems interfered, is to stumble along in the dark.

After inquiring of several different literacy programs from throughout the state, ranging from a large (200+) program to very limited (<30), as to how they used evaluation, ERIC was accessed for documents and papers on this subject.. Ultimately, pulling together evaluations from a variety of different programs already in use were relied and to appraise them for what would work for literacy. What was needed was one that would capture both program development and operation as well as one that would be accessible to local practitioners. It also needed to show literacy programs that at least some evaluation can be completed by all programs, regardless of size. Additionally, as a literacy program grows and evolves, needs change. Therefore, the purpose and methods of evaluating the program needs to evolve and change, too.

To achieve a consensus regarding the scope and nature of the desired evaluation, ask these questions:

- ^ Why is the program being evaluated?
- ^ How will the findings be used?
- ^ What are the primary and secondary objectives of the program?
- ^ Which of these objectives are measured most easily?
- ^ What proxies will be used to measure the objectives?
- ^ How much time is there for the evaluation?

- ^ What data are needed?
- ^ Where are these data available?
- ^ How will these data be analyzed?
- ^ What format is the best to present your findings?

The evaluation review process establishes the basic operating procedures and working arrangements for your program. You can keep evaluations simple by confining data needs to information collected as part of the day-to-day management process.

In order to design an evaluation of your program, you need take five basic steps:

1. Community needs assessment
(Does your community really need a Literacy program?)
2. Documentation of what is done
(services offered, to how many, for how long, etc.)
3. Results vs. intent
(comparing what was planned to what actually happened)
4. Making adjustments
(using what you found out to improve, discard, or add to as indicated)
5. Showing evidence of programs effectiveness
(effects upon the community, changes within the community, etc.)

In preparing the evaluation report you should answer the questions you posed at the outset and explain the procedures used to derive the answers. The report should communicate what has been discovered, what was done, how it was done, and why it was done. An evaluation report outline would look something like this:

I. Introduction

A brief description of the program , and who conducted the evaluation.
An explanation of program's overall mission and goals.

II. Objectives

State specific objectives and list the questions that were to be answered.

III. Methodology

Discuss the plan used to select participants.
Instruments and data collection procedures.

IV. Findings

Provide clear answers or describe the progress being made toward them.

V. Conclusions/Recommendations

Present conclusions drawn as a result of evaluation procedure and other options as alternatives in replanning.

"Be clear at the outset about what you want to do. Spend the time getting that in place before you get started or you're going to end up with a real mess,"

Mary Lassen, Executive Director
Committee for Boston Public Housing

Involving the community, especially the human service community, by assessing the literacy needs and what other basic education services are already available, serves two purposes. One, it aids you in determining just how much of a need for your services and what kind of services are most needed in your area, and two, it fosters an increase in the likelihood of your program gaining assistance while opening another resource door. To this end, we have developed the following questionnaires for those who are thinking of starting a literacy program:

1. *Human Services and Organizations Questionnaire*: This form goes out to agencies and service organizations who interact with the community on a daily basis. Knowing what services they provide, where these services are available, when is the best time to contact them, and how illiteracy affects the quality of their delivery of services can help you get your job done; getting tutoring services to the greatest number of people in need. It also works as a vehicle for you to refer clients who are in need of other basic skills or social service needs.

2. *Questionnaire for Businesses and Offices of Employment*: In today's workplace, nearly 50% of the 191 million adults in the U.S. lack enough basic skills to work effectively. By taking this form to your community employers, you will serve two purposes: an opportunity to raise their awareness of who you are and what you have to offer, and the opening in which to give them a key tool for creating a cost effective workplace. There is also a side benefit for them when they upgrade their employees basic skills. "Companies that have begun training programs report increased loyalty by their workers, and their turnover rates are lower than rates for companies without such programs." (study by the Southport Institute for Policy Analysis)

See the appendix for copies of the questionnaires and community contact PR forms.

Good programs, by definition, have good system of data collection and analysis. Be flexible and creative when thinking about the goals and design of your evaluation.

Pamela B. Miller
Harvard Family Research Project

To be effective in evaluating your program, you need some method of monitoring your program. By systematically documenting the service you provide, you gather information that can be reported to your funders, the community, and the participants. Even if you have no funding sources that require such data, the information gained is extremely useful to you to see if you are reaching those people you intended to reach, to discover trends and patterns, and to understand what changes or adjustments need to be made.

