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                General Information and Narrative Report September
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IDENTIFIERS   *Colorado (Adams County)

ABSTRACT
            Grant funding enabled the Adams County Public Library
(ACPL) in Colorado to hire permanent staff; build collections of
library materials for literacy students, tutors, and the general
public; provide workbooks to students at no cost; and expand the
scope and effectiveness of the literacy program by enabling the
development of collections of nonprint (audio and videocassettes and
computer software) instructional materials for those whose learning
and teaching styles are more responsive to nonprint formats.
Approximately 25,000 illiterate persons reside in Adams County;
between 250 and 300 persons contacted the program during the grant
period (September 1988-October 1989) and received detailed
information about the ACPL Literacy Program or were referred to
another area program. During the grant period, 127 new participants
entered the program, 67 as tutors and 60 as students, and 44
continued their earlier participation. The program also recruited
tutors for the Adams County Detention Center, held an awards
ceremony, sent its coordinator to the state literacy rally, and
replaced a stolen computer. (Appendixes include a comparison of
proposed versus actual expenditures and program statistics.) (KC)

PART I
GENERAL INFORMATION

Adams County Public Library
8992 North Washington
Thornton, Colorado
80229

prepared by Nancy K. Buchanan, Library Administrator
(303) 288-2001

Grant #R167A80122

December 28, ₁989

AMOUNT OF GRANT : $ 14,796.00

ACTUAL EXPENDITURES : $ 13,868.00

Attachments :
- Part II (Narrative Report)
- Appendix A (Expenditure Comparison)
- Appendix B (ACPL Literacy Statistics)
- Budget Printouts

PART II
NARRATIVE REPORT
Adams County Public Library (ACPL) Literacy Program
September, 1988 - October, 1989

IMPACT :

This federal funding has made it possible for the ACPL Literacy Program

to : (1) hire permanent staff specifically for the pprog am; (2) build

collections of library materials for both literacy students and tutors as

well as the general public; (3) provide workbooks to students at no cost;

and (4) expand the scope and effectiveness of the program by enabling the

development of collections of non-print (audio and video cassettes and PC

software) instructional materials for those whose learning and teaching

styles are more responsive to non-print formats.

Approximately 25,000 illiterate and functionally illiterate residents

of Adams County could potentially benefit from the ACPL Literacy Program.

Between 250 and 300 persons personally contacted the program during the

grant period and received detailed information about the ACPL Literacy

Program or were referred to another area program.   127 persons were "new"

participants in the program during the grant period - 67 as tutors and 60 as

students - and 44 were continuing participants.

See Appendix B, "ACPL Literacy Statistics."

GOALS/ACCOMPLISHMENTS :
(The goals [TO] and objectives [BY] listed below are those
set forth in the approved grant application.)

1.) TO retain the ACPL Lite.acy Program Coordinator, who is assuming many

of the responsibilities which were being accomplished by the Literacy Assis-

tant and other ACPL staff.

BY continuing the services of a part time Literacy Program Coordinator

(20 hours per week) to assist the Literacy Assistant with tutor training

and to be responsible for the coordination and administration of the ACPL

Literacy Program.

ACCOMPLISHMENT:

The position of Literacy Program Coordinator was continued and

was funded from this grant. Because the Literacy Program Coordinator

had now had one year's experience in the program, the responsibilities

of this position were broadened to give him primary responsibility for

all aspects of the ACPL Literacy Program. The Literacy Program

Coordinator now coordinates volunteers and students, publicity,

recruitment, workshops, meetings, community presentations and special

events; performs clearinghouse functions; plans and presents tutor

training; recommends and evaluates literacy materials purchases; and

maintains records and statistics.

As a result, it has been possible to administer the program more

efficiently and to expand and improve the direct literacy services

provided by the ACPL Literacy Program. During the period of this

grant:

(i) records and statistics were computerized. This has improved the

ease and speed with which information can be recorded and retrieved;

has enabled the Literacy Program Coordinator to devote more time to

direct contact with program participants; and has made it possible for

the Literacy Program Coordinator to keep a set of records at home and

thus to complete business contacts with one phone call when calling

program participants from home and during times which are more

convenient for many of those participants.

