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ABSTRACT

A literacy program was developed and conducted through the tribal library for the members of Santa Clara Pueblo (New Mexico). Two library staff members surveyed the community, developed a literacy program, and then implemented it. The program included both individual and group tutoring. The group classes were more successful, with 64 enrollees and only 7 dropouts; 57 students completed most of the classes and 41 students showed gains on posttests, some of them significant. Students also used the library more often, increasing their literacy skills. The success of the group program was connected to the teacher, who had a master's degree and many years of experience in teaching adult students. The individual tutoring program was less successful, perhaps because two of the three tutors had never taught previously. Two of the students volunteered to become tutors when they received training. (The project's needs assessment instrument and a brief course outline are appended.) (KC)

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EDS 46294

**EVALUATION OF SANTA CLARA PUEBLO  
LIBRARY LITERACY PROJECT**

**R167A80101**

**OCTOBER 1989**

**SUBMITTED TO:**

**SANTA CLARA PUEBLO LIBRARY  
PO BOX 580  
ESPANOLA, NM 87532**

**FROM:**

**EPIC, INC.  
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Course Outline

## INTRODUCTION

The U.S. Department of Education awarded \$25,000 to Santa Clara Pueblo Library for the purpose of conducting an adult literacy program (R167A80101). The program began in October, 1988 and ended in September, 1989.

The librarian and her assistant were responsible for carrying out the two objectives of the project. Both employees were Indian women and members of the Santa Clara Pueblo. Both deserve the credit for accomplishing the objectives of the project. The librarian was Elaine Filbert. Her assistant was Theresa Naranjo.

The objectives for this project were:

### OBJECTIVE I

**To develop and conduct an adult literacy program within the pueblo using Santa Clara Library facility and the current library personnel so that 65% of 60 adult participants enrolled in the literacy class can pass an adult literacy test.**

### OBJECTIVE II

**To train the library personnel and at least 5 volunteers from either Los Alamos Labs, Santa Fe Volunteer Involvement Services, SCORE, or from Santa Clara Pueblo so that they can teach illiterate adults within the Pueblo.**

The objectives of the project were evaluated by Leona M. Zastrow, Ph.D. She measured the objectives by analyzing the written records of the project, interviewing the project personnel, and conducting site visits. The following report documents the objectives of the project, tells how they were measured, the results, and how the results were accomplished. All records for this project were located at the Santa Clara Pueblo Library.

## **OBJECTIVE I**

To develop and conduct an adult literacy program within the pueblo using the Santa Clara Library facility and the current library personnel so that 65% of 60 adult participants enrolled in the literacy class can pass as adult literacy test.

## **MEASUREMENT**

This objective was measured by site visits, interviews, and analysis of written records such as pre/post TABE results, evaluations, and student needs assessments.

## **RESULTS**

Sixty-four (64) adults participated in the literacy classes. Of the 64, seven (7) dropped out for a variety of reasons. Only fifty-seven (57) were tested on the TABE. Of the 57 tested, only 41 took the pre/post test of the TABE and 16 did not take the post test. Forty-one (41) students gained on the post test, 3 more than required by this Objective (Tables I, II, III). Thus this Objective was accomplished 100%.

## **DISCUSSION**

Both the librarian and her assistant proceeded to develop an adult literacy program for Santa Clara Pueblo. They administered a Needs Assessment (Appendix A) to 200 families that live within the Pueblo. Approximately 85 were returned - 42%. The assessment indicated the following:

1. Over 80% of those who answered the survey wanted to use the library to improve their reading skills.
2. Over 50% of those who answered the survey felt they were literate but wanted to improve their reading skills.
3. Over 25% of those who answered the survey felt they were not able to read at a functional level. The majority of these people were from the Rehabilitation Center.
4. Over 80% asked that literacy materials be added to the library that

would help them improve their reading skills.

