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ABSTRACT

The Gila Literacy Program, a project of the Gila County Library District (Miami, Arizona), involved recruitment, retention, coalition building, public awareness, training, rural oriented, basic literacy, tutoring, computer assisted, and English as a Second Language (ESL) programs. The project served a community of 10,000-25,000 and was targeted at the learning disabled, mentally disabled, pre-GED and GED, JOBS and JTPA, homebound, and English as a Second Language patrons. Tutoring was done one-on-one, in small groups, in classroom settings, and on the work site. The report compares actual accomplishments to stated goals and objectives, proposed versus actual expenditures by budget category, describes activities undertaken during the grant period, the library's role in the accomplishment of the goals and objectives, coordination with other organizations, name and locations of other sites whose facilities were used for the project, and the impact of the Federal project on the library's ongoing literacy program. Includes documents used to measure qualitative outcomes, recruitment brochures, evaluation report, survey forms, and newsletters. (SWC)

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**Gila County Library District, Final Performance
Report for Library Services and Construction Act
(LSCA) Title VI, Library Literacy Program**

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FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT TITLE VI LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

**U.S. Department of Education
Office of Educational Research and Improvement
Library Programs**

Washington, DC 20208-5571

ED G50-34-P

FINAL PERFORMANCE REPORT
GILA COUNTY LIBRARY DISTRICT
LSCA TITLE VI, FY 1992
PART I: GENERAL INFORMATION

1. Name and address of organization receiving grant:

**Gila County Library District
1052 Adonis Avenue
Miami, Az 85539**

2. Name and telephone number of person preparing this report:

**Mary Kostanski
(602) 425-7265**

3. Grant number:

R167A30262

4. Grant amount awarded and the actual amount expended:

**Awarded: \$11,459
Expended: \$11,459**

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- under 10,000
- between 10,000 - 25,000
- between 25,000 - 50,000
- between 50,000 - 100,000
- between 100,000-200,000
- over 200,000

2. What type of project was this? (Check as many as applicable)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Recruitment | <input type="checkbox"/> Collection Development |
| <input checked="" type="checkbox"/> Retention | <input checked="" type="checkbox"/> Tutoring |
| <input type="checkbox"/> Space Renovation | <input checked="" type="checkbox"/> Computer Assisted |
| <input checked="" type="checkbox"/> Coalition Building | <input type="checkbox"/> Other Technology |
| <input checked="" type="checkbox"/> Public Awareness | <input type="checkbox"/> Employment Oriented |
| <input checked="" type="checkbox"/> Training | <input type="checkbox"/> Intergenerational/Family |
| <input checked="" type="checkbox"/> Rural Oriented | <input checked="" type="checkbox"/> English as a Second Language (ESL) |
| <input checked="" type="checkbox"/> Basic Literacy | |
| <input type="checkbox"/> Other (describe) _____ | |

3. Did you target a particular population? (Check as many as applicable)

- | | |
|--|--|
| <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Homebound |
| <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Seniors/Older Citizens |
| <input type="checkbox"/> Visually Impaired | <input type="checkbox"/> Migrant Workers |
| <input checked="" type="checkbox"/> Learning Disabled | <input type="checkbox"/> Indian Tribes |
| <input checked="" type="checkbox"/> Mentally Disabled | <input type="checkbox"/> Intergenerational/Families |
| <input type="checkbox"/> Workforce/Workplace | <input checked="" type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inmates of Correctional Institutions | |
| <input checked="" type="checkbox"/> Other (describe) <u>pre-GED/GED; JOBS & JTPA</u> | |

4. If this project involved tutoring, what tutoring method was used?

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Laubach | <input checked="" type="checkbox"/> LVA | <input type="checkbox"/> Michigan Method |
| <input type="checkbox"/> Orton-Gillingham | <input checked="" type="checkbox"/> Other (describe) <u>The Silent Way</u> | |

5. If this project involved tutoring, how was it provided? (check as many as applicable)

one-on-one tutoring small group instruction
 classroom instruction worksite

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Gila Literacy used the following assessment tools in order to document progress: the Slosson Oral Reading Test; the TABE; Student portfolios; GED predictor tests; the Official GED Practice Test; the Laubach Diagnostic Inventory Kit; Laubach Check-ups; Literacy Volunteers of America ESLOA; Steck-Vaughn Real-Life English Placement Tool; tracking of levels within a given curriculum; a variety of ESL oral placement tools; and ongoing informal oral and written assessment. It was documented that for every 45 hours of instruction, students would advance 1½ grade levels.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Upon entry into the Gila Literacy Program, ABE I and II students would fill out a "Goal Planning Sheet," comprised of educational and personal goals. This would be done with the assistance of their teacher or tutor. All instructors are trained to do frequent follow-up with their students. ESL students, upon entry, are asked to fill out an "ESL Needs Assessment" in order to determine their interests. We also qualitatively measure outcomes through the use of a year-end survey, given to all students and instructors at the end of the school year. See attachment - BLUE.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report. See attachment - YELLOW.