(ii) a separate phone line/phone/answering machine for the ACPL

Literacy Program was installed. This has reduced the number of phone

calls which other staff must answer, has eliminated the need to relay

messages, and has given the ACPL Literacy Program its own identity.

(iii) the secondary roles of the Literacy Program Coordinator were

eliminated, thus coordinating the majority of expertise related to, and

the responsibility for, the program in one person.

2.) IO continue the recruitment of literacy students and volunteer tutors.

(a.) BY being a contact in Adams County for respondents to the Colorado

Literacy Hotline and for those who respond to information about the ACPL

Literacy Program from some other source (word-of-mouth, printed matter or

media releases, for example).

ACCOMPLISHMENT:

The ACPL Literacy Program Coordinator personally responds to all

persons who contact the ACPL Literacy Program to determine their needs

and to enroll them in the ACPL program or make other appropriate

referral. Contacts are usually referred from the Colorado Literacy

Hotline or are responding to specific information about the ACPL

Literacy Program or are inquiring about library sponsored adult

literacy programs in general.

(b.) BY using print and non-print media to inform the public about the ACPL

Literacy Program and about other literacy programs in Adams County (flyers,

the use of the video "Insight...," PSAs on radio, etc.).

ACCOMPLISHMENT:

During the timeframe of this grant, the following informational

materials were prepared and/or distributed:

1.) in print format : flyers giving brief and general information

about the ACPL Literacy Program and contact information; "READ"

cards, sponsored by IBM, which provide the Colorado Literacy

Hotline phone number; articles in the ACPL newsletter providing

information about the ACPL Literacy Program; branch literacy

posters, which are updated regularly with information about

upcoming tutor training sessions; information on community

bulletin boards on local cable stations; articles in several local

papers giving basic information about the program from the

perspective of participants

2.) in non-print format : an interview on a local radio program; a

one-half hour special for a local cable network

(c.) BY personally contacting the personnel of Adams County social

services agencies which might deal with illiterate adults and of Adams

County school districts, as well as by making presentations to community

groups.

ACCOMPLISHMENT:

Several presentations were given to community groups during the

timeframe of this grant to encourage Adams County residents to

volunteer their services as tutors. Existing contacts with school

districts and other agencies were maintained.

3.) TO follow up on all contacts and referrals to the ACPL Literacy

Program.

(a.) BY personally contacting each person who contacts the ACPL regarding

literacy, either as a potential tutor or student, within one week of his/her

initial contact.

ACCOMPLISHMENT:

Contact is made within one day of initial contact : The Literacy

Program Coordinator has regularly scheduled office hours 3 hours per

afternoon, Monday - Friday. Initial contacts made during these office

hours are, obviously, handled immediately. Responses to contacts made

via the ACPL Literacy Program answering machine are made within one day

and the Literacy Program Coordinator does a large amount of telephone

contact from his home in the evenings and on weekends.

(b.) BY giving potential tutors information about tutor training and/or

registering them for tutor training, as pertinent.

ACCOMPLISHMENT:

During the timeframe of this grant, intial contacts were received

from approximately 10-11 prospective tutors each month. 67 of these

contacts were ultimately trained in the ACPL Literacy Program; a few of

these initial contacts were referred to another program because it was

closer to their home or for some other reason.

(c.) BY obtaining special information about personal needs from potential

students (current reading skills, special needs or interests, logistical

information related to times, dates, most convenient place for tutoring

sessions) and informing them about when, and how, they can expect to be

matched with a tutor.

ACCOMPLISHMENT:

During the timeframe of this grant, intial contacts were received

from approximately 12-13 prospective students, per month. The Literacy

Program Coordinator is the student's sole contact until he/she is

matched with a tutor. 82 of these potential students were matched with

tutors and approximately 15 were referred to other, more suitable,

programs.

d.) BY providing additional follcw up, as necessary.

ACCOMPLISHMENT:

The Literacy Program Coordinator makes himself accessible to

program participants during many more than his scheduled office hours.

