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ABSTRACT

Following an introduction that states the Adult Literacy Initiative's objectives for fiscal year 1985, this final report presents the bulk of its information in sections on (1) the literacy services of the City University of New York, community-based organizations, and the New York City Board of Education; and (2) the literacy services of the New York public library. Within the first section, the following subjects are addressed: (1) provider agencies; (2) student information such as their numbers, type of instruction, level of instruction, types of programs, race, ethnicity, gender, age, and employment status; (3) amount of instruction students receive; (4) student achievement, including posttest information, students who showed test gains, evaluation of students in basic education programs, evaluation of students in English-as-a-second-language education programs, other student achievements, and students' reasons for leaving instructional programs; (5) the numbers and type of staff and the hours of staff development; (6) a self-analysis of program performance, including features, accomplishments, and difficulties; and (7) program costs. The section on the literacy services of the public library provides information on services offered; locations; print, audiovisual, and computer materials; staff development; and expenditures. Fifty tables appear in the narrative sections of the document. A one-page summary and an appendix of summary data, including a map showing the distribution of literacy programs within the city, conclude the document. (CML)

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NEW YORK CITY ADULT LITERACY INITIATIVE

FINAL REPORT

FOR

FISCAL YEAR 1985

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This report was made possible through funds provided by the New York City Municipal Assistance Corporation and the New York State Education Department.

Dear Reader,

1985 was an exciting year for programs providing adult literacy instruction in New York City. A substantial increase in State and City monies for literacy services almost doubled the number of students enrolled in basic education and English for speakers of other languages classes, from approximately 22,000 in 1984 to over 40,000 in 1985. New programs entered the delivery system; existing ones were able to expand; hundreds of new teachers were hired; and major student recruitment efforts were begun.

The success and strength of the New York City Adult Literacy Initiative are reflected by the diversity of the agencies and programs providing the services. Colleges, community based organizations, library systems, and the Board of Education all contribute a special expertise necessary to reach the varied student populations that are so unique to New York.

This report describes what has taken place in the field in fiscal year 1985. It is designed to document successes, raise questions, provide information for future planning, stimulate research, and influence policy.

It is impossible to thank by name all the people who helped to put this report together. The following, however, deserve particular mention:

- Lynne Weikart for coordinating the initial design of the system needed for data collection and reporting, gathering information and putting the early pieces into place, and providing an overview of the issues.
- Joan Manes for her willingness to jump right in and take over the coordination and development of the system as well as add many finishing touches to this report.
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- Diane Harrington for reading, writing, and re-writing; for her insights and analysis; for her calm, smooth, and steady influence; and for putting into words the thoughts of many.

- Special thanks go to Kate Brandt, my administrative assistant, for coordinating many aspects of producing this report. Her attention to detail and terrific sense of humor were invaluable throughout the process.

Some final words of thanks to:

- The staffs of the Community Development Agency, City University of New York, Board of Education, public libraries, and literacy programs throughout the city for working to implement such a rapid program expansion and for assisting in providing the information needed for this report.
- Marian Schwarz of the Mayor's Office and Lois Matheson of the New York State Education Department, for working in cooperation to support services and provide leadership to the field.

Sincerely,

*Jacqueline Cook*

Jacqueline Cook  
Executive Director  
Literacy Assistance Center

## About the Literacy Assistance Center

Since it was founded in 1983 as an independent, non-profit organization, the Literacy Assistance Center has been committed to working with programs to promote the expansion of effective literacy services. Our services are quite varied and include technical assistance and training for literacy programs, a referral system to match students and volunteers to programs, a quarterly newsletter, a resource center housing a collection of information and materials available for dissemination, networking to develop links among programs, and advocacy of issues important to the field of adult literacy. A major area of activity involves the design and development of a management information system, known as the Adult Literacy Information and Evaluation System (ALIES) which will be implemented in phases over a four-year period. The resulting data base will be the most comprehensive in the field of adult literacy instruction.

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## INTRODUCTION

1985 was a year of major expansion of literacy services in New York City. It was the first year of the New York City Adult Literacy Initiative, which represents a cooperative effort on the part of the State and the City, and is supported by Municipal Assistance Corporation (MAC) funds administered by the City, and by Adult Education Act (AEA) and State aid to adult programs administered by the New York State Education Department. This report will present data on literacy programs throughout the City. The first section presents information on the students and staff participating in literacy programs operated by the New York City Board of Education, the City University of New York, and a variety of community based organizations. The second section describes the literacy services provided by the three public library systems, which are somewhat different from those provided by the other agencies. In addition to classes and tutorial services, the libraries have established broad collections of instructional and professional materials in adult education, available for use by other literacy programs as well as individuals. The information presented in this report provides a comprehensive overview of adult literacy services provided in New York City during FY'85 (July 1, 1984 - June 30, 1985).

### The New York City Adult Literacy Initiative

The primary goal of the New York City Adult Literacy Initiative is to expand and improve adult literacy services throughout the City. New resources to support literacy services were made available by the City and State in FY'85. The City and State cooperated in coordinating the new monies with other resources supporting adult literacy.

More than \$1 billion in Municipal Assistance Corporation (MAC) surplus funds will be used by New York City over a four-year period to enhance the City's economic development. A portion of these funds, \$35 million, has been allocated to combat adult illiteracy. Of this, \$7.5 million is for fiscal year 1985, the same amount is for fiscal year 1986, and \$10 million is allocated for each of fiscal years 1987 and 1988. The MAC funds have provided for the expansion and improvement of literacy services as well as strong local control and coordination of resources.

Since 1963 the New York State Education Department (SED) has been administering funds to support adult basic education services throughout the State. The State Legislature provided additional funds for adult basic education beginning in FY'85 when it passed the Employment Preparation Education (EPE) bill which provided monies to local education agencies providing literacy services. These monies were combined with federal funds provided by the Adult Education Act (AEA) and other funds supporting adult literacy, including the Welfare Education Program (WEP).

For convenience, this variety of funds administered by the City and State and used for the New York City Adult Literacy Initiative will be referred to throughout this report as MAC/SED funds.

The need for this adult literacy initiative is acute. At least one million, and perhaps as many as one and one-half million, adults and older youth in New York City are functionally illiterate -- they score below an eighth grade reading level on standardized tests or have limited English language proficiency. Many of these individuals cannot find employment and cannot even enter most job training programs because they cannot read and write or speak English well enough to qualify. In fiscal year 1984, approximately 5,000 classroom places were available to these illiterate New Yorkers. The active waiting list included 12,000 names, and, according to a State survey, more than 50,000 people were turned away.

The new funds were provided to expand and improve the capacity of literacy programs to respond to this need. The City and State cooperated in developing funding guidelines for MAC/SED-funded literacy programs and in setting overall goals for the New York City Adult Literacy Initiative. This cooperation must itself be recognized as an important step in strengthening adult literacy programs in the City.

Two types of instructional programs are eligible for funding: basic education (basic reading, writing, and math) and ESOL (English for speakers of other languages). A particular concern is to address the problems of those most in need of assistance. The guidelines call for at least 25% of all students served to be at the lowest reading levels (equivalent to grades 0-4.9), and at least 25% at the lowest level of English proficiency (ESOL levels I & II). In addition, the goal is to serve student populations of which 50% are unemployed.

The MAC/SED-funded adult literacy initiative aims to increase substantially the number of students who can be served in literacy programs providing basic education and ESOL services. It is also aimed at improving the quality of New York City's basic skills instruction in order to reduce adult illiteracy in future years.

Objectives and Achievements for Fiscal Year 1985

New York City's Adult Literacy Initiative had very ambitious objectives for its first year of implementation, FY 1985. Nearly all of these objectives were achieved.

Objective 1. To approximately double adult literacy instructional services. This objective was achieved. City University of New York college programs expanded from 4 to 11 colleges; the number of community based organizations (CBOs) offering literacy services increased from 17 to 36; the Board of Education expanded from approximately 300 to more than 700 classes; and the public libraries opened 17 literacy centers in all five boroughs. Citywide, a total of 40,096 students were served by instructional programs run by community based organizations, colleges, and the Board of Education, up from 22,284 students in FY 1984. This far exceeded their contractual projections of 31,623. Additionally, by the end of FY'85, the libraries were serving approximately 694 students per week.

Objective 2. For at least 25% of the total student population served to be performing at ESOL levels I/II. This objective was achieved. Citywide, 34% of the total student population was at the beginning ESOL levels I/II.

Objective 3. For at least 25% of the total student population served to be performing at basic education levels 0-4.9. This objective was not achieved. Citywide, only 13% of the total students were at these levels.

Objective 4. For at least 50% of the total student population served to be unemployed. This objective was achieved. Citywide, 55% of the students were unemployed upon entry.

Objective 5. To establish systems for joint City and State coordination of adult literacy programs. This very ambitious objective was achieved. For the first time, the City and State issued a joint request for proposals, cooperated in a proposal review process, made joint award decisions, and set up a joint reporting system.

Objective 6. To establish large collections of adult literacy materials for public access at the public libraries. This objective was achieved. A total of 117,162 print items and 1,628 audiovisual items were purchased and put into place at the three library systems. These materials were available to the public during day, evening, and weekend hours.

Objective 7. To develop a management information system incorporating the collection of individual student data. This objective was achieved. The system was designed with input from the field and is to be implemented in phases over a four-year period. Successful piloting of the first phase, which included testing the use of individual student record forms and procedures at four sites, was completed.



Objective 8. For staff development to be provided in all literacy programs. This objective was achieved through program-designed workshops, conferences, and other sources as well as the services of the Literacy Assistance Center.

### The Data and the Reporting Procedures

The data summarized and discussed in this document were provided by programs in reports submitted during the year. Since the literacy services of the colleges, the community based organizations and the Board of Education differed from the literacy services of the libraries, the library report formats differed and they are described separately in this report.

The classes, labs, and tutorial sessions provided by the programs of the City University of New York (CUNY), the community based organizations and the Board of Education were described in three reports: a Start-up Report, covering activities during the first quarter of the year (July 1 - September 30, 1984); an Interim Report, covering the first seven months of FY 1985 (July 1, 1984 - January 31, 1985), and a Final Report, covering the entire fiscal year. The information requested and the format of the reports were very similar to those developed by the State Education Department and used in previous years. These reports provided aggregate data on students and the type and extent of services.

The public libraries reported on their services by submitting a final report which described: the literacy centers (the location, hours of operation, and equipment resources); the literacy collections (the quantity and type of materials); and the weekly use of the centers (the numbers of students, tutors, and drop-in users). The information was requested and the report format was developed and used for the first time in FY'85, and this is the first time uniform, city-wide data of this type is available.

All reports were sent directly to funders who sent copies of the reports to the Literacy Assistance Center where data were compiled and summarized. The student and program data were self-reported. While individual student data will be available for analysis in future years, only aggregate data is available and reported here. However, FY'85 represents an important move toward standardization of data reported from different programs. To develop uniformity in reporting, data elements were defined, instructions were written to accompany report forms, and training sessions were conducted in program reporting. While the lack of individual student data limits the possibility of extensive, in-depth analysis, this report provides an overview of the students participating in literacy programs and describes the type and extent of services provided.