<input type="checkbox"/> bibliography	<input type="checkbox"/> resource directory
<input type="checkbox"/> curriculum guide	<input checked="" type="checkbox"/> evaluation report
<input type="checkbox"/> training manual	<input checked="" type="checkbox"/> survey
<input type="checkbox"/> public relations audiovisual	<input checked="" type="checkbox"/> newsletter(s)
<input type="checkbox"/> training audiovisual	<input type="checkbox"/> other (describe)
<input checked="" type="checkbox"/> recruitment brochure	_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 156 duplicated; 120 unduplicated
Of those served, how many received direct tutoring service? 32
How many hours of direct tutoring service did they receive? 1195; total program
How many new volunteer tutors were trained? 22 hours: 4048
How many current volunteer tutors received additional training? 14
How many volunteer tutors (total) were involved? 34
How many non-tutor volunteers were recruited? 8 (volunteer board: 14 total)
How many service hours were provided by non-tutors? 430
How many librarians were oriented to literacy methods, materials, and students? 3
How many trainers of tutors were trained? 2

Part III: Narrative Report

- SEE ATTACHMENT

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.
2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.
3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.
4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.
5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.
7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

FINAL PERFORMANCE REPORT
GILA COUNTY LIBRARY DISTRICT
LSCA TITLE VI, FY1992
PART III: NARRATIVE

1. Comparison of actual accomplishments to stated goals and objectives.

The Gila Literacy Program, a project of the Gila County Library District, proposed four overall goals to be accomplished over the 1992 fiscal year. The following outline summarizes those goals and the objectives proposed to meet them.

I. Goal #1: Gila Literacy will provide individual instruction to ABE and ESL students through the use of volunteer tutors. Twenty adults will be served over the fiscal year. Two Laubach training workshops will be held in order to train new tutors. Tutors will meet with their students three hours each week in the public libraries or in a home-based situation. Tutors will receive additional training throughout the year in ABE and ESL methods. Student progress will be measured by the Slosson Oral Reading Test or by advancement through sequenced Laubach materials.

Actual Accomplishments: Goal #1

Over the 1992 fiscal year, Gila Literacy served 23 ESL students and 9 basic literacy students through the use of one-on-one tutoring. The volunteer tutors generated 1195 hours of individual instruction, putting the average hours per student at 37. We found that for every 45 hours of instruction, students would progress 1 1/2 grade levels. Placement and assessment were accomplished through a variety of methods depending on the individual situation. For an ABE student, we used the Slosson, the Laubach Diagnostic Inventory Kit and check-ups, the ABLE, the TABE, and portfolios. ESL students were assessed using the Steck-Vaughn Placement Tool for the Real-Life English series, the Laubach tools mentioned above, the ESLOA assessment from Literacy Volunteers of America, a variety of oral assessments, and portfolios. In addition, ABE students now fill out a "Personal and Educational Goals" form, while ESL students are required to fill out an "ESL Needs Assessment."

Gila Literacy conducted two volunteer tutor training workshops over the 1992 fiscal year. Although we have always conducted a Laubach-based workshop, we offered a Literacy Volunteers of America training along with a more eclectically designed training using professional adult educators unrelated to either Laubach or LVA. The Laubach approach seemed too narrow in focus and we, therefore, decided to broaden the focus of our trainings. We especially felt the need to concentrate on communicative ESL methods as tutors did not seem to be getting positive results from the strict Laubach curriculum. Subsequent trainings will have a section devoted to communicative ESL techniques.

Gila Literacy strongly encourages professional growth both for volunteer and paid staff. Although #3 (Part III) details our staff development activities, it is worth noting that we also offer "help-shops" throughout the year for our volunteers, subject matter dependent upon need. FY92 offered numerous staff development activities: Arizona Adult Education Conference, Jostens *INVEST* training, Mountain Plains Adult Education Association annual conference, AZ-TESOL conference, observation of the Pima County Adult Education program in Tucson, AZ, and two other mini-workshops presented by the Director and Coordinator.

II. Goal #2: Gila Literacy will provide two ESL conversational classes for 20 adults. One class will meet one evening per week for 2 hours, while the other will meet two mornings per week for a total of four hours each week. Student progress will be measured by the Slosson Oral Reading Test.