[See above, 3, a.]

During the timeframe of this grant, the Literacy Program

Coordinator made approximately 150 - 175 telephone contacts with

prospective and existing students and tutors, every month. In

addition, a quarterly newsletter, which is sent to about 100 program

participants, was instigated. This newsletter keeps program

participants linked with both the program and each other, and provides

up-to-date information about the ACPL Literacy Program, PLUS activities

and general literacy issues.

4.) TO continue training volunteer tutors.

(a.) BY holding at least 9 basic tutor training sessions (reading levels 1

and 2) and training 75-100 new volunteer literacy tutors at this level.

ACCOMPLISHMENT:

10 basic tutor training sessions were held (one each month except

July and December) and 67 tutors were trained in the Laubach method at

reading levels 1 and 2.

(b.) BY holding 4-6 "mini-workshops" so that at least 30% of the tutors can

progress with their student beyond initial levels of instruction and/or

address their student's special needs in specific subject areas. AND,

(c.) BY holding 1-2 general tutor meetings to give tutors an opportunity to

discuss teaching techniques and problems and to share information.

ACCOMPLISHMENT:

A total of 29 tutors (35% of the program's participants) received
supplemental training : Early in 1988, for the sake of efficiency and
because many tutors wanted the benefits of both types of meetings
without attending different sessions, the "mini workshops" and tutor
meetings were combined and "mini workshops" were restructured : now,
the first half of these workshops deals with literacy issues and tutor
problems; the second half provides supplemental training and
information about related instructional materials. Eight "mini
workshops" that were held during the FY covered by this grant.

5.) TO continue matching students with tutors or referring them to other
appropriate programs in Adams County; and TO continue to follow up on, and
monitor the progress of, student/tutor matches.

(a.) BY matching with tutors, or referring to other appropriate agencies
when needs cannot be met within the scope of the ACPL Literacy Program, 90%
of all initial student referrals.

ACCOMPLISHMENT:

Of the approximately 144 prospective students who initially
contacted the ACPL Literacy Program during the timeframe of this
grant, 97 (67%) were matched with tutors or referred to another
program. The 90% objective was overly optimistic and did not take
into account the fact that some prospective students would decide that
they were not interested in the program after having made initial
contact.

(b.) BY involving 50% of ACPL trained tutors in active tutoring for a
period of at least 4 months.

ACCOMPLISHMENT:

At the end of this grant period, the ACPL Literacy Program had 82

active tutors :

- of the 67 tutors trained during the period of this grant, 44 (66%)

were still active participants;

- 22% of those tutors trained in 1988 were still active

- 16% of those trained in 1987, and 24% of those trained in 1986, were

still participating in the program

(c.) BY monitoring student/tutor matches, resolving problems amd making

reassignments and referrals, as appropriate.

ACCOMPLISHMENT:

The Literacy Program Coordinator is responsible for evaluating

student needs and tutor skills, matching students with tutors or making

referrals to other programs, and for evaluating matches. He also

tracks the progress of each student/teacher team and follows up on

special needs, problems, and so forth, in order to assure that matches

are working and that students are progressing toward their individual

goals. He does this by keeping written records and statistics and by

personal contact with tutors and/or students via phone, one-on-one

meetings or mini-workshops.

6.) TO continue to provide library space, and to seek other meeting space

within the community, for tutor/student teams.

(a.) BY using the limited space available in ACPL branches (only one

meeting room is available at each branch and only one branch has private

study areas) effectively.

10

ACCOMPLISHMENT:

24 tutor/student teams are meeting regularly in following ACPL

facilities :

Brighton Branch
575 South 8th
Brighton, Colorado 80601

Perl Mack Branch
7611 Hilltop Circle
Denver, Colorado 80221

Commerce City Branch
7185 Monaco
Commerce City, Colorado 80022

Northglenn Branch
10530 North Huron
Northglenn, Colorado 80234

Thornton Branch
8992 North Washington
Thornton, Colorado 80229

b.) BY taking an inventory of other available space (schools, banks,

recreation centers, ACPL agencies, Adams County Coalition member facil-

ities) and finding meeting locations to accommodate all student/tutor

teams.