This report is being written and disseminated to provide a detailed summary of the FY'85 literacy activities supported by the New York City Adult Literacy Initiative. Moreover, it should provide a basis for future review and analysis of literacy services.

PART 1

SERVICES OF THE CITY UNIVERSITY OF NEW YORK,  
COMMUNITY-BASED ORGANIZATIONS,  
AND BOARD OF EDUCATION  
LITERACY PROGRAMS

I. PROVIDER AGENCIES

Classroom instruction in basic reading, writing and math and in English for speakers of other languages (ESOL) was offered by 11 colleges of the City University of New York (CUNY) and 36 community-based organizations (CBOs) as well as the Board of Education (BOE) under MAC/SED funding during fiscal year 1985. This represents a major expansion over FY 1984, when only 4 CUNY colleges and 17 CBOs were funded to offer adult literacy (including ESOL) instruction. Seven CUNY colleges and 19 community-based organizations received funding from the City and State for literacy instruction for the first time in FY 1985. The Board of Education more than doubled its services from FY 1984 to FY 1985, adding 5 new regions and the Young Adult Learning Academy, and increasing the number of classes offered from approximately 300 to over 700.

These programs reflected the great diversity in literacy services available in New York City. They ranged from programs with fewer than 50 students in two or three classes to Board of Education regions with multiple sites serving over 2,000 students. The format of instruction offered in these programs also varied greatly. Tutorials, small group instruction, and labs (including computer-assisted instruction) were offered in addition to classroom instruction.

The most common type of instruction offered in these programs was basic education (BE). Closely following that was instruction in English for speakers of other languages (ESOL). In addition, several programs offered instruction in mathematics or in basic education in a native language (BENL), usually Spanish or French. Many programs provided instruction in more than one area.

II. STUDENTS

A. Number of Students and Type of Instruction

The instructional programs described here served 40,096 students. This was a substantial expansion from the previous year. The number of students served by each agency in each type of instruction is presented in Table 1.

TABLE 1  
NUMBER OF STUDENTS SERVED BY PROVIDER AGENCY

	Board of Education	City Univ. of New York	Community Based Orgs.	Total
	BOE	CUNY	CBOs	
BE	16,042 77.6%	1,946 9.4%	2,709 13.1%	20,597 100%
ESOL	12,353 69.2%	1,909 10.7%	3,580 20.1%	17,842 100%
BENL	550 53.4%	101 9.8%	381 36.9%	1,032 100%
MATH	0 0%	0 0%	525 100%	525 100%
TOTAL	28,945 72.2%	3,956 9.9%	7,195 17.9%	40,096 100%

As Table 1 shows, the Board of Education served over 70% of these students: 28,945. The community-based organizations served about 18% of the total number, and the CUNY colleges served close to 10% of the total. The Board of Education served a particularly high proportion of the basic education students: over three quarters of all BE students were enrolled in Board classes. The Board served a lower percentage of ESOL and BENL (Basic Education in a Native Language) students; these groups were served in proportionately higher numbers by the various community-based organizations, which were also the only ones to offer separate math instruction. Many basic education classes at all agencies included math instruction as part of their curriculum. Except for math, which the City University programs did not offer as a separate subject, CUNY programs served a consistent 10% of the students in all areas.

In addition to the figures given here, the Board of Education served 7,123 students reading at grade levels 9 through 12 in basic education and high school equivalency classes, and 5 such students were served at CBOs. Since city MAC funds only supported BE services for levels 0-8.9, these higher level students are excluded from this report.

Using the same data presented in Table 1, Table 2 presents a breakdown of students by type of instruction.

TABLE 2  
NUMBER OF STUDENTS BY TYPE OF INSTRUCTION

	BE	ESOL	BENL	MATH	TOTAL
CUNY	1,946 49.0%	1,909 48.0%	101 3.0%	0 0	3,956 100%
CBOs	2,709 37.7%	3,580 49.8%	381 5.3%	525 7.3%	7,195 100%
BOE	16,042 55.4%	12,353 42.7%	550 1.9%	0 0	28,945 100%
TOTAL	20,697 51.6%	17,842 44.5%	1,032 2.6%	525 1.3%	40,096 100%

This table illustrates that over half of all students, 51.6%, were enrolled in basic education. CUNY served virtually the same number of students in basic education and ESOL, while the Board of Education served predominantly basic education students. The community-based organizations served more ESOL students than basic education. They also offered the greatest variety of types of instruction, serving students in BENL and mathematics.

It is important to note that there was some duplication in the student count, although it was very minimal. Any student, for example, who was enrolled in both basic education and mathematics would have been counted twice. Next year, we will be able to report on this duplication precisely, since individual student data will be collected.



**B. Instructional Level of Students**

A major goal of the MAC/SED funding is to address the needs of adults functioning at the lowest reading levels and/or having the least proficiency in English. For this reason, the funding guidelines specify that at least 25% of the students served be reading at grade levels 0-4.9 and that at least another 15% be at the beginning ESOL levels (I/II). This goal was difficult to attain for basic education students, according to program directors, who stated that beginning or very poor readers were more difficult to recruit and to retain than higher level readers. As shown in Table 3, however, CUNY came very close to recruiting the required numbers of low level basic education students.

TABLE 3  
NUMBER OF BE AND ESOL STUDENTS AT LOWER INSTRUCTIONAL LEVELS

	BE Level 0-4.9	% Total Pop.	ESOL Level I/II	% Total Pop.
CUNY	970	24.5%	1,514	38.3%
CBOs	1,452	20.2%	2,773	38.5%
BOE	2,819	9.7%	9,200	31.8%
TOTAL	5,241	13.1%	13,487	33.6%

All agencies were successful in recruiting beginning level ESOL students.

C. Basic Education

The largest group of students was enrolled in basic education instruction. Table 4 categorizes these students, who represent more than half of the total students, by level of instruction.

Of the 20,697 students in basic education, 2,209 (10.7%) were at the very lowest level, 0-2.9, while 3,032 (14.6%) were at level 3-4.9. Students functioning at these combined levels represented 25.3% of the basic education population.

TABLE 4  
NUMBER OF BASIC EDUCATION STUDENTS BY LEVEL

	LEVEL 0-2.9	LEVEL 3-4.9	SUBTOTAL 0-4.9	LEVEL 5-6.9	LEVEL 7-8.9	SUBTOTAL 5-8.9	TOTAL
CUNY	431 22.2%	538 27.6%	970 49.8%	793 40.8%	183 9.4%	976 50.2%	1,946 100.0%
CBOs	789 29.1%	663 24.5%	1,452 53.6%	748 27.6%	509 18.8%	1,257 46.4%	2,709 100.0%
BOE	988 6.2%	1,831 11.4%	2,819 17.6%	3,341 20.8%	9,882 61.6%	13,223 82.4%	16,042 100.0%
TOTAL	2,209 10.7%	3,032 14.6%	5,241 25.3%	4,882 23.6%	10,574 51.1%	15,456 74.7%	20,697 100.0%

D. ESOL

When the number of ESOL students at various levels is examined in Table 5, it is clear that the literacy programs have been uniformly successful in recruiting students performing at the lower levels among this population. In fact, more than 50% of each agency's ESOL population was at the very lowest level, level I. This may reflect the large number of immigrants coming into the City and seeking instruction in English.

TABLE 5  
NUMBER OF ESOL STUDENTS BY LEVEL

	LEVEL I	LEVEL II	SUBTOTAL I/II	LEVEL III	LEVEL IV	SUBTOTAL III/IV	TOTAL
CUNY	1,037 54.3%	477 25.0%	1,514 79.3%	294 15.4%	101 5.3%	395 20.7%	1,909 100.0%
CBOs	1,816 50.7%	957 26.7%	2,773 77.5%	560 15.6%	247 6.9%	807 22.5%	3,580 100.0%
BOE	6,364 51.5%	2,836 23.0%	9,200 74.5%	2,271 18.4%	882 7.1%	3,153 25.5%	12,353 100.0%
TOTAL	9,217 51.7%	4,270 23.9%	13,487 75.6%	3,125 17.5%	1,230 6.9%	4,355 24.4%	17,842 100.0%

E. Race/Ethnicity\*

The student population was broken down by race or ethnicity into five categories: Native American, Asian, Black, Hispanic, and White/Other. Table 6 demonstrates that the vast majority of students were non-white: 89.0% of the total student population, including 92.4% of CUNY's students, 82.1% of the CBOs' students, and 90.0% of the BOE's students. Nearly half of the students were Hispanic and approximately one third were Black.

TABLE 6  
NUMBER OF STUDENTS BY RACE/ETHNICITY

	NATIVE AMER	ASIAN	BLACK	HISP	WHITE/ OTHER	TOTAL
CUNY	4 0.1%	257 6.5%	1,522 38.6%	1,864 47.2%	300 7.6%	3,947 100%
CBO	4 0.1%	466 7.3%	2,023 31.7%	2,746 43.0%	1,145 17.9%	6,384 100%
BOE	135 0.5%	2,775 9.6%	9,501 32.8%	13,650 47.2%	2,884 10.0%	28,945 100%
TOTAL	143 0.4%	3,498 8.9%	13,046 33.2%	18,260 46.5%	4,329 11.0%	39,276 100%

\* The data presented for Race/Ethnicity, Gender, Age, Employment Status, and Other Characteristics were all self-reported by students. Since not all students were willing to report personal information, and since some students were enrolled in more than one type of instruction (e.g. basic education and math), the total number of students reported in these categories does not match the total number of students served by programs. (Percentages shown are based on total reporting in each category.)

F. Gender and Age

Students were also categorized by gender. Table 7 reveals that considerably more females than males were served by the literacy programs. This pattern was consistent for all the agencies.

TABLE 7  
NUMBER OF STUDENTS BY GENDER

	MALE	FEMALE	TOTAL
CUNY	1,692 43.0%	2,247 57.0%	3,939 100%
CBOs	3,029 44.9%	3,724 55.1%	6,753 100%
BOE	11,546 39.9%	17,399 60.1%	28,945 100%
TOTAL	16,267 41.0%	23,370 59.0%	39,637 100%

Students were grouped by age: 16-20 years, 21-24 years, 25-44 years, 45-59 years, and over 60 years. As Table 8 demonstrates, the group of students 25-44 years of age represented over half of the total number of students. Approximately one third of the students were in the next two largest age groupings, 21-24 and 16-20 years of age, for a total of 86% who were 44 years of age or younger.