The purposes of documenting your service is to describe the frequency, content and quality of your program activities, and to justify expenditures. Data collection will tell you what you want and need to know about your program, the students, the tutors, the contributors and your expenditures toward each. This monitoring will help you discover answers to such critical questions as: What services do you offer?

Are you serving the people you want to serve?

Do different people receive different services?

What are the goals of the service?

How are your volunteers/tutors using their time?

How are you using your funds?

Any program evaluation also needs to take the program's evolution into account. Older, more established programs should begin assessing the effects of their services on the community. Evaluation needs to be tailored to "who" you are. If you are in the start up stage of your organization, the focus is on implementation of program components, while more established programs can examine whether services reached those intended to receive them and the effects of these services. For those who have interagency linkages, your evaluation will include assessing coordinated activities. (track participants across agencies, explore how the referral system is working, and assess the level of integration of coordinated services.) Evaluation is integral to program design and instrumental to program success. Data collection aids in discovering your program's strengths and leads to greater success.

See Appendix for a suggested list of program records literacy programs should keep.

"There is no effort without error"

Theodore Roosevelt

How close to target did you come? Are you doing what you set out to do? Now that you have gathered the evidence needed for the evaluation, does it show that the figure produced corresponds to the target, goals, mission? Is there a difference between your goals and the actual performance? Each step in the evaluation process helps you learn more about the aspects of your literacy program. Your goals and objectives may be set too high, or are too expensive to live up to, and therefore need to be refined. Decisions need to be made about whether to act on any difference between actual performance and the goals. At any stage of the evaluation, the literacy program director may see a problem or barrier to attaining set goals and will start the process to "fix it". This is necessary if the evaluation is to be useful. Failure to reassess the programs stated goals and objectives based on recorded data will often lead to a program that is misdirecting its efforts.

This step in the evaluation process focuses on how program decisions are made and by whom. It describes what the program looks like in "real life" and gives you an opportunity to analyze how it operates on a day-to-day basis. The purpose of comparing program intent to what the program has become is to:

- Examine service data to determine if targeted population is appropriately defined.

- Review and revise program objectives.

- Provide timely and pertinent feedback to staff members and make program improvements.

By looking at the differences between what was planned and what really did happen, you become prepared to move beyond numbers and statistics and analyze participant and program data in order to help you attain a well-rounded perspective on your program outcomes.

Sample review forms are included in the Appendix

Those of us who refuse to risk and grow get
swallowed up by life.

Patty Hansen

Just knowing where you are and how your intent matches up with the "big" plan isn't enough. Now comes the important phase for literacy programs. If you are to grow and improve and get stronger, you'll have to take a risk. Brainstorm with volunteers, other staff, your board, and anyone else you can think of that has a stake in seeing your program continue, about how to improve, what to do differently, more effectively.. What should you modify or refine? Is there some fine-tuning that needs to be done? What about dissemination? Are you getting the word out effectively? Rethink your short-term goals and determine what your indicators of success are. Take time to consider how data analyses can reinforce your conclusions. See if the learners goals correspond to the program goals. Sometimes our programs become "top down", or from the director and staff down, instead of "bottom up", or from the needs of those we serve up to program planning. Programs exist for as long as they are fulfilling a need in the community. You need to be ready to change as the change occurs within your community. Tutoring one-on-one at a library or church site may become less important to your clients than tutoring on-site at their workplace. No literacy program should become static. "We've found our grove and we are comfortable in it." Instead, through evaluation, you will become able to stretch, expand and grow as the needs of your clients change. No evaluation is through until recommendations for *action* are drawn up. These should then be the outline for the next years goals. The evaluation is both the end of the year activity and the beginning of the new year's plan.

Finally, and if you want to survive, it is most important to communicate the results. Not just to your Board or funders, but to the community, your volunteers, the other agencies you collaborate with and any one else that could influence or help your program. This gives your program an opportunity to become more integrated into the overall operations within your community. By disseminating the evidence of the different effects of your program, you give the community a feeling of identity with you. Policy decisions could be influenced by the evidence of how your community benefited from your program. It could also result in greater participation in referrals by other agencies and support for your program from unexpected sources. Hopefully, it will result in proof that your program enriches the community you serve.