ACCOMPLISHMENT:

58 student/tutor teams are meeting in these non-ACPL facilities :

Northglenn High School
601 West 100th Place
Northglenn, Colorado 80234

Thornton High School
9351 North Washington
Thornton, Colorado 80229

School District #50
Career Enrichment Center
7300 Lowell
Westminster, Colorado 80030

Our Lady Mother of the Church
Catholic Church
6690 East 72nd Avenue
Commerce City, Colorado 80022

Westminster Public Library
3031 West 76th Avenue
Westminster, Colroado 80030

School District #14
Kemp Elementary School
6775 Oneida
Commerce City, Colorado 80022

(c.) BY scheduling teams in accordance with available space and

student/tutor needs.

ACCOMPLISHMENT:

New meeting space is arranged to meet the needs of the program.
Scheduling is done in advance so that literacy teams can concentrate on
tutoring and not have to deal with logistical problems.

7.) _TO_ provide literacy teaching materials in a variety of formats for
both students and tutors; _TO_ expand branch collections of circulating
materials, both print and multi-media, for adult new readers.
(a.) _BY_ increasing core collections of professional literature related to
teaching adults and the illiterate (5 titles per branch).

ACCOMPLISHMENT:

Use of the exisiting professional collection and of available
resources which are not already a part of that collection, as well as
current and anticipated needs for more materials in this collection,
were analyzed.   It was determined that the present collection is
adequate and that resources should be directed toward increasing the
number of materials available for student use.

(b.) _BY_ providing adequate teaching materials for long-term loans to tutors
at all levels of the program (30 manuals each, for reading levels 1 and 2;
25 each, for levels 3 and 4, to supplement and replace existing materials).

ACCOMPLISHMENT:

5 teacher manuals (both basic reading and phonics) were purchased
for each of reading levels 1 - 4 : The number and condition of
exisiting materials, as well as current and anticipated needs for such
materials, were analyzed and purchases were made accordingly.

(c.) _BY_ providing elementary level teaching materials in basic subject
areas such as spelling, writing and arithmetic (20 - 25 titles per branch).

ACCOMPLISHMENT:

One new title - a dictionary - was added to branch collections :
The number and condition of exisiting materials, as well as current and
anticipated needs for such materials, were analyzed and purchases were
made accordingly.

(d.) BY providing student workbooks (these are not reusable) for current and
future students (50 each, for reading levels 1 and 2; 25 each, for levels 3
and 4).

ACCOMPLISHMENT:

10 - 15 workbooks (basic reading and phonics) were purchased for
each of reading levels 1 - 4; 100 additional workbooks were purchased
for math, dictionary skills and cursive writing : The number and
condition of exisiting materials, as well as current and anticipated
needs for such materials, were analyzed and purchases were made
accordingly.

(e.) BY providing literacy software for student/tutor team use and for
student self-instruction (6-10 software packages for each of 2 Apple IIes,
on subjects such as reading, grammar, spelling and arithmetic).

ACCOMPLISHMENT:

60 software packages aimed at the development of a variety of
skills, including math, reading, spelling, grammar, geography, history
and dictionary and map use, were purchased.

(f.) BY increasing branch collections of circulating books for adult new
readers by at least 10%.

ACCOMPLISHMENT:

32 new titles were added to the circulating collection of non-
instructional books for adult new readers at each branch - an 11%

13

increase in the number of available titles. In addition, subscriptions

to _News for You_, New Reader Press's weekly newspaper, were continued at

each branch.

g.) BY adding read-along/audio cassette sets designed for adult new

readers to circulating branch collections.

ACCOMPLISHMENT:

9 adult book/cassette sets were added to each branch collection in

1989.   Three more video cassettes on basic math skills were added to

the ACPL collection.

(h.) BY providing tutor manuals and student workbooks to the Adams County

Detention Center, as needed, for use with inmates (2 teacher manuals and 5

student workbooks, each, levels 1-4).

ACCOMPLISHMENT:

Print materials were supplied as needed.