TABLE 8  
NUMBER OF STUDENTS BY AGE

	16-20	21-24	25-44	45-59	60+	TOTAL
CUNY	420 10.7%	749 19.0%	2,133 54.2%	524 13.3%	113 2.9%	3,939 100%
CBOs	1,117 16.5%	1,229 18.2%	3,174 47.0%	991 14.7%	242 3.6%	6,753 100%
BOE	4,931 17.0%	5,202 18.0%	15,174 52.4%	3,083 10.7%	555 1.9%	28,945 100%
TOTAL	6,468 16.3%	7,180 18.1%	20,481 51.7%	4,598 11.6%	910 2.3%	39,637 100%

Tables 9 and 10 present the total number of male and female students by age. While the largest single category is the 25-44 age group for both male and female students, there is at the same time a clear tendency for males entering literacy programs to be younger while female students tend to be older: almost 40% of all male students are under 25 years of age, whereas only 30% of female students fall into this category. Substantially more female than male students are found in the 25-44 and 45-59 age ranges (and to an extent in the 60+ group, although this population is quite small for both sexes). These patterns are consistent across all agencies.

TABLE 9  
NUMBER OF MALE STUDENTS BY AGE

	16-20	21-24	25-44	45-59	60+	TOTAL
CUNY	216 12.8%	355 21.0%	898 53.1%	182 10.8%	41 2.4%	1,692 100%
CBOS	574 19.0%	573 18.9%	1,408 46.5%	332 12.6%	92 3.0%	3,029 100%
BOE	2,334 20.2%	2,413 20.9%	5,564 48.2%	1,042 9.0%	195 1.7%	11,546 100%
TOTAL	3,124 19.2%	3,341 20.5%	7,870 48.4%	1,606 9.9%	326 2.0%	16,267 100%

TABLE 10  
NUMBER OF FEMALE STUDENTS BY AGE

	16-20	21-24	25-44	45-59	60+	TOTAL
CUNY	204 9.1%	394 17.5%	1,235 55.0%	347 15.2%	72 3.2%	2,247 100%
CBOS	543 14.6%	656 17.6%	1,766 47.4%	609 16.4%	150 4.0%	3,724 100%
BOE	2,597 14.9%	2,789 16.0%	9,610 55.2%	2,041 11.7%	362 2.1%	17,399 100%
TOTAL	3,344 14.3%	3,839 16.4%	12,611 54.0%	2,992 12.8%	584 2.5%	23,370 100%

G. Employment Status

In order to address the educational needs of the populations most in need of assistance, MAC/SED funding guidelines aimed at serving at least 50% unemployed adults in the programs citywide. As can be seen in Table 11, this was achieved; over 55% of the students served were unemployed (whether available for work or not).

TABLE 11  
NUMBER OF STUDENTS BY EMPLOYMENT STATUS

	EMPLOYED	UNEMPLOYED/ AVAILABLE	UNEMPLOYED/ NOT AVAIL	TOTAL
CUNY	1,801 48.4%	1,442 38.8%	477 12.8%	3,720 100%
CBOs	2,549 39.5%	2,835 43.9%	1,069 16.6%	6,453 100%
BOE	16,231 45.0%	12,984 36.0%	6,853 19.0%	36,068 100%
TOTAL	20,581 44.5%	17,261 37.3%	8,399 18.2%	46,241 100%

H. Other Characteristics

Further information was collected about students participating in instructional programs. These data are presented in Table 12. Since students may fall into more than one category, no totals by agency are presented. Percentages given are percent of total population served.

TABLE 12  
NUMBER OF STUDENTS BY CHARACTERISTICS

	RECEIVE P.A.	HANDI- CAPPED	RURAL AREAS	URBAN AREAS	IMMI- GRANT	MIGRANT	INSTITU- TION
CUNY	659 16.7%	134 3.4%	11 0.3%	3,498 88.4%	1,804 45.6%	59 1.5%	4 0.1%
CBOs	1,990 27.6%	371 5.2%	0 0%	5,549 77.1%	3,576 49.7%	82 1.1%	306 4.3%
BOE	3,064 8.5%	293 0.8%	*	*	11,879 32.9%	192 0.5%	812 2.3%
TOTAL	5,713 12.1%	798 1.7%	11 --	9,047 --	17,259 36.5%	333 0.7%	1,122 2.4%

\*The Board of Education did not report on these categories.

### III. AMOUNT OF INSTRUCTION RECEIVED BY STUDENTS

The amount of instruction which students received was measured in various ways. The first of these is the number of instructional hours, which are the hours of instruction offered by programs. A three-hour session, for example, represents three instructional hours. The second measurement of instruction received by students is contact hours, which are the number of hours of instruction students actually received. This is calculated for each class by multiplying the instructional hours by the number of students attending. Thus, a three-hour session attended by 15 students represents 45 contact hours, while a three-hour session attended by 12 students represents 36 contact hours. Each instructional program calculated and reported its own instructional and contact hours.

A third measure of the amount of instruction received by students is the average number of contact hours per student, calculated by dividing the total number of contact hours by the total number of students. This can be used to approximate the intensity of instruction or the average length of time students received instruction.

The fourth measure of the instruction students received was the average number of students attending each class session, derived by dividing contact hours by instructional hours.

#### A. Instructional Hours

A total of 282,462 hours of instruction was reported by the programs. Of these, 273,329 were for instruction, including 6,169 which were not specified as to type of instruction, and 9,133 were in testing. Table 14 breaks down the former by type of instruction. In general, the percentage of instructional hours for each type of instruction is fairly close to the percentage of students enrolled: 52% of the students were enrolled in basic education and received 55% of the instructional hours; 45% of the students were enrolled in ESOL and received 39% of the instructional hours; 2.6% of the students were enrolled in math and received 2.5% of the instructional hours; and 1.3% of the students were enrolled in BENL and received 0.6% of the instructional hours.



TABLE 13  
NUMBER OF INSTRUCTIONAL HOURS BY TYPE OF INSTRUCTION

	BE	ESOL	BENL	MATH	TOTAL
CUNY	18,383 59.7%	11,612 37.7%	810 2.6%	0 0	30,805 100.0%
CBOs	33,772 49.6%	24,061 35.3%	2,375 3.5%	1,704 2.5%	68,081* 100.0%
BOE	99,296 56.9%	71,494 41.0%	3,653 2.1%	0 0	174,443 100.0%
TOTAL	151,451 55.4%	107,167 39.2%	6,838 2.5%	1,704 0.6%	273,329* 100.0%

\*Includes 6,169 unspecified hours, which represent 9.1% of the CBOs' instructional hours and 2.3% of the total instructional hours

The greatest number of instructional hours was offered in basic education: a total of 151,451 instructional hours. Of these, 71,505 instructional hours were at the lower levels, while 79,946 instructional hours were at the higher levels, as shown in Table 14.

TABLE 14  
NUMBER OF INSTRUCTIONAL HOURS FOR BASIC EDUCATION BY LEVEL

	LEVEL 0-4.9	LEVEL 5-8.9	TOTAL
CUNY	11,274 61.3%	7,109 38.7%	18,383 100.0%
CBOs	22,871 67.7%	10,901 32.3%	33,772 100.0%
BOE	37,360 37.6%	61,936 62.4%	99,296 100.0%
TOTALS	71,505 47.2%	79,946 52.8%	151,451 100.0%

Comparing the proportions of basic education students at the various instructional levels (Table 4) with the proportions of instructional hours at those levels (Table 14) reveals an interesting pattern. At CUNY, 50% of the basic education students were at the lower levels and received 61% of the basic education instructional hours. At the CBOS, 54% of the BE students received 68% of the BE instructional hours. At the BOE, 18% of the BE students received 38% of the BE instructional hours. This is undoubtedly due, at least in part, to the requirement of the city and state that lower level basic education classes be smaller (8-14 students) than classes of other types and levels (10-20), reflecting a need for more intensive instruction at this level.

The total number of instructional hours for ESOL was 107,167. Of these, 75,599 were at levels I and II, while 31,568 were at levels III and IV. Table 15 presents this breakdown.

TABLE 15  
NUMBER OF INSTRUCTIONAL HOURS FOR FSOL BY LEVEL

	LEVEL I/II	LEVEL III/IV	TOTAL
CUNY	8,509 73.3%	3,103 26.7%	11,612 100.0%
CBOS	18,072 75.1%	5,989 24.9%	24,061 100.0%
BOE	49,018 68.6%	22,476 31.4%	71,494 100.0%
TOTAL	75,599 70.5%	31,568 29.5%	107,167 100.0%

When the data in Table 15 are compared with ESOL student data in Table 5, it can be seen that, for all programs, ESOL instructional hours were basically in proportion to the number of ESOL students at each level. At CUNY, 79% of the ESOL students were at the lower levels and received 73% of the ESOL instructional hours; for CBOS, 78% of the ESOL students received 75% of the ESOL instructional hours; and at the BOE, 75% of the ESOL students received 69% of the ESOL instructional hours.

**B. Contact Hours**

A total of 3,199,492 contact hours was reported by the programs. Of these, 3,150,971 were for instruction, including 97,557 hours which were not specified as to type of instruction, and 48,521 were in testing. The breakdown of the former by type of instruction is presented in Table 16.

**TABLE 16  
NUMBER OF CONTACT HOURS BY TYPE OF INSTRUCTION**

	BE	ESOL	BENL	MATH	TOTAL
CUNY	188,706 52.0%	163,509 45.0%	10,997 3.0%	0 0	363,212 100.0%
CBOs	232,532 32.6%	326,596 45.7%	27,914 3.9%	29,497 1%	714,096* 100.0%
BOE	941,899 45.4%	1,102,425 53.2%	29,339 1.4%	0 0	2,073,663 100.0%
TOTAL	1,363,137 43.3%	1,522,530 50.5%	68,250 2.2%	29,497 0.9%	3,150,971* 100.0%

\*Includes 97,557 unspecified hours, which represent 13.7% of the CBOs' contact hours and 3.1% of the total contact hours

It is interesting to note that the greatest number of contact hours was in ESOL. This was not the case for students or for instructional hours, where the total was higher in basic education than in ESOL. The explanation for this seems to be that ESOL students attended class more regularly than basic education students. Another possible explanation for having a higher proportion of contact hours and a lower proportion of students for ESOL might be that students attended ESOL instruction for a longer period of time than they did basic education instruction.

Table 17 breaks down the basic education contact hours by level. A comparison of basic education contact hours by level (Table 16) with the number of students at each level shows no consistent pattern across agencies. At the BOE, 18% of the basic education students were at the lower levels and received 29% of the basic education contact hours. At CUNY, the proportions are much closer: 50% of the basic education students at CUNY were at the lower levels, and these students received 56% of the basic education contact hours. At the CBOs the pattern was reversed: 54% of the BE students received 49% of the BE contact hours.