Actual Accomplishments: Goal #2

Gila Literacy's main ESL conversational class was offered at the Miami Memorial Library two days per week for 2 hours each class, a total of 4 hours per week. Seventeen students were served and 508 instructional hours were generated, an average of 30 hours per student. The other ESL class was a worksite literacy class, serving 4 students and generating 114 hours of instruction, an average of 29 hours per student. Although the Slosson was mentioned as an assessment tool, it is more appropriate for English-speaking

students and we, therefore, utilized the following tools: Steck-Vaugh Real-Life English Placement Tool, Laubach check-ups, ongoing oral and written evaluations, student portfolios, the LVA ESLOA, tracking of students in a particular curriculum, and a variety of oral assessment tools. As classes are small, tutors and teachers are able to constantly monitor student progress. Gila Literacy is currently in the process of acquiring a collection of audio-visual materials which are critical in the teaching of other languages. Secondly, over the past fiscal year we have been researching second language acquisition and methods conducive to optimum learning in these situations. As part of our research, we acquired the ESL curriculum from Pima County Adult Education in Tucson, AZ and will incorporate numerous elements of it into our own system of instruction.

III. Goal #3: Gila Literacy will provide ABE I (below the fifth grade level) instruction to 20 adults, 9 hours per week. This class will meet in the LEARN computer lab at Miami High School. Student progress will be measured through the use of the Slosson Oral Reading Test and through writing objectives formulated by the ABE teacher.

Actual Accomplishments: Goal #3

More so than any other class, the ABE I class attests to the need for our services in the Globe-Miami area. We had projected that 20 students would utilize our services over the 1992 fiscal year. In fact, 64 students attended during that period. The lab generated 1898 hours for the program, with average student hours at 30. The increase in students has been attributed to the increasing number of clients referred to our program from the following local social service agencies: Arizona Department of Economic Security, JOBS, TPEP, and Vocational Rehabilitation; Gila-Pinal Job Training Partnership Act (JTPA); and the Gila County Demonstration Project, a project of DES - Division of Development Disabilities.

Instruction took place using the PALS info-windows, additional educational software, and a variety of off-line adult educational materials purchased from Steck-Vaughn,

Contemporary, Scott-Foresman, and New Readers Press. The class was offered 3 nights per week, 3 hours per night, for a total of 9 hours each week.

Numerous tools were used for placement and assessment including the following: the TABE, the Slosson, pre-GED predictor tests, writing samples, and student portfolios.

IV. Goal #4: Gila Literacy will provide an ABE II (fifth to ninth grade reading level) Reading and Writing Workshop to 10 adults for 4 hours each week. The class will be taught within the LEARN lab and will be geared especially toward those students pursuing their GED. Emphasis will be on critical reading skills and GED essay writing. Students will complete writing objectives formulated by the writing teacher, and progress will be measured through the use of student portfolios and the Slosson.

Actual Accomplishments: Goal #4

In response to the need for pre-GED instruction in the Globe-Miami area, Gila Literacy offered the ABE II Reading and Writing Workshop 4 hours per week. Although the class initially met next to the LEARN lab, we found that the greater need existed in the GED class offered by Eastern Arizona College. We therefore decided to hold the class next to the GED class at the Miami Occupational Center and found that the numbers increased significantly. Our projected figure of 10 students mushroomed to 36 and total instructional hours equaled 447. Overall, the average per student only amounted to 12 hours, but the students were offered a great deal of individual instruction. This year, however, we will arrange a separate Reading and Writing Workshop where the students progress as a whole class. The individual work will have to be done by a volunteer tutor as we need to reach as many people as possible and feel it can be done with a high degree of quality.

The ABE II instructor used the Slosson, numerous GED predictor tests, the Steck-Vaughn Pre-GED Writing "Diagnostic Inventory," student portfolios, and completion of pre-determined writing objectives as indicators of progress. In addition, the teacher met

with the students individually on a regular basis to discuss student concerns, goal achievement, and preparedness for the GED test.

2. Comparison of proposed versus actual expenditures by budget category.

BUDGET BY CATEGORY
LSCA VI - FY 1992

BUDGET CATEGORY	PROPOSED	ACTUAL	DIFFERENCE
A. Salary and Wages	8271	8251.41	+19.59
B. Fringe Benefits	430	427.28	+ 2.72
C. Travel	170	170.00	0
D. Equipment	0	0	0
E. Supplies	0	0	0
F. Contractual Services	0	0	0
G. Library Materials	1038	1038.00	0
H. Other	1550	1572.31	-22.31
I. Total Direct Charges	11459	11459.00	0
J. Indirect Charges	0	0	0
K. TL PROJECT COSTS	11459	11459.00	0

Salary and wages partially covered the cost of the following positions: Director, Coordinator, Staff Development Trainer, Community Liaison, Treasurer, PALS (LEARN) lab teacher, and the ABE II teacher. Fringe benefits were spent as outlined. The general fund supplemented the employees' F.I.C.A. at 7.65% and unemployment tax at 1.7%.

Monies allocated to "Travel" were spent as proposed, that is, on in-state travel to the metropolitan areas of Tucson and Phoenix, AZ for administrative and staff development purposes. Library materials purchased include the following: consummables for tutor training workshops, *Word Perfect* for the administrative computer, *Quickbooks* accounting software for recording program finances, bilingual dictionaries and ESL classroom materials, and a wide selection of pre-GED consummables for the PALS and ABE II class.