8.) TO share and disseminate information about literacy programs in Adams

County and about the ACPL Literacy Program and ACPL literacy collections.

AND

9.) TO encourage cooperative efforts among Adams County agencies in

combatting illiteracy in Adams County.

(a.) BY continuing participation in, and the coordination of, the Adams

County Literacy Coalition.

ACCOMPLISHMENT:

As other local coalitions have grown, they have broadened the

scope of, and increased the resources available for, literacy program

planning. The Literacy Program Coordinator is a member of Denver PLUS

- a metro area coalition/network composed of the coordinators of

various literacy programs, of the local affiliates of PBS and ABC and

of the Colorado Division of Employment and Training, as well as a

lobbyist who works with the Colorado State Legislature - and the

Colorado Literacy Assistance Center - the agency which coordinates the

Colorado Literacy Hotline and statewide referral network. Since most

of the Adams County Literacy Coalition members are part of Denver

PLUS; and since most of the members of the Adams County Coalition are

in regular telephone contact with each other to solve problems and

make referrals, the Adams County Coalition was phased out in 1988. The

entire PLUS organization meets quarterly, and the Literacy Program

Coordinator is a member of the Service Providers Committee, which meets

monthly.

(b.) BY providing press releases and PSAs to the media, including

information about the ACPL Literacy Program in the ACPL newsletter, and

preparing and distributing flyers and posters.

ACCOMPLISHMENT:

During the timeframe of this grant, the following informational

materials were prepared, presented and/or distributed:

1.) flyers giving brief and general information about the ACPL

Literacy Program and contact information

2.) "READ" cards, sponsored by IBM, which provide the Colorado

Literacy Hotline phone number

3.) articles in the ACPL newsletter providing information about the

ACPL Literacy Program; and articles in several local papers giving

basic information about the program from the perspective of

participants

4.) branch literacy posters, which are updated regularly with

information about upcoming tutor training sessions

5.) information on community bulletin boards on local cable stations

6.) an interview on a local radio program

7.) a one-half hour special for a local cable network which was aired

8 times during October, 1989

(c.) BY providing bibliographies and information about ACPL adult literacy

holdings to the public and to other agencies.

ACCOMPLISHMENT:

Literacy holdings bibliographies (by author/title, by subject and

by reading level) are produced and distributed to ACPL branches, to

tutors and to other agencies and adult education programs twice a year

and immediately after the acquisition of a substantial number of new

titles.

d.) BY familiarizing ACPL staff with the content and use of the various

materials in the ACPL literacy collections through group and one-on-one

training sessions and by keeping the branch "literacy coordinator" informed.

ACCOMPLISHMENT:

The Literacy Program Coordinator is responsible for keeping ACPL

staff up-to-date on Literacy Program activities and on the addition of

literacy materials. We have been remiss in providing organized

training to staff in the use of literacy materials and have relied on

announcements at staff meetings, memos, and staff's preusing materials

as they are incorporated into branch collections to keep staff apprised

of new literacy materials.

(e.) BY assisting the Adams County Detention Center with the recruitment and

training of tutors.

ACCOMPLISHMENT:

Tutors who live in the vicinity of the Detention Center are

informed about tutoring opportunities and the need for tutors at the

Center. The ACPL Literacy Program provides training for tutors who

contact the Detention Center directly. In addition, the ACLP provided

teacher manuals and student workbooks to the Detention Center, as

needed.

....

OTHER ACTIVITIES during grant period :

1.) One awards ceremony, honoring participants in the ACPL Literacy

Program, was held. 35 program participants attended. Both students and

tutors were presented with certificates of appreciation and accomplishment.

The party was held at, and refreshments were donated by, a local business:

        The Beach Grill
        5551 West 88th Avenue
        Westminster, Colorado 80030

2.) The Literacy Program Coordinator attended the regional Adult

Literacy Conference in March, 1989.

3.) The Literacy Program Coordinator participated in a Literacy Rally

at the state Capitol. Guest speakers were prominent political and community

persons.

4.) An Apple II GS, which was purchased for use in the ACPL Literacy

Program with funds from Grant #G008715159, was stolen in early 1989.