Based upon the survey, a two part literacy program was developed by the librarian and her assistant. One allowed for individual tutoring and the other for group tutoring. Both programs were successful. Over sixty (60) people entered the tutoring classes and received help in improving their reading skills.

At least five (5) people from the Pueblo received individualized tutoring during the project. They worked with two (2) tutors from the Literacy Volunteers of America. All five (5) passed the pre/post test administered by the volunteers.

Sixty-four (64) adults enrolled in 3 literacy classes sponsored by the Library. The classes were taught 3 times a week for 2 1/2 hours for 3 weeks or 22.5 hours of literacy skills development. The first class had twenty-three (23) students, the second class had twenty (20) students, and the third class had twenty-one (21) students. (Appendix B)

A master teacher was hired by the librarian to teach the classes. This person had a Master's Degree and much experience in teaching adults. She taught the previous adult literacy classes within the Pueblo and had received excellent evaluations by her students. Her name was Maura Robertson. She designed and taught the series of three classes.

Because several students in her classes could not read, she requested the help of a tutor. A retired librarian, Olivama Martinez, volunteered to help Ms. Robertson with the non-readers. Both women were responsible for the success (Tables I,II,III) of the literacy classes.

Twenty-three (23) people from Santa Clara Pueblo Rehabilitation Center participated in the first Literacy Class, March 3 to March 13, 1989. The sessions were held for 2 1/2 hours, 3 times a week at the Santa Clara Library.

Of the twenty-three (23) people, three (3) were women and twenty (20) were men. Approximately ten (10) students were Navajo, nine (9) were Pueblo, two (2) were Ute and two (2) were Apache. All were sent to the Rehabilitation Center for a Recovery Program.

According to the Needs Assessment data, twenty-two (22) out of the twenty-three (23) people wanted to improve their reading levels. Eleven (11) felt they were literate and did not need to improve their reading skills. Seven (7) felt they were not literate enough and four (4) felt they were illiterate and not able to read at a functional level.

Eleven (11) out of the twenty-three (23) students were between 18 and 25 years old. Of the eleven (11), two (2) had completed 10th grade, three (3) had completed 11th grade, five (5) had completed 12th grade, and one (1) had 3 years of college.

Eight (8) of the twenty-three (23) students were between 31 and 40 years old. Of the eight (8), two (2) had no school, one (1) completed 9th grade, two (2) had GEDs, two (2) had completed 12th grade, and one (1) had 2 years of college.

Three (3) of the twenty-three (23) students were between 41 and 50 years old. Of the three (3), one (1) had no school, one (1) had completed 11th grade, and one (1) had completed 12th grade.

Table I demonstrates the progress made by this group of students. Notice that even though the pre/post testing dates were less than seven days apart, 69.5% gained on the TABE post tests. The eight (8) students that were recorded as "no progress" had no post tests or no tests and therefore it is impossible to realize their gains or losses.

TABLE I  
TEST OF ADULT BASIC EDUCATION TABLE-GROUP I

STUDENTS	Mar 8, 1989	Mar 13, 1989	DIFFERENCE	
	PRE-TEST	POST-TEST		
	N=90	N=90		
M.1	77	84	7	
M.2	66	69	3	
M.3	50	54	4	
M.4	82	82	0	no post
M.5	74	77	3	
M.6	69	76	7	
M.7	77	80	3	
M.8	0	0	0	no tests
M.9	76	76	0	no post

M.10	63	69	6	
M.11	12	25	13	
M.12	0	0	0	no tests
M.13	64	67	3	
M.14	77	86	9	
M.15	48	53	5	
M.16	69	74	5	
M.17	82	86	4	
M.18	0	0	0	no tests
M.19	0	0	0	no tests
M.20	84	84	0	no post
F.21	36	36	0	no post
F.22	24	44	20	
F.23	69	78	9	

**Fifteen (15) students of twenty-three (23) gained in No. right 69.57%**

**Eight (8) students of twenty-three (23) made no progress. 34.78%**

Twenty (20) people from Santa Clara Pueblo Rehabilitation Center participated in the second Literacy Class from March 27 to April 14, 1989. The sessions were held for 2 1/2 hours, 3 times a week for 3 week at the Santa Clara Library.