EVALUATION ELEMENTS

CHANGES TO THE INDIVIDUAL:

The measure of the increase in the evident elements of a healthy learning individual.

AMOUNT OF CONSUMER SATISFACTION:

The measure of perceptions regarding improved quality of life.

CHANGES WITHIN THE COMMUNITY:

The collective differences in health outcomes and new resources outside of agency services.

AGENCY SYSTEMS REFORM:

The changes and improvements in the operation of the agency service delivery mechanism including access to services and financial resource integration.

EXAMPLE:

Individual	Consumer Satisfaction	Systems Change	Community Change
25 adults obtain GED	70% report increased personal satisfaction	Schools provide adult drop-in	Literacy rate improves by 20%

Appendix

HUMAN SERVICE & ORGANIZATIONS QUESTIONNAIRE

Please fill in to the best of your ability. Answer with estimate of percentages if you do not know exact numbers. Answer *DO NOT KNOW* if you do not have an estimate at all.

Name of Agency _____

Agency Address _____ City _____

State, Zip _____ Agency Phone _____

Person Completing Survey _____ Title _____

1. How many different clients do you serve each year? _____

2. How many of these clients do not speak English well? _____

3. Of your total clientele, how many have difficulty filling out forms? _____

4. How many clients cannot fill out forms at all(i.e., ask you to do it; ask to take them home; bring along a spouse or friend to fill them out)? _____

5. According to your information, how many of these clients are presently receiving some form of literacy instruction? _____

6. In your opinion, how many of your clients who need literacy services would be interested in receiving literacy instruction if it were made readily available? _____

7. Which of the following are the most likely barriers to literacy services that affect your average client? (Please rank in order with 1 = most often)

- | | |
|---------------------------|---------------------------------------|
| _____ child care | _____ cost of classes |
| _____ transportation | _____ fear of failure |
| _____ location of classes | _____ lack of awareness about classes |
| _____ times of classes | _____ other, please explain _____ |

8. What services does your agency provide _____

9. Where? (in-home, agency site, etc.) _____

Thank you for helping us by filling out this questionnaire.

BUSINESS & EMPLOYMENT QUESTIONNAIRE

Please fill in to the best of your ability. Answer with estimate of percentages if you do not know exact numbers. Answer DO NOT KNOW if you do not have an estimate at all.

Name of Company _____

Address _____ City _____

State, Zip _____ Phone _____

Person Completing Survey _____ Title _____

1. How many different employees do you hire each year? _____

2. How many seekers of employment do you have per year? _____

3. How many of these (1 & 2) do not speak English well? _____

4. Of your total (1 & 2), how many have difficulty filling out forms? _____

5. How many cannot fill out forms at all (i.e., ask you to do it; ask to take them home; bring along a spouse or friend to fill them out)? _____

6. According to your information, how many of these people are presently receiving some form of literacy instruction? _____

7. In your opinion, how many of your employees who need basic skills help would be interested in receiving literacy instruction if it were made readily available? _____

8. Which of the following would be a barrier to providing literacy services for your employees? (Please rank in order with 1 = most often)

- | | |
|---------------------------|---------------------------------------|
| _____ child care | _____ cost of classes |
| _____ transportation | _____ fear of failure |
| _____ location of classes | _____ lack of awareness about classes |
| _____ times of classes | _____ other, please explain _____ |

8. What % of your employees would advance if they had their GED? _____

9. Which of the following are significant problems in your business?

- | | | |
|------------------------|-------------------------------------|-------------------------------|
| _____ high error/waste | _____ high turnover | _____ high rate of accidents? |
| _____ high absenteeism | _____ low participation in training | _____ errors in computation |

Thank you for helping us by filling out this questionnaire.