Under administrative (other) costs, we had underbudgeted for phone and postage, but the conference, office and printed supplies, and public relations were allocated sufficient funds. Conference funds were applied toward transportation, registration fees, and lodging for the following conferences: Mountain Plains Adult Education Association, Arizona TESOL, and Arizona Association of Adult, Community, and Continuing Education.

3. Activities undertaken during fiscal year 1992

Gila Literacy encourages professional growth both of volunteer tutors and paid teachers through a variety of staff development opportunities. The two-page chart which begins on page 8 is a summary of the training activities offered over fiscal year 1992. Two tutor training workshops were held during this period, focusing on basic literacy and ESL teaching methods. Workshops were eclectic in nature, utilizing principles and methods from Laubach Literacy Action, Literacy Volunteers of America, *The Silent Way*, and ideas borrowed from numerous adult education conferences that we have attended. Twenty-two tutors were trained, most of whom were placed in a one-on-one or small group setting. Three other "helpshops" were offered during the year, including observation of the nationally-recognized Pima County Adult Education program in Tucson, AZ. Tutors, teachers and administrators were able to observe ABE, GED, and ESL classes during the 8-hour observation. Most notable were the ESL classes which were based on the philosophy of *The Silent Way* and highly communicative in nature. For many years, the Laubach ESL curriculum has been used by Gila Literacy with questionable results at times. The students would emerge with strong reading and writing skills but still very unsure of their speaking and listening abilities. We, therefore, have come to realize the importance of offering our tutors the opportunity to learn more about techniques conducive to independent language production.

Gila Literacy also encouraged professional growth through offering administrators, paid teachers, and volunteer tutors the opportunity to attend adult education conferences: Mountain Plains Adult Education annual conference; Arizona Association of Adult, Continuing, and Community Education; Arizona TESOL; and two Arizona Department of Education - Adult Education Division Director's Institutes. These conferences offer various workshops covering both instructional and administrative matters and serve as a beneficial resource for networking and conferring with other educators and administrators in the field.

The other significant activity undertaken over FY92 was the formation of the Gila County Literacy Consortium. The specific activities are spelled out in the "Staff Development Summary" chart and include all meetings and trainings necessary in bringing the consortium to fruition. Section 5 (below) further clarifies the role of the consortium and the impact it will have on high school and adult literacy services in the Globe-Miami area. The eight agencies involved are all contributing to the enhancement of services in varying degrees: from strictly making referrals to providing the computer lab sites for instruction. Gila Literacy's function will be twofold: making client referrals and providing instructors and staff development opportunities to administrators and teachers. As the computer lab sites will be using Jostens *WICAT* (K-12) and *INVEST* (Adult Education) software, we attended intensive trainings on these programs. A five-day training on *INVEST* was provided by Jostens in July of 1993, and a three-day training on *WICAT* took place in August of 1993. A total of four Gila Literacy employees attended the trainings.

The following table summarizes the remainder of activities undertaken over FY92:

ACTIVITY	METHODS	DATES
Public Relations: to include publicity of program and student and tutor recruitment	a. Newspaper ad or article	Monthly
	b. Newsletter	Quarterly
	c. Radio spotlight	3x/year
	d. Cable t.v. spotlight	3x/year
	e. Contact with volunteer tutors	Monthly
	f. Speaking engagements	3x/year
	g. Meeting w/ Interagency referral	Monthly
Tutor & Student Recognition Events	a. Tutor recognition luncheon	June
	b. Tutor/student socials	Feb./August
	c. Gila Literacy Christmas Party	December
	d. PALS lab student recognition	June
Planning Committee Program Evaluation	a. survey of students & instructors	May
	b. Final evaluation report compiled	June
	c. Update goals & mission statement	July
Grant Writing/Budgeting	a. United Fund proposal due	March
	b. AZ Dept. of Ed. proposal due	April
	c. LSCA VI proposal due	November
	d. Prepare "Comprehensive Budget"	July
Board of Directors: Admin.	a. Annual officer elections	November
	b. Committee Nominations: Finance Personnel, Planning, & Fund raising	November