TABLE 17  
NUMBER OF CONTACT HOURS FOR BASIC EDUCATION BY LEVEL

	LEVEL 0-4.9	LEVEL 5-8.9	TOTAL
CUNY	105,615 56.0%	83,091 44.0%	188,706 100.0%
CBOs	113,862 49.0%	118,670 51.0%	232,532 100.0%
BOE	274,033 29.1%	667,866 70.9%	941,899 100.0%
TOTAL	493,510 36.2%	869,627 63.8%	1,363,137 100.0%

When the number of contact hours is examined for ESOL, the results are more uniform than for basic education. As with instructional hours, ESOL contact hours by level (Table 17) were basically in proportion to the number of ESOL students at each level (Table 4). At CUNY, 79% of the ESOL students were at the lower levels and generated 77% of the ESOL contact hours. For the CBOs, 78% of the ESOL students were at the lower levels and generated 75% of the ESOL contact hours. At the BOE, 75% of the ESOL students were at the lower levels and generated 69% of the ESOL contact hours.

TABLE 18  
NUMBER OF CONTACT HOURS FOR ESOL BY LEVEL

	LEVEL I/II	LEVEL III/IV	TOTAL
CUNY	126,328 77.3%	37,181 22.7%	163,509 100.0%
CBOs	245,595 75.2%	81,001 24.8%	326,596 100.0%
BOE	765,091 69.4%	337,334 30.6%	1,102,425 100.0%
TOTAL	1,137,014 71.4%	455,516 28.6%	1,592,530 100.0%

C. Contact Hours per Student

The average number of contact hours per student for all programs was 76. For CUNY, it was the highest, 92; for CBOs, it was 86; and for the Board of Education, it was 72.

These numbers can be used to approximate the intensity of instruction or the average length of time students received instruction. Although the actual number of sessions or weeks of attendance per student depends upon the schedule of each program, for a typical schedule of two three-hour sessions a week, an average of 76 contact hours per student would mean 25.3 sessions or 12.6 weeks of instruction.

The average number of contact hours per student was higher for ESOL students (89) than for BE or BENL students (66).

D. Average Number of Students Attending Each Class Session

The average attendance per class session for all programs, derived by dividing contact hours by instructional hours, was 11. For CUNY, the average attendance was 12; for the CBOs, it was 10; and for the Board of Education, it was 12. The average attendance per session was higher for ESOL (15) and for math (17) than for BE (9) or BENL (10). This may reflect the greater use of small group and one-on-one tutorial instruction in basic education. It must be noted that these figures do not indicate attendance rates, since they cannot be compared with the number of students enrolled in each class.

TABLE 19  
ATTENDANCE BY TYPE OF INSTRUCTION

	BE	ESOL	BENL	MATH	AVERAGE
CUNY	10	14	14	--	12
CBOs	7	14	12	17	10
BOE	9	15	8	--	12
AVERAGE	9	15	10	17	11

As shown in Table 20, the smallest attendance numbers among basic education students were generally at the lower instructional levels. Most likely, this reflects smaller classes at these levels. In fact, MAC/SED funded programs are required to establish smaller classes for lower level basic education students: the goals are an average daily attendance of 8-12 at level 0-2.9, of 10-14 at level 3.0-4.9, and 10-20 at higher levels. The low figures for CBOs at level 0-4.9 and for the Board of Education classes overall may be due to the inclusion of labs and individual or special small group tutoring sessions in the totals, or to actual lower attendance in certain classes.

TABLE 20  
BASIC EDUCATION ATTENDANCE BY LEVEL

	LEVEL 0-4.9	LEVEL 5-8.9	AVERAGE
CUNY	9	12	10
CBOs	5	11	7
BOE	7	11	9
AVERAGE	7	11	9

Overall, in ESOL instruction, classes at the lower instructional levels had slightly higher average daily attendance figures than those at the higher levels. This was true at CUNY, and also at the Board of Education; however, CBOs had equal attendance at both levels. Once again, it is most likely that these figures reflect the size of classes, rather than rates of attendance.

TABLE 21  
ESOL ATTENDANCE BY LEVEL

	LEVEL I/II	LEVEL III/IV	AVERAGE
CUNY	15	12	14
CBOs	14	14	14
BOE	16	15	15
AVERAGE	15	14	15



#### IV. STUDENT ACHIEVEMENT

Results obtained through regular testing provide one measure of student achievement. All students who received literacy instruction were tested upon entering the programs. Basic education instructional levels were established using the Test of Adult Basic Education (TABE). For non-English speakers, the John Test was used.

It is important to recognize that the test used to measure achievement in basic education, the TABE, was not designed to measure the very lowest level (0-2.9). In addition, the test used to measure growth in ESOL, the John Test, was not designed as a standardized achievement test, and test norms, reliability, and validity have not been established. The results reported here should be viewed in that light and conclusions seen as evidence of possible trends.

##### A. Students with Post-Tests

Out of the total student population of 40,096, 17,141 students (or 42.7%) were post-tested. Many students were not post-tested because they had not received enough hours of instruction. MAC/SED regulations specify that students in a tutorial program should be post-tested after 50 hours of instruction; students whose classes meet less than 10 hours per week should be post-tested after 100 hours; and students whose classes meet 10 or more hours per week after 200 hours. Since many programs did not begin services until late in the year, it is likely that a significant number of students did not have the required number of contact hours to be post-tested. Certainly some students left the program prior to receiving a post-test. Table 22 presents the number of students with post-tests by type of instruction.



TABLE 22  
STUDENTS WITH POST-TESTS BY TYPE OF INSTRUCTION

	BE	ESOL	BENL	MATH	TOTAL
CUNY	1,050	1,110	58	0	2,218
% OF TOTAL	54.0%	58.1%	57.4%	--	56.1%
CBOs	1,605	2,520	220	425	4,770
% OF TOTAL	59.2%	70.4%	57.7%	81.0%	66.3%
BOE	3,126	7,027	0	0	10,153
% OF TOTAL	19.5%*	56.9%	0.0%	--	35.1%
TOTAL	5,781	10,657	278	425	17,141
% OF TOTAL	27.9%	59.7%	26.9%	81.0%	42.8%

\* Excluding the high school equivalency students, levels 7-8.9, the BOE post-tested 42.1% of its BE students.

By agency, the CBOs post-tested the highest percentage of students, 66.3%, followed by CUNY, where 56.1% of the students were post-tested. At the Board of Education, 35.1% of the students were post-tested. This reflects the fact that the Board does not use the John Test post-test for students in high school equivalency classes, 8,623 of whom are included in these figures because their entry reading level was 7-8.9. These students are post-tested with the GED predictor exam. Excluding the high school equivalency students, levels 7-8.9, the BOE post-tested 50.0% of its total student population.

#### B. Students with Gain

Overall, as a result of participating in literacy programs, 7,034 students showed a gain of at least one year on the tests used for BE, BENL, or math or 20 points on the John Test, used for ESOL. These students represent 17.5% of the total student population and 41.0% of the population with post-tests. Many other students may have made significant progress, but because they were not post-tested, or showed somewhat less than one year of growth or 20 points of gain, they are not reported here.

Math had the highest percentage of students who were post-tested who showed a gain of 1 year or more, 68.9% of the students showed gain. For BENL, 56% of the students with post-tests showed gain. 43.8% of BE students with post-tests showed gain. For ESOL, where the indicator used to report gain was 20 points on the John Test, 38.0% of the students who were post-tested showed gain. The number of students showing gain by type of instruction is presented in Table 24. Totals are not presented for each agency since the types of tests and indicators for reporting gain differ by type of instruction.

TABLE 23  
NUMBER OF STUDENTS WITH GAIN BY TYPE OF INSTRUCTION

	BE	ESOL	BENL	MATH
CUNY	650	601	29	
% POST-TESTED	61.9%	54.1%	50.0%	--
% TOTAL	33.4%	31.5%	28.7%	--
CBOs	958	990	127	293
% POST-TESTED	59.7%	39.3%	57.7%	68.9%
% TOTAL	35.4%	27.7%	33.3%	55.8%
BOE	926	2,460		
% POST-TESTED	29.6%	35.0%	--	--
% TOTAL	5.8%*	19.9%	--	--
TOTAL	2,534	4,051	156	293
% POST-TESTED	43.8%	38.0%	56.1%	68.9%
% TOTAL	12.2%**	22.7%	15.1%	55.8%

\* Excluding the 8,623 high school equivalency students, levels 7-8.9, from this calculation, 926 (the number of students with a gain of one year or more) represents 12.5% of the total BOE BE students.

\*\* Excluding the 8,623 BOE high school equivalency students, levels 7-8.9, from this calculation, 2,534 (the number of students with a gain of one year or more) represents 21.0% of the total BE students.

C. Basic Education

Table 24 presents data on basic education students showing gain. Overall, only 12.2% of the basic education students showed gain. However, only 27.9% of the BE students were post-tested. (Many students had an insufficient number of contact hours to be post-tested and, according to BOE procedures, BOE students at levels 7-8.9 were not post-tested.) Of the BE students post-tested, 43.8% showed gain.

TABLE 24  
STUDENT GAIN IN BASIC EDUCATION BY LEVEL

	LEVEL 0-2.9	LEVEL 3-4.9	SUBTOTAL C-4.9	LEVEL 5-6.9	LEVEL 7-8.9	SUBTOTAL 5-8.9	TOTAL
CUNY	134	183	317	260	73	333	650
%test	59.0%	57.2%	58.0%	65.3%	69.5%	66.2%	61.9%
%total	31.0%	34.0%	32.7%	32.8%	39.9%	34.1%	33.4%
CBOs	196	257	453	325	180	505	958
%test	47.5%	62.8%	55.1%	68.0%	59.0%	64.5%	59.7%
%total	24.8%	38.8%	31.2%	43.4%	35.4%	40.2%	35.4%
BOE	132	276	408	392	126	518	926
%test	38.2%	35.3%	36.2%	27.1%	22.9%	25.9%	29.6%
%total	13.4%	15.1%	14.5%	11.7%	10.0%	3.9%	5.8%*
TOTAL	462	716	1,178	977	379	1,356	2,534
%test	46.9%	47.4%	47.2%	42.0%	39.4%	41.3%	43.8%
%total	20.9%	23.6%	22.5%	20.0%	19.4%	8.8%	12.2%*

\* Excluding the 8,623 BOE high school equivalency students, levels 7-8.9, from these calculations, 926 (the number of students with a gain of one year or more) represents 12.5% of the total BOE BE students.

\*\* Excluding the 8,623 BOE high school equivalency students, levels 7-8.9, from these calculations, 2,534 (the number of students with a gain of one year or more) represents 29.9% of all BE students.

D. ESOL

Overall, 22.7% of the ESOL students showed gain. The pattern of gain by instructional level was mixed. At all three agencies a greater percentage of students at the lower level showed gain. At CUNY this difference was the greatest: 35.8% of the lower level students showed gain as compared with only 14.9% of the higher level students. At the CBOs and the BOE, these percentages were closer: at the CBOs, 29.5% of the lower level students showed gain as compared with 21.3% of the higher level students; and at the BOE, 21.8% of the lower level students showed gain as compared with 14.6% of the higher level students. Table 25 presents the number of ESOL students with gain by instructional level.