During the 3 weeks, seven (7) of the people dropped in and out of class for a variety of reasons. None of the seven completed the assessment, testing or evaluation. Therefore data was provided on thirteen (13) students only.

Of the thirteen (13) people, three (3) were women and ten (10) were men. Approximately eight (8) were Navajo, three (3) were Pueblo, and two (2) were Ute. All were sent to the Rehabilitation Center for a Recovery Program.

According to the Needs Assessment data, ten (10) out of thirteen (13) people wanted to improve their literacy skills. One (1) felt they were literate enough, five (5) felt they needed to improve, and seven (7) felt that they were illiterate and not able to read at a functional level.

Four (4) out of the thirteen (13) were between 18 and 25 years old, one (1) was between 26 and 30 years old, six (6) were between 31 and 40 years old and two (2) gave no age.

Seven (7) of the thirteen had completed 10th grade. Two (2) had completed 12th grade, two (2) had completed 8th grade, and one (1) had a



GED.

Table II demonstrated the progress made by this group. Notice that 69% students gained on the post test. The four (4) students recorded as "no progress" had no post test and therefore it was impossible to judge their gain or loss.

Table II  
TEST OF ADULT BASIC EDUCATION TABLE-GROUP II

STUDENTS	Mar 27, 1989	Apr 14, 1989	Difference	
	PRE-TEST N=90	POST-TEST N=90		
M.1	46	58	12	
M.2	62	72	10	
M.3	69	77	8	
M.4	23	23	0	no post
M.5	47	53	6	
M.6	50	66	16	
M.7	83	86	3	
M.8	64	64	0	no post
M.9	51	51	0	no post
M.10	66	66	0	no post
F.11	40	46	6	
F.12	12	38	26	
F.13	49	63	14	

Nine (9) students of thirteen (13) gained in the No. right 69%

Four (4) students of thirteen (13) made no progress. 31%

Twenty-one (21) people from Santa Clara Pueblo Rehabilitation Center participated in the third Literacy Class from May 11 to May 19, 1989. The sessions were held for 2 1/2 hours, 3 times a week at the Santa Clara Library. Of the twenty-one (21) people in the class, eleven (11) were Navajo, seven (7) were Pueblo, two (2) were Apache and one (1) was Ute. Five (5) members of the class were women and sixteen (16) were men. All were sent to the Rehabilitation Center for a Recovery Program.

According to the Needs Assessment data, nineteen (19) out of the twenty-one (21) people wanted to improve their literacy skills. Five (5) felt that their literacy skills were adequate, six (6) felt they needed to improve, and ten (10) felt that they were illiterate and not able to read at a functional level.

Seven (7) of the twenty-one (21) students were between 18 and 25 years old. Three (3) were between 26 and 30 years old, seven (7) were between 31 and 40 years old, two (2) were between 41 and 50 years old, one (1) was between 51 and 60 years old, and one (1) was over 60 years old.

The grades completed by this class ranged from 3rd grade to college. Three (3) had gone to college, six (6) completed high school, five (5) completed 11th grade, two (2) completed 10th grade, one (1) completed 9th grade, one (1) completed 3rd grade, and three (3) had GEDs.

Table III demonstrated the progress made by this group. Notice that 80.95% gained on the post test. The four (4) students that were recorded as "no progress" had no post test and therefore it was impossible to judge gain or loss.