GILA LITERACY PROGRAM, INC.
ADULT EDUCATION STAFF DEVELOPMENT SUMMARY
OCTOBER 1, 1992 - SEPTEMBER 30, 1993

EMPLOYEE	ACTIVITY	DATE	HOURS
Director/Coordinator	Arizona Dept. of Education Adult Ed. Director's Institute Program Director's Proposal Writing Workshop, Tempe, AZ	9/30-10/1 10/1	6 6
Director/Coordinator PALS Teacher, 2 tutors	Arizona Adult Education Conference, Tempe, AZ	10/2-10/3	16
PALS Teacher/ ABE II Teacher 3 volunteer tutors	Tutor training workshop presented by Program Director Subject: Introduction to adult ed, basic literacy, and ESL methods	11/7	3
Director/Coordinator/PALS Teacher	Gila County Literacy Consortium meeting regarding JOBS program and introduction to Jostens <i>INVEST</i> adult education software Gila County Court House & Detention Home	11/13	2
ABE II Teacher	New teacher orientation by Program Director and observation of Miami High School PALS lab	11/17	2
PALS Teacher	Jostens training at Lee Kornegay Junior High School computer lab	12/4 & 12/7	16
Coordinator	Training on Lotus 1-2-3	12/4, 12/8 & 12/19	9
Director	Jostens conference, The Pointe, Phoenix, AZ Subject: Application of computer software to adult education	2/11	4
Director/Coordinator	Gila County Literacy Consortium meeting with Jostens representative Nancy Karsh to discuss the <i>INVEST</i> curriculum, Miami H.S.	2/25	2
Coordinator	Arizona Dept. of Education Adult Ed. Director's Institute, Phoenix, AZ	3/4-3/5	12
Director/Coordinator	Literacy Volunteers of Maricopa County workshop for literacy volunteers & program coordinators, YWCA, Phoenix, AZ Subjects: ABE & ESL methods, administration, & the adult learner	3/6	7
Director/Coordinator	Gila County Literacy Consortium meeting with Jostens representative Nancy Karsh regarding the <i>INVEST</i> software, Miami High School	3/17	2

EMPLOYEE	ACTIVITY	DATE	HOURS
Director/Coordinator	Training on new adult education software with Scott Morris, Computer Network Services, Eastern Arizona College, Globe, AZ	3/18	2
Director/Coordinator	Literacy Volunteers of America volunteer tutor training Subjects: ESL & Basic Literacy Eastern Arizona College, Globe, AZ	4/17-4/18	12
Director/Coordinator	Mountain Plains Adult Education Association Annual Conference Professional development opportunities encompassing administrative and instructional areas, Albuquerque, NM	4/28-5/1	16
Barbara DeJaynes Volunteer Tutor	AZ-IESOL Annual Conference, Yuma, AZ Subjects: ESL instruction & multicultural awareness	4/29-5/1	24
Coordinator	New Coordinator orientation, Globe Public Library	6/3	2
Director/Coordinator/ABE II 5 volunteer tutors	Pima County Adult Education observation, Tucson, AZ Observed ESL, ABE, & GED classes; introduction to <i>The Silent Way</i>	6/7	9
10 volunteers tutors	Pima County Adult Ed. Follow-up workshop, Miami Library Subject: Student needs assessment & goal setting "Structural vs. Communicative" language acquisition <i>The Silent Way</i> goals & characteristics Presenter: Mary Kostanski, Program Director	7/23	3
Director/Coordinator PALS & ABE II Teachers (3)	Jostens <i>INVEST</i> training, Jostens Phoenix, AZ training center	7/27-7/31	40
Coordinator/Volunteer Tutor	Introduction: Laubach Diagnostic Kit/ Presented by Director	8/5	1
Director/Coordinator	Jostens <i>WICAT</i> training (K-12 & GED software), Miami High School	8/23-8/24 & 8/26	18
PALS & ABE II Teachers(3)	PALS lab orientation for new teachers, Miami High School	9/20-9/23	12
11 Volunteer Tutors 4 Paid Staff	Tutor training workshop, Eastern Arizona College, Globe, AZ Subjects: Basic Literacy, Communicative ESL, Laubach & LVA TOTAL STAFF DEVELOPMENT HOURS - FY92	9/29-9/30	12
			238

4. Library's role in the accomplishment of the goals and objectives set forth.

Although both local libraries have functioned as sites for the Gila Literacy Program (and not actively involved in the project's implementation), we believe that an informed library staff is one of our greatest resources. All of the local librarians and their employees are aware of the literacy program and its functions and, as such, make for a valuable referral resource. Furthermore, over the past fiscal year, both the Globe librarian and the Gila County librarian served on our Board of Directors. Communication in regards to program updates, high-interest, low-level materials appropriate for public libraries, and literacy current events/trends were circulated due to this connection.

The library also served as a provider of space for literacy instruction for Gila Literacy's classes. The ESL daytime class is held at the Miami Library two days per week, for two hours each session. As the class requires the use of visual materials, the library is able to provide printed materials, a television and VCR, and a stereo for our use. Small group classes and individual tutoring, through our volunteers, also take place at the two local libraries. Given the lack of other locations available for tutoring, especially in the evening, the libraries' facilities are frequently used for these situations. Currently, 25% of the program's instruction and 50% of the initial placement and assessment (of those requesting a one-on-one situation) occurs at either local library.

As will be discussed more extensively in #5 below, the literacy program uses the libraries extensively for administrative purposes. The main base for our administrative functions is at the Miami Memorial Library, where we receive our correspondence, have housed our computer over the past three years, store the program's files, make the majority of our copies, and house most of our resource materials. The staff has always been obliging and assists us in all of our program socials, trainings, and recognition events that take place there.