Approval was obtained to purchase replacement equipment with funds from this

grant.

EXPENDITURES COMPARISON - PROPOSED vs. ACTUAL

CATEGORY	PROPOSED	ACTUAL
(a) Personnel:		
Literacy Program Assistant		
- 20 hours per week		
@ $8.13 X 52	=$ 8,451.00	$ 6,122.65 (salary @ $7.89
TOTAL	$ 8,451.00	$ 6,122.65 per hour)
(b) Fringe Benefits:		
FICA	= 635.00	459.80
Workers' Compensation	= 211.00	154.00
Disability	= 59.00	-0-
	$ 905.00	$ 613.80
(c) Travel:		
Mileage @ 20¢	= -0-	186.88
	$ -0-	$ 186.88
(d) Equipment:		
Apple IIGS RGB Professional		
System (CPU, 3.5 disk drive,		
5.25 disk drive, RGB monitor		
IIGS memory expansion card,		
mouse)	= -0-	1,629.00
Printer (Epson LX 810)	= -0-	215.00
Printer Cable	= -0-	15.00
Printer Interface	= -0-	60.00
TOTAL	$ -0-	$ 1,919.00
(e) Supplies:		
Office Supplies	= 100.00	109.35
TOTAL	$ 100.00	$ 109.35
(g) Library Materials:		
Laubach print materials		= 1,587.97
Reading Skills, Levels 1-4		(10 newspaper subscriptions, 150
170 student workbooks		student workbooks, 45 teacher
@$3.52	= 601.00	manuals, 238 items - general
118 teacher manuals		reading items)
@$4.16	= 491.00	
Phonics, Levels 1-4,		
5 sets @$40.50	= 203.00	
Subject areas (arithmetic,		
spelling, grammar/usage,		
comprehension)		
25 titles x 6 copies		
@$4.75	= 713.00	
Adult New Reader branch		
circulating collections		
(fiction/non-fiction)		
20 titles x 6 copies		
@$3.60	= 432.00	
Professional		
5 titles x 6 copies		
@$15.00	= 450.00	= -0-

EXPENDITURES COMPARISON - PROPOSED vs. ACTUAL

CATEGORY	PROPOSED	ACTUAL

(g) Library Materials, cont'd.
Software (arithmetic,
    grammar/usage, spelling,
    reading skills)
    10 disks x 2 copies

@$62.50	= 1,250.00	= 2,449.79 (60 items)
Audio cassette sets		
20 titles x 6 copies		
@$10.00	= 1,200.00	= 602.40 (42 items)
Video cassettes	= -0-	= 224.85 (3 items)
TOTAL	$ 5,340.00	$ 4,865.01

(h) Other

Special events	= -0-	= 41.00
Postage	= -0-	= 10.50
TOTAL	$ -0-	$ 51.50
*** GRAND TOTAL	$ 14,796.00	$ 13,868.00 ***

Unexpended funds   = $ 928.00

Balance of funds unexpended is from Literacy Program Coordinator salary/benefits. The
following items were budgeted into proposed expenditures and were either not granted
to county employees or were not extended to parttime employees : a 3% COL raise,
disability benefits and paid vacation.