TABLE III  
TEST OF ADULT BASIC EDUCATION TABLE-GROUP III

STUDENTS	May 11, 1989	May 19, 1989	Difference	
	PRE-TEST	POST-TEST		
	N=90	N=90		
M.1	34	71	37	
M.2	33	77	44	
M.3	59	59	0	no post
M.4	68	78	10	
M.5	85	86	1	
M.6	78	82	4	
M.7	63	72	9	
M.8	38	44	6	
M.9	84	84	0	no post
M.10	45	63	18	
M.11	77	86	9	
M.12	49	63	14	
M.13	44	55	11	
M.14	64	69	5	
M.15	27	27	0	no post
M.16	58	63	5	
F.17	69	75	6	
F.18	54	54	0	no post
F.19	81	87	6	
F.20	51	61	10	
F.21	66	77	11	

Seventeen (17) students of twenty-one (21) gained in the No. right 80.95%  
Four (4) students of twenty-one(21) made no progress. 19.05%

## **OBJECTIVE II**

To train the library personnel and at least 5 volunteers from either Los Alamos Labs, Santa Fe Volunteer Involvement Services, SCORE, or from Santa Clara Pueblo so that they can teach illiterate adults within the Pueblo.

## **MEASUREMENT**

This objective was measured by interviews, site visits, and analysis of the written records of the project.

## **RESULTS**

The Library personnel received much training in literacy through the project. Only four (4) volunteers were actually involved in the teaching of illiterate adults within the Pueblo, not five (5) as stated in the Objective. Thus only 80% of this Objective was accomplished.

## **DISCUSSION**

The librarian and her assistant wrote letters, made telephone calls, and visited the Volunteer Services of the Los Alamos Labs, the Santa Fe Volunteer Involvement Services, and SCORE. Because of their efforts, they were able to locate three volunteers from the Santa Fe area. All three women had been trained by the Literacy Volunteers of America.

A series of three meetings were held with the three volunteers and the two librarians to acquaint them with the intent of the project, the library, and the Pueblo. During these three training meetings, literacy materials for teaching were reviewed. Computer usage and selected software was studied. The TABE test was introduced as the pre/post test for the project. During the second training session, Level M of the TABE was chosen to be administered.

Two of the three tutors began individual tutoring with two senior citizens. The other tutor began tutoring with the clients at the Rehabilitation Center. By the end of this project, one of the tutor volunteers had tutored one person to read and the other tutor had dropped out of the program because of moving.

The tutor at the Rehabilitation Center worked with Maura Robertson, the master teacher. She tutored students individually and helped them learn to read. She worked with 10 students during the project period.

Because of the project, three (3) members of the Pueblo volunteered to become tutors and began training through the Literacy Volunteers of America.

Both the librarian and assistant were involved in the literacy course. Both attended the training and helped with the testing. Both provided a follow-up service for all the students in the literacy program. They provided books for the students that were readable for them. The evaluations indicated that one of the results of the project was the ability of the students to check out and read library books.

## SUMMARY

The intent of the project was to develop and conduct a literacy program through the tribal Library for the members of Santa Clara Pueblo. The intent of this grant was accomplished 100%. The excellent library staff, Elaine Filbert and Theresa Naranjo, surveyed the community, developed a literacy program, and then implemented it. The program was composed of two parts: individual and group tutoring. Both parts were successful but the group classes appeared to be more successful. Over sixty-four (64) students were enrolled in the 3 classes with only 7 drop-outs. Fifty-seven (57) students completed most of the classes and forty-one (41) students showed gains on the TABE post tests. Some of these gains were significant. The increased usage of the Library by the 57 students in the 3 classes was another gauge of the success of the program. The evaluator saw several students using the Library during a site visit. Interviews with them indicated their pleasure with the project and the opportunity provided to them for improving their literacy skills.

It should be noted that the success of the literacy classes was due to the instructor hired by the project to design and conduct the classes. Maura Robertson was praised by her students as a teacher who cared and helped them learn. She had a Master's Degree and had taught adult students for many years.

The individual tutoring program was less successful. Two of the three volunteers that were trained by the Literacy Volunteer Program had never taught previously. The third tutor was a retired librarian and had much experience in the educational field. She was very successful and tutored more than ten (10) students individually. She worked with Maura Robertson. Previous teaching experiences appeared to be a factor in the amount of success the tutor volunteers had in tutoring. The more teaching experience the tutor had, the more success the person had as a tutor.