TABLE 25  
STUDENT GAIN IN ESOL INSTRUCTION BY LEVEL

	LEVEL I	LEVEL II	SUBTOTAL I/II	LEVEL III	LEVEL IV	SUBTOTAL III/IV	TOTAL
CUNY	353	189	542	47	12	59	601
%test	59.0%	64.5%	60.8%	29.2%	20.7%	26.9%	54.1%
%total	34.0%	39.6%	35.8%	16.0%	11.9%	14.9%	31.5%
CBOs	520	298	818	121	51	172	990
%test	38.7%	45.6%	41.0%	34.0%	30.4%	32.8%	39.3%
%total	28.6%	31.1%	29.5%	21.6%	20.6%	21.3%	27.7%
BOE	1,264	737	2,001	276	183	459	2,460
%test	39.6%	44.5%	41.2%	18.7%	26.3%	21.1%	35.0%
%total	19.9%	26.0%	21.8%	12.2%	20.7%	14.6%	19.9%
TOTAL	2,137	1,224	3,361	444	246	690	4,051
%test	41.6%	47.0%	43.4%	22.2%	26.7%	23.7%	38.0%
%total	23.2%	28.7%	24.9%	14.2%	20.0%	15.8%	22.7%

E. Other Achievements by Students

Other achievements made by students as a result of participating in instructional programs are presented in Table 26. Neither a grand total nor totals by agency are given, because an individual student could fall into more than one category of achievement. The only totals given are the number of students for each category. As one would hope, large numbers of students were judged to have increased their skills or competencies in general areas of knowledge. Among the more specific types of achievement, the greatest number of

students by far obtained a General Equivalency Diploma (4,361) or obtained a job (1,893). Relatively large numbers of students also entered postsecondary or another type of education, obtained a better job, or registered to vote.

TABLE 26  
NUMBER OF STUDENTS BY TYPE OF ACHIEVEMENT

	CUNY	CBOs	BOE	TOTAL
Improved Skills	2,398	5,351	19,838	27,587
Improved Comp.				
Comm.Res.	1,381	4,189	9,691	15,261
Consumer	1,226	3,578	9,691	14,495
Occup.Know.	917	3,863	9,691	14,471
Health Care	784	3,562	9,691	14,037
Government	985	3,150	9,691	13,826
Parenting	372	2,161	9,691	12,224
Other	272	2,347	9,691	12,310
Obtained GED	17	190	4,154	4,361
Obtained Job	155	748	990	1,893
Enter Other Ed.	50	357	535	942
Obt. Better Job	82	274	483	839
Register Vote	43	590	203	836
Completed ABE	173	228	302	703
Remove P.A.	36	302	54	392
Enter Post.Sec.	18	222	116	356
Completed ESOL4	21	46	94	161
Obtained Dip.	0	55	81	136
US Citizenship	11	45	58	114

\* In this section of the report and the following section, Students' Reasons for Leaving Instructional Programs, all BOE high school equivalency students are included (7,123 students levels 9-12). 5 CBO students, levels 9-12, are included. However, no CUNY students levels 9-12 are included.

F. Students' Reasons for Leaving Instructional Programs

Whenever students left instructional programs during the year, they were asked to give their reasons for leaving. The data collected on these reasons are presented in Table 27. Some confusion seems to have existed about the definition of "student separation." Some programs "separated" every student at the end of the year, and then re-registered them. In addition, many students left suddenly and follow-up information was not available. For these reasons, no totals are given in Table 27, except for the number of students giving each reason listed. The three most common reasons given were health, family, and having obtained a job. A relatively large number of students also cited the time of class, moving to a new address, and the need for child care as reasons for leaving their programs.

TABLE 27  
NUMBER OF STUDENTS BY REASONS FOR LEAVING PROGRAMS

	CUNY	CBOs	BOE	TOTAL
Family	116	297	1,295	1,708
Obtained Job	127	413	990	1,530
Health	124	281	811	1,216
Time of Class	61	107	821	989
Changed Address	113	231	598	942
Child Care	81	235	509	825
Transportation	86	110	401	597
Other Education	93	191	273	557
Other Training	26	154	272	452
Lack of Interest	40	88	147	275
Location	40	53	156	249
Other Known	98	230	2,773	3,101
Unknown	579	751	6,785	8,115

V. STAFF

A. Number and Type of Staff

Staffing patterns varied greatly among instructional programs. All programs used a large number of part-time staff and had few administrators, but beyond that it is impossible to make comparisons among the programs. Presented in Tables 28-31 are the numbers of 1) administrators and supervisors, 2) teachers, 3) counselors, and 4) paraprofessionals, each according to the number of hours worked per week. It should also be noted that some staff members may have been counted in more than one category, for example, an administrator who works 10 hours per week who is also a teacher working 15 hours per week. In addition, some programs reported number of positions while others reported number of people.

TABLE 28  
NUMBER OF ADMINISTRATORS AND SUPERVISORS BY HOURS WORKED PER WEEK

	LESS THAN 20 HOURS	20-35 HOURS	35 HOURS	TOTAL
CUNY	7	2	4	13
CBOs	38	6	13	57
BOE	10	0	20	30
TOTAL	55	8	37	100

TABLE 29  
NUMBER OF TEACHERS BY HOURS WORKED PER WEEK

	LESS THAN 20 HOURS	20-35 HOURS	35 HOURS	TOTAL
CUNY	72	12	10	94
CBOs	129	25	7	161
BOE	554	154	0	708
TOTAL	755	191	17	963



TABLE 30  
NUMBER OF COUNSELORS BY HOURS WORKED PER WEEK

	LESS THAN 20 HOURS	20-35 HOURS	35 HOURS	TOTAL
CUNY	12	3	1	16
CBOs	29	1	0	30
BOE	1	31	0	32
TOTAL	42	35	1	78

TABLE 31  
NUMBER OF PARAPROFESSIONALS BY HOURS WORKED PER WEEK

	LESS THAN 20 HOURS	20-35 HOURS	35 HOURS	TOTAL
CUNY	27	2	5	34
CBOs	41	7	0	48
BOE	18	75	9	102
TOTAL	86	84	14	184

In addition to the staff listed in Tables 28-31, CUNY and the CBOs also used the services of unpaid volunteers, 11 at CUNY colleges and 466 at the CBOs.



**B. Hours of Staff Development**

Each instructional program was required to provide staff development for its teachers and other staff, as follows: for full-time experienced teachers, a minimum of 20 hours; for full-time inexperienced teachers, 30 hours; for part-time experienced teachers, 10 hours; and for part-time inexperienced teachers, 15 hours.

Table 32 summarizes the staff development hours required and actually received by teachers in the three agencies. Each agency provided considerably more staff development than was required. By category, however, a more mixed pattern emerges. As shown in Table 31, the experienced teachers, both full- and part-time, accounted for most of the extra hours.

TABLE 32  
NUMBER OF STAFF DEVELOPMENT HOURS

	<u>FT EXP</u>		<u>FT INEXP</u>		<u>PT EXP</u>		<u>PT INEXP</u>		<u>TOTAL</u>	
	REQ	RECD	REQ	RECD	REQ	RECD	REQ	RECD	REQ	RECD
CUNY	520	559	30	42	680	928	15	24	1,245	2,160
CBOs	820	1206	240	186	990	1442	315	417	2,365	3,251
BOE	2840	3349	1500	1545	3450	3893	1365	1208	9,155	9,995
TOTAL	4180	5114	1770	1773	5120	6263	1695	1649	12,765	15,406

**C. Types of Staff Development\***

In the narrative section of the final report, programs were asked to describe their staff development programs for the year. By means of content analysis, a set of formats and a set of topics were extrapolated. Only the most common responses will be discussed here.

\*This section of the report and the section on Self-Analysis of Program Performance are based upon narrative reports from 11 CUNY colleges, 31 CBOs, and 13 regions and 1 school from the BOE.



Table 33 lists the most common formats described by the instructional programs for their staff development activities. Not surprisingly, the most common format by far was workshops. This was followed by conferences with supervisors, meetings/seminars, exchanges/networks, orientations, and observations and follow-up. Table 33 lists these formats in order of their frequency in programs' answers.

TABLE 33  
NUMBER OF PROGRAMS USING EACH STAFF DEVELOPMENT FORMAT

	CUNY	CBOs	BOE	TOTAL
Workshops	7	25	13	45
Conferences/Forums	6	17	7	30
Meetings/Seminars	6	11	3	20
Exchanges/Networks	5	6	7	18
Orientations	2	8	8	18
Observations, Follow-up	2	8	7	17
LAC Workshops	4	10	2	16
Workshops by Other Progs	2	5	4	12
Peer Observation	1	6	4	11
Conferences w. sups.	2	4	4	10
Publisher Demos	--	3	5	8
Demo Lessons	1	--	6	7
Reading Prof. Mats.	--	4	2	6
Univ. Courses	1	2	2	5

The most common topic of programs' staff development was testing, followed by materials selection/evaluation, ESOL methods/techniques, record-keeping, and writing methods/techniques. Table 34 presents the most common topics in order of their frequency.

TABLE 34  
TOPICS OF STAFF DEVELOPMENT ACTIVITIES

	CUNY	CBOs	BOE	TOTAL
Testing	4	13	5	22
Materials Select/Eval	4	11	3	18
ESOL Methods/Techniques	4	6	6	16
Record-Keeping	4	9	2	15
Writing Meth/Tech	1	2	7	10
Implementing the Curric	4	4	1	9
BE Methods/Techniques	2	3	3	8
Counseling	2	6	--	8
Eval Student Progress	3	4	1	8
Reading Meth/Tech	2	3	3	8
Classrm Mgt/Organiz	1	--	6	7
Croft	--	--	5	5

**VI. SELF-ANALYSIS OF PROGRAM PERFORMANCE**

**A. Features and Accomplishments**

Programs were also asked to analyze their performance over fiscal year 1985. This, like the question about staff development, was an open-ended question, allowing programs to highlight what they chose. Their answers were fairly consistent, and fell into three categories: general qualities of the programs, specific features, and accomplishments. The most common responses in each of these categories are presented in the following discussion and tables.

In the narrative sections of final reports, each program described the elements which best characterized their program in 1984-85. A great number of programs highlighted either expansion or the establishment of a new program in their answers. Other general program qualities discussed with some frequency were high quality staff, effective staff development, work with community agencies or resources, and excellent and varied materials. Table 35 presents the number of programs listing each of these qualities.

TABLE 35  
GENERAL PROGRAM QUALITIES

	CUNY	CBOs	BOE	TOTAL
Expansion	3	3	9	15
New Program	2	8	3	13
High Quality Staff	4	2	3	9
Effective Staff Dev	1	1	6	8
Work with Community	--	2	3	5
Excellent Materials	3	1	--	4

Program often described those features which enhanced their instructional services. Four specific program features were highlighted most often in programs' narratives: counseling, vocational/career education, special events/field trips, and job placement. Table 36 presents the number of programs listing each of these features.