SUGGESTIONS TO INCREASE THE NUMBER OF ADULT LEARNERS REFERRED TO
LITERACY FOR READING AND/OR SPEAKING ENGLISH

1. Contacts with community service agencies, (interagency meetings/collaboratives).
2. Publicize through churches and community groups, such as pulpit announcements.
3. Encourage word of mouth; learners telling others.
4. Flyers in grocery bags, surplus food boxes, etc.
5. Radio paid and public service announcements.
6. Referrals from public schools and adult basic education programs.
7. Posters and fliers in laundromats, health clinics, or sent home with school children. Hopefully, someone in the family who reads will inform those who don't.
8. Have information about the program available in waiting rooms at MESC, DSS, jails, substance abuse centers, etc..
9. Provide outreach to parents of students through the schools, e.g. PTA, school newsletters, speakers at schools.
10. Recruit adult learners during agency home visits.
11. Provide tutoring on site in migrant camps.
12. Promote student success stories.
13. Show reading skills/English speaking skills as link to future employment.
14. Reach out to adult learners by "selling knowledge". For example, offer a program on Parenting or Health Awareness, then teach reading and writing skills within that context.

DATA COLLECTION FOR EVALUATION

Program Records

STUDENT

Intake Data Needed:

Date of intake

Referred By?

Name

Address

Phone

Gender

Ethnic group

Native Country

Age group

Marital status

No. of children at home

Education Level

Employment status

Type of program entered

Tutor assigned

Site of sessions

Termination Reasons

Achievements

Pertinent background info.(learning problems, social problems, comments from referring agency, etc.)

Descriptive Data needed:

Learner's goal(s)

Currently in which other programs

Tests and assessment methods used

Reading level

Learning style(s)

Date lessons began

No. of instruction hours each month

No. of hours in program

Date sessions finished

Achievements

Entered other education/training

Support services received

VOLUNTEER

Data Needed:

Name
Address
Phone
Age group
Birth date(month & day)
Gender
Occupation
Employer
Work phone
Education
Referral(how heard of program)
Previous tutoring
Times available(days & times)
Date and type of training
Assignment site
Student assigned
Closest Library
Additional Info.
Ending date
Termination reason

Performance Data:

No. workshops attended
No. tutor hours each month
No. prep hours each month
No. inservices attended
Length of stay w/program

PROGRAM

Status:

Types of programs offered (i.e. basic reading, family, corrections, migrant, workplace, in-class adult Ed., computer assisted, other)
No. of learning/tutoring sites.
No. collaboratives or working arrangements with community service agencies.
No. referred *to* other agencies.
No. referrals *from* other agencies.
No. of inservices offered this year
No. of basic skills tutor training workshops
No. of ESL workshops offered
No. of persons trained
No. of of tutors available now for assignment
No. of tutors who wish to be contacted later for assignment..

Tutors

1. No. of active tutors
2. No. of new tutors
3. Total tutors for year
4. No. Terminated Tutors
5. No. tutors active on report date
6. No. Basic reading only
7. No. ESL only
8. No. in other programs
9. Total no. in all programs

Students

1. No. students in programs for 50 hours
2. No. students enrolling 4th or below
3. No. terminations, plus reasons
4. No. waiting for tutor
5. No. improving reading skills
6. No. meeting personal goals plus type
7. No. improving self-esteem(or integration into N.A. culture, i.e. positive attitude, pride in appearance, attempts things new more willingly, etc.)
8. No. going on to other educational/training
9. No. improving employment or employability
10. No. new students recruited and assessed
11. No. Student/Tutor placements for year

Administration

1. No. Board members
2. No. trainers
3. No. support (non-tutor) volunteers
4. No. matched tutors
5. No. unmatched
6. No. Basic literacy instructional hours, prep hours
7. No. ESL instructional hours, prep hours
8. No. instructional, prep hours of other programs
9. Total hours
9. No. of training workshops conducted

ANNUAL STATISTICAL REPORT

Program Management Form

Report Period: ___/___/___ - ___/___/___

Council Name _____

Address _____

Person Completing Form _____

City _____ Zip _____

I. Program Type

Community Based

Major source of funding _____

Agency Based

Sponsor organization is (check one)

___ Adult Basic Ed ___ Library

___ Community College ___ Corrections Facility

___ VocTec School ___ Other _____

___ Percent of total budget is organization in-kind

II. Administration

Total # of Paid Staff: Full Time ___ Part Time ___ Total # non-tutor volunteers ___

Total # of Board Members ___ Total # matched tutors ___

Total # of Trainers ___ Total # unmatched tutors ___

of instructional hours Basic Lit ___ # instructional hours ESL ___

instructional hours in other programs ___ Total # instructional hours ___

ESL trainings conducted ___ Basic Literacy Trainings ___

Tutor In-service workshops ___ Tutor newsletters Yes ___ No ___

III. Program

Types of Programs Offered (check all that apply).