The librarian and her assistant received literacy training by attending the literacy classes. They reviewed literacy teaching materials, purchased books, software, and magazines for 64 students in the literacy classes. They helped the 64 students learn how to use the Library and locate materials for their appropriate reading levels.

Although the project was written to involve five volunteers for tutoring,

only three volunteers were located and actually involved in the tutoring. Several Pueblo members volunteered to become tutors when they received training. At the conclusion of the project two of them were enrolled in classes for teaching literacy.

The success of the project was documented through the gains of forty-one (41) students on the TABE test. The real success of the project was seen in the repeated Library visitations made by the forty-one students who improved their literacy skills through this project.

## **Appendices**

A. Needs Assessment

B. Course outline

SANTA CLARA PUEBLO LITERACY PROJECT NEEDS ASSESSMENT

(Return to the Library or call us, we will pick it up!!!)

NAME: \_\_\_\_\_ ADDRESS: \_\_\_\_\_ PH \_\_\_\_\_

Please mark in the appropriate space.

1. I would like to improve my reading skills to read better the following:

\_\_\_\_\_ Newspapers \_\_\_\_\_ Letters  
\_\_\_\_\_ Books \_\_\_\_\_ Other: \_\_\_\_\_  
(List)

2. I feel that I am

\_\_\_\_\_ literate and do not need to improve my reading skills  
\_\_\_\_\_ not literate enough and need to increase my ability to read  
\_\_\_\_\_ illiterate and not able to read at a functionable level.

3. I am

\_\_\_\_\_ between the age of 18 and 25 years  
\_\_\_\_\_ between the age of 26 and 30 years  
\_\_\_\_\_ between the age of 31 and 40 years  
\_\_\_\_\_ between the age of 41 and 50 years  
\_\_\_\_\_ between the age of 51 and 60 years  
\_\_\_\_\_ over the age of 60

4. I would like to enroll in the Literacy class and would like the class to be scheduled on these days and times

\_\_\_\_\_ Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday  
\_\_\_\_\_ 9:00 am to 10:30 am \_\_\_\_\_ 10:00 am to 11:30 am \_\_\_\_\_ 1:00 to 2:30 pm  
\_\_\_\_\_ 2:00 to 3:30 pm \_\_\_\_\_ 3:00 to 4:30 pm \_\_\_\_\_ 7:00 to 8:30 pm

5. I will

\_\_\_\_\_ not need assistance with transportation, I have my own available  
\_\_\_\_\_ need assistance with transportation  
\_\_\_\_\_ am homebound and will need a visiting tutor

6. I am

\_\_\_\_\_ female \_\_\_\_\_ male \_\_\_\_\_ handicapped \_\_\_\_\_ Senior Citizen  
\_\_\_\_\_ in a rehabilitation program : \_\_\_\_\_



Appendix B

**COURSE OUTLINE FOR LITERACY CLASS**

**Location: SANTA CLARA PUEBLO LIBRARY**

**Instructor: MAURA ROBERTSON**

- |                  |                                                                   |
|------------------|-------------------------------------------------------------------|
| <b>SESSION 1</b> | Introduction, Needs Assessment TABE Test, Learning Inventory Test |
| <b>SESSION 2</b> | Vocabulary Development, Attitude Adjustment                       |
| <b>SESSION 3</b> | Spelling, Dictation, Sentence Reading, Reading for Information    |
| <b>SESSION 4</b> | Reading a Newspaper                                               |
| <b>SESSION 5</b> | Reading Newspapers and Magazines                                  |
| <b>SESSION 6</b> | Reading Books, Library Assistance in Finding Books                |
| <b>SESSION 7</b> | English Essentials, Writing and Reading                           |
| <b>SESSION 8</b> | Math and Reading Newspapers                                       |
| <b>SESSION 9</b> | Post Test - TABE, Library Reading Period                          |