TABLE 36  
SPECIFIC PROGRAM FEATURES

	CUNY	CBOs	BOE	TOTAL
Counseling	4	12	3	19
Voc/Career Education	2	6	4	12
Special Events	4	3	3	10
Job Placement	--	5	--	5

Seven accomplishments were most commonly pointed out by programs in their narratives: student gains and achievements, student qualitative gains, classes filled, contract goals met, regular attendance, good retention, and improved intake/placement. Table 37 presents the number of programs listing these accomplishments.

TABLE 37  
PROGRAM ACCOMPLISHMENTS

	CUNY	CBOs	BOE	TOTAL
Student Gains	8	23	3	34
Student Qual Gains	2	14	2	18
Classes Filled	7	3	5	15
Contract Goals Met	4	10	--	14
Regular Attendance	1	7	2	10
Good Retention	1	8	1	10
Intake/Placement	2	1	5	8

**B. Program Difficulties**

Many programs discussed their difficulties as well as their accomplishments in the narrative. The most common difficulty discussed was student recruitment, particularly among low level readers. This difficulty is also reflected in the data on program performance. Many of the other difficulties discussed by programs relate to student retention. Table 38 presents the most commonly highlighted difficulties.

TABLE 38  
PROGRAM DIFFICULTIES

	CUNY	CBOs	BOE	TOTAL
Student Recruitment	8	5	2	15
Students Leave for Jobs	1	8	1	10
Student Attendance	5	2	1	8
Student Post-Testing	4	4	--	8
Too Many/New Sites	3	--	3	6
Attrition	4	--	1	5
Late Start	1	3	1	5
Recruiting Staff	--	2	2	4
Student Child Care Problems	1	3	--	4

**C. Technical Assistance Needs**

The technical assistance needs listed by programs in their narratives varied greatly. Some reflected the specific needs of particular programs and others were actually requests for additional funds rather than for technical assistance. The requests that were common to several programs fell into four categories: 1) assistance with recruiting, serving, and keeping students; 2) assistance with curricula and materials for the classroom; 3) assistance with staff development; and 4) assistance with administrative matters. The most frequently listed of these requests are presented in the paragraphs and tables that follow.

Programs requested assistance with several matters related to recruiting, serving, and keeping students. The most common of these requests was for help with student recruitment, also listed as a common program difficulty. The requests in this category are shown in Table 39.

TABLE 39  
NUMBER OF PROGRAMS REQUESTING TECHNICAL ASSISTANCE  
FOR RECRUITING, SERVING, AND KEEPING STUDENTS

	CUNY	CBOs	BOE	TOTAL
Student Recruitment	8	14	6	28
Better Tests, Procedures	4	5	6	15
Student Referrals	2	3	4	9
Counseling	3	1	1	5
Eval Stud Progress	--	3	1	4
Intake/Placement	--	1	2	3
Student Retention	--	1	2	3
Other Resources to Meet Stud Needs	--	1	2	3
Coop City & Comm Agencies	--	1	2	3

Many requests were also made for assistance with curricula and materials for the classroom, consistent with the findings of a recent curriculum study commissioned by the Literacy Assistance Center. Table 40 presents the most frequent requests in this category.

TABLE 40  
NUMBER OF PROGRAMS REQUESTING TECHNICAL ASSISTANCE  
FOR CURRICULA AND MATERIALS FOR THE CLASSROOM

	CUNY	CBOs	BOE	TOTAL
Written Curricula	3	5	6	14
Locating, Selecting Mat.	1	11	1	13
Curriculum Development	1	4	--	5
Materials Demos	--	4	--	4
Career, Consumer, Life Skills Materials	--	3	1	4
Eval Computer Software	1	2	--	3

A third category of technical assistance needs was in the area of staff development. The single most common technical assistance request fell into this category: the request for more networking. This request was made by 32 programs (out of a total of 56). Table 41 presents all of the requests commonly made for assistance with staff development.

TABLE 41  
NUMBER OF PROGRAMS REQUESTING TECHNICAL ASSISTANCE  
FOR STAFF DEVELOPMENT

	CUNY	CBOs	BOE	TOTAL
Networking	8	19	5	32
Workshops on Inst Meth	3	14	--	17
On-Site Tech Assistance	2	7	1	10
Written Materials	--	7	--	7
Teacher Recruitment	2	--	3	5
Teacher Demos	--	3	--	3



The fourth category of technical assistance needs related to administrative matters. Only one request was made by more than one program: for assistance with record-keeping. This request was made by three CUNY colleges, five CBOs, and one BOE region, for a total of eight.

VII. PROGRAM COSTS

Estimating the cost of providing literacy services in New York City is difficult considering the great diversity of program size and type of agency. The City and State provided a total of \$11,657,386 in funds during fiscal year 1985, as follows: \$1,407,844 to CUNY; \$1,713,764 to CBO's; and \$8,320,835 to the Board of Education. To explore the relationship between funds spent and literacy services provided, three areas were examined: students, instructional hours, and contact hours.

Table 42 summarizes, for the three agencies, the number and proportion of total students, instructional hours, contact hours, and funds.

TABLE 42  
COMPARISON AMONG AGENCIES

	GRANT	STUDENTS	INST. HRS.	CONTACT HRS.
CUNY	\$1,407,844 12.3%	3,956 9.9%	32,501 11.5%	368,217 11.5%
CBOs	\$1,713,764 15.0%	7,195 17.9%	69,846 24.7%	731,892 22.9%
BOE	\$8,320,835 72.7%	28,945 72.2%	180,115 63.8%	2,099,383 65.6%
TOTAL	\$11,442,443 100%	40,096 100%	282,462 100%	3,199,492 100%

Based on the figures above, the cost per student, per instructional hour, and per contact hour are presented in Table 43.

TABLE 43  
COSTS OF INSTRUCTIONAL PROGRAMS

	COST PER INST.HR.*	COST PER CONT.HR.	COST PER STUDENT
CUNY	\$43.32	\$3.82	\$355.88
CBOs	\$24.54	\$2.34	\$238.19
BOE	\$46.20	\$3.96	\$287.47
AVERAGE	\$40.51	\$3.58	\$285.38

The variations in costs per hour and per student undoubtedly reflect the many variations among and, indeed, within each agency. It was impossible, within the scope of this report, to estimate in-kind resources used to support literacy services. Additionally, some programs relied heavily on the use of volunteers. Moreover, factors such as the level of students' skills, class size, and attendance rates for programs affect cost figures.

What do these cost figures tell us about New York City literacy services? The average cost for an instructional hour was \$40.51. According to attendance data presented earlier, this provided on the average an hour of instruction to eleven students. The average cost per student was \$285.38. Each student, on the average, attended 76 hours of instruction. However, it is impossible to assign a dollar value to the positive impact of these programs on the students served.

PART 2:

SERVICES OF THE PUBLIC LIBRARY

LITERACY PROGRAMS

I. SERVICES

MAC funds were used to set up adult literacy learning centers at the three New York City public library systems: the Brooklyn Public Library, the Queens Borough Public Library, and the New York Public Library (serving Manhattan, the Bronx, and Staten Island). All three systems renovated space, hired and trained new staff, and developed new or expanded collections designed to assist both students and literacy providers.

The library programs offered three basic services: individual tutoring programs, small group programs, and drop-in use of the adult literacy collections. Table 44, below, summarizes the use of these services as reported by the libraries.

TABLE 44  
USE OF ADULT LITERACY SERVICES AT THE PUBLIC LIBRARIES

	STUDS/IND TUTORS	STUDS/SMALL GROUPS	VOL. TUTORS	DROP-IN USERS/WK.
BROOKLYN	504	17	405	379
NEW YORK	30	64	62	65
QUEENS	79	--	77	84
TOTAL	613	81	544	528

Table 44 demonstrates much broader use of one-to-one tutorial instruction than small group instruction. This is true in all library systems except for New York Public Library where twice as many students are receiving instruction in small groups as in one-to-one tutorials.

## II. LOCATIONS

Each public library system has established programs at several sites, as summarized in Table 45. In some cases, these sites work with other branch libraries, called "satellites." The number of learning center sites and satellites is presented in Table 45.

TABLE 45  
NUMBER OF LOCATIONS FOR PUBLIC LIBRARY PROGRAMS

	SITES	SATELLITES	TOTAL
BKLYN	5	10	15
N.Y.	7	7	14
QNS.	5	--	5
TOTAL	17	17	34

The New York Public Library locations include 3 sites and 5 satellites in Manhattan, 3 sites and 2 satellites in the Bronx, and 1 site in Staten Island.

## III. MATERIALS

Each of the library-operated literacy centers now contains a broad collection of instructional and professional materials in basic education and English for speakers of other languages. As well as making materials available for loan by individuals, many of the centers have deposit collections available for use by other literacy programs in the area which are able to borrow a collection of materials to be used at the program site for several months.

**A. Print Materials**

All three library systems purchased extensive collections of adult education-related print materials for their literacy centers. These fall into three categories: materials for adult basic education, materials for ESOL, and materials for professional use. Table 46 summarizes the number of items purchased by each library in each category. It should be noted that while most of these items were available for use at the end of the fiscal year, some had been delivered and were being processed, and others were still on order.

TABLE 46  
NUMBER OF PRINT ITEMS PURCHASED BY LIBRARIES BY CATEGORY

	BE	ESOL	PROF.	TOTAL
QNS	12,562	3,496	1,524	17,582
N.Y.	57,302	2,480	4,436	64,224
BKLYN	27,973	4,320	3,063	35,356
TOTAL	97,843	10,296	9,023	117,162

**B. Audiovisual and Computer Hardware and Materials**

Many library literacy centers also provided computer-assisted instruction and audiovisual resources. A total of 1,628 audiovisual and computer items were purchased this year, in five categories: computer hardware, video equipment, other equipment, computer software, and audio/video tapes. Table 47 summarizes the number of items purchased by each library in each category. Again, not all of these items were available for use at the end of the fiscal year; some had been delivered and were being processed, while others were still on order.

TABLE 47  
NUMBER OF AUDIOVISUAL ITEMS PURCHASED BY LIBRARIES BY CATEGORY

	COMPUTER HARDWARE	VIDEO EQUIP.	OTHER EQUIP.	COMPUTER SOFTWARE	AUDIO/ VIDEOTPS.	TOTAL
QNS	19	10	0	158	264	451
N.Y.	21	199	29	104	0	353
BKLYN	16	18	6	200	584	824
TOTAL	56	227	35	462	848	1,628

#### IV. STAFF DEVELOPMENT

As with CUNY, BOE, and CBO programs, a great deal of emphasis was placed on staff development in the public library programs during fiscal year 1985. In their narrative reports, each library system described its staff development program for the year. Based on content analysis, both the formats and the content or topics of these staff development programs were extrapolated. Table 48 summarizes the formats used by the various learning centers of each library system.