Basic Reading/computation ___

ESL/Conversational English ___

Family Literacy ___

Workplace Literacy ___

Migrant Literacy ___

Corrections Literacy ___

Computer-Assisted ___

GED Prep ___

Other _____

Types of Tutoring sites (check all that apply)

Library ___ Church ___ Community Center ___ School ___ Business ___ Other ___

Program Status

Have established a networking or collaborative with community service agencies Y__N__

of clients referred to other agencies _____
of clients referrals from other agencies _____
of presentations to community (outreach) _____
of volunteers recruited *this* year _____
of persons trained _____
of tutors available now for assignment _____
of tutors who wish to be contacted later for assignment _____
of out-of-area workshops make available to volunteers _____

Have an ongoing tutor support group Y__N__

Have an ongoing student support group Y__N__

Have a resource library available to students and tutors Y__N__

Provide ongoing tutor support and supervision Y__N__

IV. Support and Revenue (check all that apply)

Training Workshops _____
Sales of Books,pins etc. _____
Income from fund-raising _____
United Way _____
Contributions _____
Memorials _____
Foundation/Corporate Grants _____
Federal/State Grants _____
Fees for contracted services _____
Other _____

Computers

Our program uses a Macintosh ___ Apple II or Compatible ___ IBM PC or Compatible ___
For Management only ___ Teaching ___

(Please check all that apply)

PROGRAM ASSESSMENT CHECKLIST: GOVERNANCE

- 1 Y N Is there a Board of Directors and does it obviously take legal, financial, and moral responsibility for the program?
- 2 Y N Is there an advisory committee and does it help advocate the program and provide direction for it?
- 3 Y N Are program participants ever confused about the policies of the program?
- 4 Y N Does the composition of the board reflect the key segments of the community needed to show community support?
- 5 Y N Does the Board give active attention to all the necessary areas of its responsibility?
- 6 Y N Is anyone or a group responsible for reviewing the program and recommending changes?
- 7 Y N Are new Board members oriented to the program with a kit of all the basic documents?
- 8 Y N Is the program legally incorporated as a non-profit corporation?
- 9 Y N Does the program operate on a tax-exempt status?
- 10 Y N Are there any areas of the program's operation for which a lawyer's advice should be sought?
- 11 Y N Does the program have an annual action plan that outlines what the program's workers should be doing?
- 12 What are the program's long range goals?

- 13 In what ways do adult learners and staff share in the authority and responsibility for operating the program?

PROGRAM ASSESSMENT CHECKLIST: COMMUNITY

- 1 Yes No Does the program operate on the basis of a community assessment?
- 2 Yes No Can the program make a good case for its existence in the community?
- 3 Yes No Are there any key program constituents whose perspectives were left out or ignored in the community assessment?
- 4 Yes No Does the program keep its "facts and figures" about community literacy problems in a file that can be used in making presentations?
- 5 Yes No Do the program's client records show that the program is working with the same learner population described in the mission statement?
- 6 Yes No Does the program have written statements of what it means by literacy, the program's mission, philosophy, and the results it expects for learners in the program and for the overall community?
- 7 Yes No Will the program's approach to instruction produce the kind of results it hopes for its adult learners?
- 8 Yes No Does the program have a well-prepared presentation of the problems of illiteracy and opportunities for addressing them that it uses in the community?
- 9 Yes No Does the program ever make presentations in the community to help it understand the need for everyone to have literacy skills?

10 In what ways do program participants (learners, instructors, staff) learn more about the issues facing adults with literacy problems?

11 What is the program's goal in the community?

- 12 What is the program's definition of "literacy?"
- 13 What is the program's "mission?"
- 14 What is the program's "philosophy?"
- 15 What results does the program hope its learners will experience?
- 16 What results does the program hope its larger community will experience?
- 17 What does the program do to keep in touch with other literacy efforts?
- 18 With what other literacy and non-literacy resources has the program entered into partnerships?
- 19 List the opportunities the program's taken in the last year to be vocal in its support of literacy in the community?