Over the past fiscal year, the Globe Library added a set of high-interest, low-level readings materials from Literacy Volunteers of New York City. These materials were purchased with the assistance of the Gila Literacy Program in order to increase the collection of reading materials appropriate for the adult new or low-level reader. The Miami Library has both a books-on-tape collection and a collection of Spanish language books, which assist our ESL students in improving their literacy skills. Both libraries are aware of the need for adult literacy materials, but due to budget constraints, have not been able to keep many in supply. It is Gila Literacy's goal over the upcoming fiscal year to increase the holdings of books of this nature at both libraries so that our tutors and teachers can stimulate independent reading in our students.

5. Coordination with other organizations.

The Gila Literacy Program derives much of its strength through coordination with other agencies and organizations. Due to the fact that the program does not have an office location, both the Miami Memorial Library (same site as the Gila County Library) and the Globe Public Library serve as the program's base. The administrative site for Gila Literacy is actually the Miami Memorial Library where we are allowed use of copy and fax machines, a resource room, and computer space. In addition, the Globe Library offers the program space for resource materials, use of their computer and copy and fax machines. Both local libraries serve as the literacy program's site for the following functions: individual tutoring, student and tutor recognition events, holiday festivities, board meetings, group classes, placement and assessment of new students, committee meetings, tutor trainings, and as a source for high-interest, low-level reading materials. One of the libraries' main functions, however, is as a source for referrals and for dissemination of information regarding the literacy program. All of the services that the two local libraries offer are free of charge.

Miami School District has been a coordinating agency with the literacy program for four years. In cooperation with the Arizona Office of the Courts (Gila County Probation

Department) and the Miami High School, Gila Literacy has utilized the PALS lab for a minimum of nine hours per week. Through this connection, adult ABE I and II students have been able to attend evening classes throughout the year. Miami High School has also allowed us to use other classroom space free of charge for our pre-GED writing class.

The Gila County Probation Department, in addition to allowing us use of the PALS lab, offered us an office space three days per week. Although we utilize the Miami Library's resource room as our administrative office, we felt the need for an office space where the majority of the population resides, that is, in Globe. We have been given permission to house our computer in the probation office and to use their computer, copy and fax machines.

Gila Literacy also has a cooperative arrangement with Eastern Arizona College (EAC), Gila Pueblo Campus. At this time, EAC is the only local agency that offers GED classes in the Globe-Miami area. Gila Literacy offers ESL and ABE instruction to the pre-GED level. Therefore, due to the lack of duplication, we are able to mutually refer students for proper referral. EAC has also been the site for three of our tutor trainings, offered at no cost to Gila Literacy.

The main focus of the Gila Literacy Program in the area of coordination and cooperation, however, has been the formation of the Gila County Literacy Consortium. Over the past three years, eight local agencies have come together in order to devise a plan to improve and expand literacy services in the Globe-Miami area, both on the high school and adult level. The following organizations, in addition to our program, are members of the consortium: Gila County Probation Department, Miami School District, Globe School District, Arizona Department of Economic Security - JOBS, JTPA, Gila County Demonstration Project (Division of Developmental Disabilities), and the Gila County School Superintendent.

Both of the local school districts have purchased Jostens *INVEST* and *WICAT*

software in order to better serve their alternative and remedial students. These computer labs will be utilized by adult students for both daytime and evening classes. And as the consortium is currently in the process of becoming a JOBS provider, the local school districts will function as the site, Gila Literacy will be providing staff and training, Gila County Probation will provide staff and administrative support, and the Gila County School Superintendent will act as the fiscal agent. The other three agencies, JOBS, JTPA, and the Demonstration Project (and Gila Literacy) will be providing clients. Through the pooling of these community resources, the consortium is confident that literacy services will improve dramatically in Gila County.

6. Name and locations of other sites whose facilities were used for this project.

Miami Memorial Library
(Gila County Library)
1052 Adonis Avenue
Miami, AZ 85539

Globe Public Library
339 S. Broad
Globe, AZ 85501

Miami Occupational Center
Miami Avenue
Miami, AZ 85539

Miami High School
Ragus Road
Globe, AZ 85532

Guayo's Restaurant
Highway 88
Globe, AZ 85501

Eastern Arizona College
Six Shooter Canyon
Globe, AZ 85501

Gila County Probation Department
1400 E. Ash
Globe, AZ 85501

7. Impact of the Federal project on the ongoing program of the grantee.

For over twelve years, the Gila Literacy Program had served the needs of ABE and ESL students strictly through the use of one-on-one, Laubach-trained volunteer tutors. Over the past three years, however, the program, through an influx of grant monies from the Arizona Department of Education - Adult Education Division, has expanded its scope to include individual tutoring, an ESL daytime class taught by a certified teacher, and nine hours per week of computerized instruction in the evening for ABE students. It is apparent, however, that until Gila Literacy received grant monies from LSCA VI to provide certified

staff, the local ABE II (pre-GED) population was not being targeted. Gila Literacy had been serving ESL I-III and ABE I students for many years, with few pre-GED students participating. And although Eastern Arizona College here in Globe offered GED classes, they were mainly geared toward the higher level student, that is, ninth grade level and above. So, in fact, nowhere in the community could the ABE II students receive instruction suitable to their needs.