TABLE 48  
STAFF DEVELOPMENT FORMATS  
USED BY PUBLIC LIBRARY PROGRAMS

	BKLYN	N.Y.	QNS	TOTAL
Workshops	3	4	5	12
Conferences	4	3	5	12
LAC Workshops	2	4	5	11
Wkshops by Other Programs	3	3	5	11
Orientations	--	4	5	9
Meetings	4	--	--	4
Prof. Mats.	1	2	--	3

The most common topic of staff development, as shown in Table 53, was training in computers. This is not surprising, given the libraries' emphasis on the use of computers as a learning tool. Table 49 summarizes the topics most frequently described by the libraries as part of their staff development programs at the various learning centers.

TABLE 49  
STAFF DEVELOPMENT TOPICS  
IN PUBLIC LIBRARY PROGRAMS

	BKLYN	N.Y.	QNS	TOTAL
Computer Training	5	5	5	15
Tutor Training	4	5	5	14
Testing	2	5	5	12
Mats. Selection	--	1	5	6
Stud.Eval/Placement	1	5	--	6
Literacy and Video	--	1	5	6
Cross Cult. App.	--	1	5	6

V. EXPENDITURES

A total of \$1,567,416 in MAC and AEA funds was used to establish literacy centers and provide services. Expenses included: purchase of print materials, audiovisual hardware and materials, and furniture and office equipment; hiring staff; and making renovations. These expenditures are summarized in Table 50.

TABLE 50  
PUBLIC LIBRARY EXPENDITURES BY CATEGORY

	PRINT MATS.	AUDIO- VISUAL	FURN/OFF. EQUIP.	STAFF	RENOVA- TIONS	TOTAL
QNS	\$77,759	\$95,143	\$65,738	\$135,100	\$33,511	\$407,251
N.Y.	\$268,286	\$79,202	\$61,180	\$177,537	\$143,043	\$729,248
BKLYN	\$63,143	\$45,856	\$71,724	\$169,036	\$81,158	\$430,917
TOTAL	\$409,188	\$220,201	\$198,642	\$481,673	\$257,712	\$1,567,416



## SUMMARY

This final report describes literacy services during the first year of the New York City Adult Literacy Initiative (July 1, 1984 - June 30, 1985) supported by funds from the Municipal Assistance Corporation and funds administered by the State Education Department including Adult Education Act (AEA), Welfare Education Program (WEP), and Employment Preparation Education (EPE) funds. During this period, literacy services were provided by 11 colleges of the City University of New York and 36 community based organizations; the New York City Board of Education provided over 700 classes and the public libraries operated 17 literacy centers.

Over 40,000 students received instruction in classes, labs, or tutorial sessions in programs throughout the five boroughs of New York City. There was a wide range in the size of literacy programs, from programs serving fewer than 50 students in two or three classes, through those serving ten times that number in dozens of classes, to regions of the Board of Education serving over 2000 students at multiple sites throughout the region. Tutorials, small group instruction and labs were available at many programs, in addition to traditional classroom instruction. The average attendance for all programs was 11 students per session.

The diverse provider system reflects the diversity of students receiving literacy instruction. 89% of the students were minorities. 41% were male and 59% were female. Ages ranged from 16 to over 65 with 52% of the students between the ages of 25 and 44. 55% were unemployed, with 17% receiving public assistance.

The first year of the New York City Literacy Initiative was characterized by enormous expansion as well as a spirit of great cooperation. The Mayor's Office and the State Education Department planned and worked together to support and coordinate services in the public libraries, the City University of New York, the community based organizations, and the Board of Education. The year was also characterized by a commitment to improved services, staff development, technical assistance and research.

A strong foundation is now in place on which to build a comprehensive system for the delivery of effective literacy services.

**APPENDIX**

Summary Data  
for Fiscal Year 1985  
for Literacy Programs  
Operated by  
the City University of New York,  
Community Based Organizations  
and  
the New York City Board of Education

Summary Data  
for Instructional Programs  
Final Report for Fiscal Year 1985  
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FINAL REPORT FOR FISCAL YEAR 1985

	TOTALS		GRAND
	#	%	TOTAL %
PAGE 1			
I. STUDENTS			
A. BE			
		BE %	
0-2.9	2209	10.7%	5.5%
3-4.9	3032	14.6%	7.6%
SUBTOTAL	5241	25.3%	13.1%
5-6.9	4882	23.5%	12.2%
7-8.9	1951	9.4%	4.9%
7-8.9(HSE)	8623	41.7%	21.5%
SUBTOTAL	15456	74.7%	38.5%
BE TOTAL	20697	100.0%	51.6%
B. ESOL			
		ESOL %	
I	9217	51.7%	23.0%
II	4270	23.9%	10.6%
SUBTOTAL	13487	75.6%	33.6%
III	3125	17.5%	7.8%
IV	1230	6.9%	3.1%
SUBTOTAL	4355	24.4%	10.9%
ESOL TOTAL	17842	100.0%	44.5%
C. BENL			
		BENL %	
0-2.9	405	39.3%	1.0%
3-4.9	305	29.6%	0.8%
SUBTOTAL	711	68.9%	1.8%
5-6.9	177	17.2%	0.4%
7-8.9	144	14.0%	0.4%
SUBTOTAL	321	31.1%	0.8%
BENL TOTAL	1032	100.0%	2.6%
D. MATH			
		MATH %	
0-2.9	103	19.6%	0.3%
3-4.9	185	35.2%	0.5%
SUBTOTAL	288	54.9%	0.7%
5-6.9	181	34.5%	0.5%
7-8.9	56	10.7%	0.1%
SUBTOTAL	237	45.1%	0.6%
MATH TOTAL	525	100.0%	1.3%
E. BE 9-12	473		
HSE 9-12	6655		
SUBTOTAL	7128		
GRAND TOTAL STUDENTS	47224		
GRAND TOTAL STUDENTS (EXCLUDING 9-12)	40096		100.0%

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	TOTALS	
	#	%
PAGE 2		
II. STUDENTS BY LEVEL		
A. 0-4.9/I-II	19727	49.2%
B. 5-6.9/III-IV	20369	50.8%
C. TOT ST BY LEVEL	40096	100.0%

FINAL REPORT FOR FISCAL YEAR 1985

	TOTALS	
	#	%
PAGE 3		
III. STUDENTS WITH POST TEST		
A. BE POST TEST		BE %
0-2.9	986	44.6%
3-4.9	1510	49.8%
SUBTOTAL	2496	47.5%
5-6.9	2324	47.6%
7-9.9	961	49.3%
7-8.9 HSE	0	0.0%
SUBTOTAL	3285	21.3%
BE TOTAL (EXC. HSE)	5781	47.9%
<hr/>		
BE TOTAL	5781	27.9%
B. ESOL POST TEST		ESOL %
I	5135	55.7%
II	2605	61.0%
SUBTOTAL	7740	57.4%
III	1996	63.9%
IV	921	74.9%
SUBTOTAL	2917	67.0%
<hr/>		
ESOL TOTAL	10657	59.7%
C. BENE POST TEST	278	26.9%
D. MATH POST TEST	425	81.0%
TOTAL (EXC. HSE 7-8.9)	17141	54.5%
<hr/>		
GRAND TOTAL POST TEST	17141	42.7%
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FINAL REPORT FOR FISCAL YEAR 1985

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IV. STUDENTS WITH GAIN\*

A. BE GAIN

		GAIN/ POST	GAIN/ STUDENTS
0-2.9	462	46.9%	20.9%
3-4.9	716	47.4%	23.6%
SUBTOTAL	1178	47.2%	22.5%
5-6.9	977	42.0%	20.0%
7-8.9	379	39.4%	19.4%
7-8.9 HSE	0	0.0%	0.0%
SUBTOTAL	1356	41.3%	8.8%
BE TOTAL (EXC. HSE)	2534	43.8%	21.0%
<hr/>			
BE TOTAL	2534	43.8%	12.2%

		GAIN/ POST	GAIN/ STUDENTS
B. ESOL GAIN			
I	2137	41.6%	23.2%
II	1224	47.0%	28.7%
SUBTOTAL	3361	43.4%	24.9%
III	444	22.2%	14.2%
IV	246	26.7%	20.0%
SUBTOTAL	690	23.7%	15.8%
<hr/>			
ESOL TOTAL	4051	38.0%	22.7%

C. BNL GAIN	156	56.12%	15.1%
D. MATH GAIN	293	68.94%	55.8%

GRAND TOTAL GAIN 7034

\* BE, BNL, MATH: Gain is one year or more.  
ESOL: Gain is 20 points or more.

FINAL REPORT FOR FISCAL YEAR 1985

	TOTALS		GRAND
	#	%	TOTAL %
PAGE 5			
V. INSTRUCTIONAL HOURS			
A. BE			
1. 0-4.9	71505	47.2%	26.2%
2. 5-8.9	79946	52.8%	29.2%
3. BE TOTAL	151451	100.0%	55.4%
B. ESOL			
1. I/II	75599	70.5%	27.7%
2. III/IV	31568	29.5%	11.5%
3. ESOL TOTAL	107167	100.0%	39.2%
C. BELL			
1. 0-4.9	4869	71.2%	1.8%
2. 5-8.9	1969	28.8%	0.7%
3. BELL TOTAL	6838	100.0%	2.5%
D. MATH			
1. 0-4.9	931	54.6%	0.3%
2. 5-8.9	773	45.4%	0.3%
3. MATH TOTAL	1704	100.0%	0.6%
SUBTOTAL	207160		97.7%
E. UNSPECIFIED HOURS	5169		2.3%
GRAND TOTAL	212329		100.0%
F. TESTING HOURS	9133		
TEST HRS/INST HRS	0.03		
GRAND TOTAL (INC. TEST)	221462		
(A, B, C, D, E & F)			

FINAL REPORT FOR FISCAL YEAR 1985

	TOTALS	%	GRAND TOTAL %
	*	%	%
PAGE 6			
VI. CONTACT HOURS			
A. BE			
1. 0-4.9	493510	36.2%	15.7%
2. 5-8.9	869627	63.8%	27.6%
3. BE TOTAL	1363137	100.0%	43.3%
B. ESOL			
1. I/II	1137014	71.4%	36.1%
2. III/IV	455516	28.6%	14.5%
3. ESOL TOTAL	1592530	100.0%	50.5%
C. BENL			
1. 0-4.9	49882	73.1%	1.6%
2. 5-8.9	18368	26.9%	0.6%
3. BENL TOTAL	68250	100.0%	2.2%
D. MATH			
1. 0-4.9	7055	23.9%	0.2%
2. 5-8.9	22442	76.1%	0.7%
3. MATH TOTAL	29497	100.0%	0.9%
SUBTOTAL	3053414		96.9%
E. UNSPECIFIED HOURS	97557		3.1%
GRAND TOTAL	3150971		100.0%
=====			
F. TESTING HOURS	46521		
GRAND TOTAL	3199492		
(A, B, C, D, E & F)			