Student Satisfaction Questionnaire

1. How long have you been a student in the program?

2. Which program are you enrolled in?

Basic Literacy ESL Family Literacy Workplace/Workforce Literacy Other (please name)

Other: _____

3. How did you hear about the program?

TV Radio Newspaper Poster Hotline Presentation

Family Friends Church Job Referral Other: _____

4. Did you attend the student orientation? Yes No

5. How did the student orientation go? _____

6. How are you and your tutor getting along? / Tell me about your classes.

7. The lessons are:

Too easy Just right Too hard Other (please explain)

8. How do you like working with:

Reading Like it It's OK Don't like it

Spelling Like it It's OK Don't like it

Writing Like it It's OK Don't like it

Math Like it It's OK Don't like it

Job skills Like it It's OK Don't like it

Computers Like it It's OK Don't like it

9. What other things would you like to work on? _____

10. Is your reading better? Yes No

11. What are you reading now? _____

12. Do you read more now? Yes No

13. Do you feel like you are reaching your goal? Yes No

14. Are any of these a problem for you?

Health Child care Transportation Car problems Moving away

Job hours Lesson times Personal problems Other

15. Besides being a student, are you involved in the program in any other way?

Board member Volunteer Student group Public speaker Other

16. What could be done to make this program better? _____

LITERACY COUNCIL

TUTOR/STUDENT PROGRESS REPORT

TUTOR: _____

I _____ working with _____
am-am no longer _____ Name

_____ Address

_____ / _____
City Phone

List materials you use/used:

Where do/did you meet? _____

How many hours a week? _____

With student

How long has your student
been working with you?

Would you like him/her
re-tested for progress?

How can the office help?

New books _____
Different books _____
Extra materials _____
Need ideas _____

Without student

How long did your student
stay with the program?

What was the date of your
last meeting?

Reason for leaving:

Moved _____ Health _____
Too many no shows _____
Took a job _____ Met goal _____
Other _____

Would you be interested in . . . Meeting with other tutors? _____
A tutor/student group? _____
A workshop on new materials _____
A workshop on present texts _____

SUGGESTIONS/QUESTIONS

Date: _____

Your Name _____ Phone _____

Student Name _____

(If you are working with more than one student please make a duplicate form or contact our office for a copy.)

Are you currently meeting with this student? _____

Is your student employed? _____

If "Yes", where? _____

Are they salaried or paid hourly? _____

If "No" is he/she interested in job re-training? _____

Is your student a veteran? _____

How many hours did you work with your present student since January 1 - March 31? _____

How many total hours have you worked with your present student? _____ If more than 40 hours total, have you given a _____ test? _____

Would your student be interested in being part of the student council? _____

How many hours do you think you have worked in the literacy program since you began? _____ When did you start? _____

Name of the public library to which you would like materials delivered? _____

Would you be willing to distribute literacy brochures in your area? (To make sure _____ residents are aware of the services of the literacy project) _____

What subjects would you like covered in future In-Services? _____

If you are an Adult Education tutor (working with a student assigned by an Adult Education teacher) please give us this additional information:

What Adult Ed. program are you working in? _____

What days _____ hours _____ do you work?

What building are you in? _____

PERFORMANCE VS. PLAN: SERVICE TO TARGET GROUPS

% of Total Participants				
STUDENTS		ACTUAL	PLAN	% of Deviation
SEX	Male			
	Female			
RACE	White			
	Hispanic			
	Asian			
	Afro. Am.			
	Native Am.			
# OF STUDENTS	RECRUITED			
# OF STUDENTS	ASSESSED			
# OF STUDENTS	TUTORED			
# OF AGENCY	REFERRALS			

PERFORMANCE VERSUS PLAN ASSESSMENT
(Summary Assessment Form)

Program Objectives/ Service Areas	Activities	Planned End Results, Outcomes Products	Achieved		Performance vs. Expectation by				Prof. Level (poor to high)	Explanation of factors influencing performance
			Yes	No	Quantity	Quality	Time	Cost		

ACTION PLAN — OUTCOME (# _____):

STRATEGIES	RESOURCES People, Organizational, Financial		Timeline	What happened
	Available	Needed		
1.				
2.				
3.				
4.				
5.				

Reference and Resource List

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