Appendix B

ACLS LITERACY PROGRAM STATISTICS

	1986 (Jan. - Dec.)	1987 (Jan. - Sept.)	1988 (Oct.'87 - Sept.)	1989 (Oct.'88 - Sept.)
WORKSHOPS/MEETINGS				
Basic Training	6	6	10	10
Mini Workshops	7	7	6	8
All Tutor Meetings	-0-	1	-0-	-0-
Recognition/Awards Ceremonies	1	2	1	1
ANNUAL TOTAL	14	14	17	19
TUTORS TRAINED				
ANNUAL TOTAL	91	45	68	67
CUMULATIVE TOTALS	91	134	202	269
As of 1/87				
Still active : 70	70 - 86%	n/a	n/a	n/a
- as tutors (50)	(50)			
- other capacities (6)	(6)			
- waiting (14)	(14)			
Dropped : 13	13 - 14%	n/a	n/a	n/a
- to go back to school (6)	(6)			
- moved (0)	(0)			
- personal reasons (7)	(7)			
As of 9/87				
Still active : 79	42 - 46%	37 - 86%	n/a	n/a
- as tutors (52)	(32)	(20)		
- other capacities (5)	(2)	(3)		
- waiting (22)	(0)	(14)		
Dropped : 55	49 - 54%	6 - 14%	n/a	n/a
- to go back to school (10)	(6)	(4)		
- moved (3)	(2)	(1)		
- personal reasons (42)	(41)	(1)		
As of 10/88				
Still active : 81	20 - 22%	14 - 33%	47 - 69%	n/a
- as tutors (69)	(17)	(12)	(40)	
- other capacities (0)	(0)	(0)	(0)	
- waiting (12)	(3)	(2)	(7)	
Dropped : 121	71 - 78%	29 - 67%	21 - 31%	n/a
- to go back to school (11)	(6)	(4)	(1)	
- moved (6)	(2)	(1)	(3)	
- personal reasons (104)	(63)	(24)	(17)	
As of 10/89				
Still active : 88	22 - 24%	7 - 16%	15 - 22%	44 - 66%
- as tutors (82)	(22)	(7)	(15)	(30)
- other capacities (0)	(0)	(0)	(0)	(0)
- waiting (6)	(0)	(0)	(0)	(6)
Dropped : 181	69 - 76%	36 - 84%	53 - 78%	23 - 34%
- to go back to school (11)	(6)	(4)	(1)	(0)
- moved (0)	(2)	(1)	(3)	(2)
- personal reasons (162)	(61)	(31)	(49)	(21)

Appendix B
(cont'd.)

ACLS LITERACY PROGRAM STATISTICS

	1986 (Jan. - Dec.)	1987 (Jan. - Sept.)	1988 (Oct.'87 - Sept.)	1989 (Oct.'88 - Sept.)
STUDENTS				
ANNUAL TOTAL	98	52	84	82
CUMULATIVE TOTALS	98	150	234	316

*As of 1/87

Still active : 58	58 - 59%	n/a	n/a	n/a
Dropped : 40	40 - 41%	n/a	n/a	n/a
- met goals (16)	(16)			
- moved into a higher program (15)	(15)			
- personal reasons (9)	(9)			

As of 9/87

Still active : 55	32 - 33%	23 - 44%	n/a	n/a
Dropped : 95	66 - 67%	29 - 56%	n/a	n/a
- met goals (35)	(28)	(7)		
- moved into a higher program (29)	(17)	(12)		
- personal reasons (31)	(21)	(10)		

As of 10/88

Still active : 69	22 - 22%	19 - 37%	28 - 33%	n/a
Dropped : 165	76 - 78%	33 - 63%	56 - 67%	n/a
- met goals (49)	(31)	(8)	(10)	
- moved into a higher program (31)	(17)	(12)	(2)	
- personal reasons (85)	(28)	(13)	(44)	

As of 10/89

Still active : 82	7 - 7%	14 - 27%	17 - 20%	44 - 54%
Dropped : 234	91 - 93%	38 - 73%	67 - 80%	38 - 46%
- met goals (50)	(31)	(8)	(10)	(9)
- moved into a higher program (35)	(17)	(12)	(2)	(4)
- personal reasons (141)	(43)	(18)	(55)	(25)

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ESTIMATED VOLUNTEER HOURS			
ANNUAL TOTAL	2,397	8,892	12,550

Of the students who were participants during the time period of this grant :
- 20 (24%) progressed 1 reading grade level
- 9 (11%) progressed 2 reading grade levels
- 5 (6%) progressed 3 reading grade levels

* CUMULATIVE TOTALS :
    1.) Figures in the first column are cumulative for all tutors trained or students enrolled, as of the date indicated.
    2.) Statistics in the year columns track the status of the total number of tutors trained or students enrolled, as per the ANNUAL TOTAL, for each year and time period indicated.

** Other capacities = helping with phoning, clerical tasks and tutor training sessions; manning the Colorado Literacy Hotline, etc.