FINAL REPORT FOR FISCAL YEAR 1985

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VII. CONTACT HRS/STUDENTS

A. BE	
1. 0-4.9	34
2. 5-8.9	56
	-----
3. BE TOTAL	66
B. ESOL	
1. I/II	84
2. III/IV	105
	-----
3. ESOL TOTAL	89
C. BENV	
1. 0-4.9	70
2. 5-8.9	57
	-----
3. BENV TOTAL	66
D. MATH	
1. 0-4.9	34
2. 5-8.9	95
	-----
3. MATH TOTAL	56
GRAND TOTAL	76
	=====

VIII. CONTACT HOURS/INSTRUCTION HOURS

A. BE	
1. 0-4.9	7
2. 5-8.9	11
	-----
3. BE	9
B. ESOL	
1. I/II	15
2. III/IV	14
	-----
3. ESOL	15
C. BENV	
1. 0-4.9	10
2. 5-8.9	9
	-----
3. BENV	10
D. MATH	
1. 0-4.9	8
2. 5-8.9	29
	-----
3. MATH	17
GRAND TOTAL	11

ES

FINAL REPORT FOR FISCAL YEAR 1985

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IX. COSTS

A. TOTAL GRANT            \$11,442,443

B. COST PER INST HR

1. EXCLUDING TEST HRS       \$41.86

2. INCLUDING TEST HRS       \$40.51

C. COST PER CONTACT HR

1. EXCLUDING TEST HRS       \$3.63

2. INCLUDING TEST HRS       \$3.58

D. COST PER STUDENT       \$285.38

FINAL REPORT FOR FISCAL YEAR 1985

	TOTALS		GRAND
	#	%	TOTAL %
PAGE 9			
OTHER STUDENT INFORMATION FOR 0-8.9 AND ESOL			
X. ETHNICITY AND RACE			
AMER NAT	143	0.4%	
ASIAN	3498	8.9%	
BLACK	13046	33.2%	
HISPANIC	18260	46.5%	
WHITE/OTHER	4329	11.0%	
TOTAL ETHNICITY & RACE	39275	100.0%	
XI. AGE/GENDER			
A. AGE GROUPINGS: MALE			
16-20 YEARS	3124	19.2%	
21-24	3341	20.5%	
25-44	7870	48.4%	
45-59	1606	9.9%	
60+	326	2.0%	
TOTAL MALE	16267	100.0%	41.0%
B. AGE GROUPS: FEMALE			
16-20 YEARS	3344	14.3%	
21-24	3839	16.4%	
25-44	12611	54.0%	
45-59	2992	12.8%	
60+	584	2.5%	
TOTAL FEMALE	23370	100.0%	59.0%
C. AGE GROUPS: TOTAL			
15-20 YEARS	6468	16.3%	
21-24	7180	18.1%	
25-44	20481	51.7%	
45-59	4598	11.6%	
60+	910	2.3%	
TOTAL AGE	39637	100.0%	100.0%

TOTALS		GRAND
#	%	TOTAL %

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OTHER STUDENT INFORMATION 0-12 AND ESOL

XII. EMPLOYMENT

1. EMPLOYED	20581	44.5%
2. UNEMP/AVAIL	17261	37.3%
3. UNEMP/NOT AVAIL	8399	18.2%

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TOTAL EMPLOYMENT	46241	100.0%
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XIII. OTHER STUDENT CHARACTERISTICS

1. RECEIV PA	5713	12.1%
2. HANDICAP	798	1.7%
3. RURAL AREAS	11	NA
4. URBAN AREAS	9047	NA
5. IMMIGRANT	17259	36.5%
6. MIGRANT	333	0.7%
7. INSTITUTION	1122	2.4%

TOTAL REASON

XIV. REASONS LEAVING

1. HEALTH	1216	5.9%
2. CHILDCARE	825	4.0%
3. TRANSPORTATION	597	2.9%
4. FAMILY	1708	8.3%
5. LOCATION	249	1.2%
6. LACK INTEREST	275	1.3%
7. TIME OF CLASS	989	4.8%
8. CHANGED ADDRESS	942	4.6%
9. OBTAINED JOB	1530	7.4%
10. ANOTHER TRAINING	452	2.2%
11. ANOTHER EDUCATION	557	2.7%
12. OTHER KNOWN	3101	15.1%
13. UNKNOWN	8115	39.5%

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	20556	100.0%
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XV. PARTICIPANT ACHIEVEMENT

1. IMPROVE SKILLS	27587	58.4%	
2. IMPROVE COMPETENCY			
A. GOV'T	13826	29.3%	
B. COMM. RES.	15261	32.3%	
C. CONSUMER	14495	30.7%	
D. PARENTING	12224	25.9%	
E. OCCUP KNOW	14471	30.6%	
F. HEALTH CARE	14037	29.7%	
G. OTHER	12310	25.1%	
3. OBTAINED SED	4361	9.2%	
4. OBTAINED DIP	136	0.3%	
5. ESOL TO BE+	161	0.9%	0.3%
6. BE TO HSE+	703	5.8%	1.5%
7. ENTER POSTSEC	356		0.8%
8. ENTER OTHER ED	942		2.0%
9. US CITIZENSHIP	114		0.2%
10. REGISTER VOTE	836		1.8%
11. OBTAIN JOB+	1893	10.97%	4.0%
12. OBT. BETTER JOB+	839	4.1%	1.8%
13. REMOVE PA+	392	6.9%	0.8%

NOTE: + IS % OF RELATED SUBTOTAL CATEGORY



TOTALS  
# %

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XVI. PERSONNEL

A. LESS THAN 20 HRS/WK

1. ADMIN&SUP	55	5.9%
2. TEACHERS	755	80.5%
3. COUNSELORS	42	4.5%
4. PARAS	86	9.2%

---

TOTAL 938 100.0%

B. BETWEEN 20 & 35 HRS/WK

1. ADMIN&SUP	8	2.5%
2. TEACHERS	191	60.1%
3. COUNSELORS	35	10.9%
4. PARAS	84	26.4%

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TOTAL 318 100.0%

C. 35 HRS/WK

1. ADMIN&SUP	37	53.3%
2. TEACHERS	17	24.5%
3. COUNSELORS	1	1.9%
4. PARAS	14	20.3%

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TOTAL 69 100.0%

D. UNPAID VOLS

1. ADMIN&SUP	40	8.4%
2. TEACHERS	413	86.6%
3. COUNSELORS	8	1.6%
4. PARAS	17	3.5%

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TOTAL 477 100.0%

E. PAID STAFF

1. ADMIN&SUP	99.7	7.5%
2. TEACHERS	962.925	72.7%
3. COUNSELORS	78.025	5.9%
4. PARAS	184	13.9%

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TOTAL 1324.65 100.0%

F. TOTAL STAFF

1. ADMIN&SUP	139.7	7.8%
2. TEACHERS	1375.925	76.4%
3. COUNSELORS	85.525	4.7%
4. PARAS	200.5	11.1%

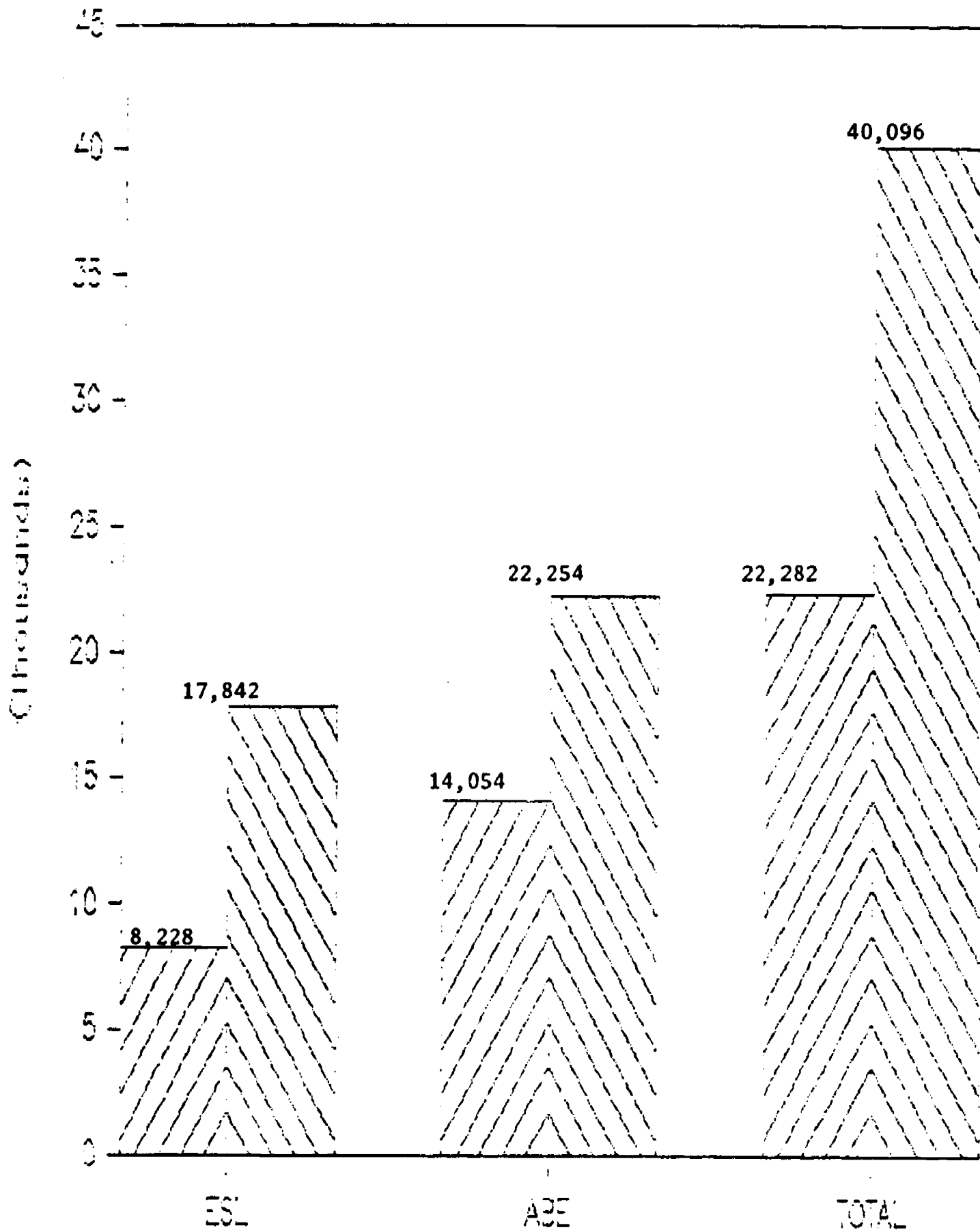
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TOTAL 1801.65 100.0%

G. TEACHER EXPERIENCE

1. FULL-TIME EXP	200
2. PART-TIME EXP	495

**Number of Students  
 in  
 New York City Literacy Programs  
 operated by  
 the City University of New York,  
 Community Based Organizations,  
 and  
 the New York City Board of Education**



▨ 1983-84

▨ 1984-85

Distribution of Literacy Programs City-Wide 1984-85