Over the 1991-92 fiscal year, Gila Literacy served only 10 ABE II students, who attended class within the PALS computer lab. After receiving the LSCA VI grant, and organizing a separate pre-GED reading and writing class, student count rose to 36. The previous fiscal year recorded only 188 hours of ABE II instruction, whereas over FY92, student hours totaled 447. After assessing the students who attended the GED class taught by Eastern Arizona College (EAC), we came to realize the importance of adding this component to the local literacy repertoire. Although the GED class was geared toward those functioning at the ninth grade level and above, over fifty percent of those attending were reading below that level. Frustration and eventually withdrawal from the EAC program occurred in numerous situations due to the lack of pertinent instruction.

The move toward the incorporation of a pre-GED/GED component led us to increase the number of ABE II/GED materials, which the LSCA VI grant allowed us to do. The students now have available to them consummables and non-consummables that focus on the following areas: mathematics, literature and the arts, social studies, science, and writing. Furthermore, we are currently in the process of developing a writing curriculum geared toward the GED essay and multiple-choice sections, a supplement to the computer-based writing curriculum of Jostens *INVEST*.

Lastly, the influx of LSCA Title VI monies has enhanced the relationship of the literacy program to the local libraries, both Miami Memorial (Gila County Library) and Globe Public Library. The Globe Library ordered some high-interest, low-level materials over the past fiscal year, and the literacy program will purchase materials of this type for

both of the libraries over the next fiscal year. And as Gila Literacy is investigating the incorporation of a family literacy component, both the Gila County Reading Council (member of the International Reading Council) and the local libraries will participate in its inception.

In general, the monies from LSCA VI have allowed Gila Literacy to broaden its focus, thereby offering a more comprehensive adult education program to the Globe-Miami community.

GILA LITERACY PROGRAM
EXAMPLES OF DOCUMENTS USED TO MEASURE
QUALITATIVE OUTCOMES
PART II, 6 (b)

Student Goal Setting

An Alternate Form of Assessment

(A product of Pima County Adult Education, Tucson, AZ)

Setting a short term goal, doing the work necessary to make it happen, and then achieving it are the steps a student is expected to make in our program. Our philosophy is that the little steps lead to the great leaps. Rather than measure performance simply by scores from standardized tests or teacher generated evaluations, the students themselves are asked to set their own educational and personal goals that they feel are important to their success.

In practice, the advantages of the goal setting process are threefold. First, the student is put in charge of a sizable part of her or his education. This empowers students by making them feel responsible for both their level of effort and outcome. Second, the goal setting process provides the impetus for regular conferences between students and teachers and between students and counselors. In these conferences, students discuss their goals and later evaluate their success in reaching them. The third advantage is in publicly acknowledging the students success in reaching their goals via frequent award ceremonies. By celebrating the little successes, the students, teachers and counselors can take pride in their part of the process of reaching the bigger, longer-range goals.

GILA LITERACY PROGRAM
ABE GOAL PLANNING SHEET

Name _____

Date _____

For _____ Cycle

From _____ to _____

(Please practice writing complete sentences)

EDUCATIONAL GOALS

(3 or 4 goals are suggested - be realistic!)

1. _____

2. _____

3. _____

4. (optional) _____

GILA LITERACY PROGRAM
ABE GOAL PLANNING SHEET

Student: _____ Date: _____

Cycle: _____ From: _____ to _____

PERSONAL GOALS

Goal 1: _____

First Step: _____

Goal 2: _____

First Step: _____

Goal 3: _____

First Step: _____

GILA LITERACY PROGRAM
ESOL NEEDS ASSESSMENT

1) I NEED TO LEARN MORE ENGLISH TO:

- | | |
|--|--|
| <input type="checkbox"/> Talk on the phone | <input type="checkbox"/> Take the bus |
| <input type="checkbox"/> Talk to my neighbors | <input type="checkbox"/> Get a driver's license |
| <input type="checkbox"/> Talk to my children | <input type="checkbox"/> Get car insurance |
| <input type="checkbox"/> Talk to my children's teachers | <input type="checkbox"/> Take care of a traffic ticket |
| <input type="checkbox"/> Understand TV better | <input type="checkbox"/> Give and follow directions |
| <input type="checkbox"/> Talk to the police | <input type="checkbox"/> Rent an apartment or house |
| <input type="checkbox"/> Go shopping for food | <input type="checkbox"/> Talk to my landlord (apartment) |
| <input type="checkbox"/> Use money | <input type="checkbox"/> Go shopping for clothes |
| <input type="checkbox"/> Order food in a restaurant | <input type="checkbox"/> Look for a job |
| <input type="checkbox"/> Talk to a doctor | <input type="checkbox"/> Take a job training class |
| <input type="checkbox"/> Talk to a dentist | <input type="checkbox"/> Talk to people at work |
| <input type="checkbox"/> Buy medicine | <input type="checkbox"/> Talk to clerks at the bank |
| <input type="checkbox"/> Talk to clerks at the Post Office | <input type="checkbox"/> Go to college |

2) I NEED TO READ AND WRITE ENGLISH TO:

- | | |
|---|---|
| <input type="checkbox"/> Read signs | <input type="checkbox"/> Read traffic laws |
| <input type="checkbox"/> Read food labels in the store | <input type="checkbox"/> Read labels on clothes |
| <input type="checkbox"/> Read food ads | <input type="checkbox"/> Fill out job applications |
| <input type="checkbox"/> Read medicine labels | <input type="checkbox"/> Fill out tax forms |
| <input type="checkbox"/> Read the newspaper | <input type="checkbox"/> Read and fill out welfare forms |
| <input type="checkbox"/> Read bus schedules | <input type="checkbox"/> Write checks for the bank |
| <input type="checkbox"/> Fill out an application to rent an apartment | <input type="checkbox"/> Read telephone and electricity bills |
| <input type="checkbox"/> Read stories | <input type="checkbox"/> Write letters |
| | <input type="checkbox"/> Write compositions for college |

3) I WANT MORE (CHECK 2) Pronunciation Conversation

Reading Writing Listening Words & Vocabulary

Division of Adult Education, Arizona Department of Education Student Data Collection Form

PLEASE PRINT

Date _____

Last Name _____ First Name _____ M.I. _____

Street Address _____ Apt. # _____

City _____ State _____ Zip Code _____ Telephone Number _____

Student I.D./Number _____

Date of Birth ____/____/____

Social Security Number _____

INS Number _____ 1688A 1688 1551

AGE GROUP (check only one)
 1 16 - 17
 2 18 - 24
 3 25 - 44
 4 45 - 59
 5 60 or over

ETHNIC GROUP (mark one)
 1 American Indian/Alaskan Native
 2 Asian/Pacific Islander
 3 Black/not Hispanic
 4 Hispanic
 5 White/not Hispanic

SEX (mark one) 1 Male 2 Female

STATUS OF PARTICIPANT UPON ENTRY

1 YES 2 NO
 Disabled
 Limited English proficiency
 Adults in rural areas
 Adults in cities with high unemployment
 Immigrant adults
 Homeless adults
 Adults in correctional programs/probation
 Other institutionalized adults
 Employed adults
 Adults on public assistance

Gila Literacy also uses
 "Goals Achieved" section
 (highlighted)

IS STUDENT NEW IN THIS PROGRAM? 1 Yes 2 No

Send to: **Gila Literacy Program**
 c/o Miami Memorial Library
 1052 Adonis Avenue
 Miami, Arizona 85539

OFFICE USE ONLY	
<p>STUDENT PLACEMENT</p> <p>1 <input type="checkbox"/> ABE LEVEL I 2 <input type="checkbox"/> ESOL LEVEL I 3 <input type="checkbox"/> ABE LEVEL II/Pre-GED 4 <input type="checkbox"/> ESOL LEVEL II 5 <input type="checkbox"/> ESOL LEVEL III 6 <input type="checkbox"/> Citizenship 7 <input type="checkbox"/> GED Prep</p>	<p>SELECT ONLY ONE CLASS LOCATION</p> <p>1 <input type="checkbox"/> Elementary/Secondary School 2 <input type="checkbox"/> Community College 3 <input type="checkbox"/> 4-year College 4 <input type="checkbox"/> Learning Center 5 <input type="checkbox"/> Correction Institute/Probation 6 <input type="checkbox"/> Institution for the Disabled 7 <input type="checkbox"/> Worksite 8 <input type="checkbox"/> Library 9 <input type="checkbox"/> Community-based Organization 10 <input type="checkbox"/> Home or Homebased 11 <input type="checkbox"/> Other (specify) _____</p>
<p>DID STUDENT MOVE TO HIGHER LEVEL? 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>	<p>GOALS ACHIEVED (mark all that apply)</p> <p>1 <input type="checkbox"/> Adult high school diploma 2 <input type="checkbox"/> Passed the GED/in process 3 <input type="checkbox"/> Enrolled in educational or training program 4 <input type="checkbox"/> Received U.S. Citizenship 5 <input type="checkbox"/> Registered to vote 6 <input type="checkbox"/> Gained employment 7 <input type="checkbox"/> Secured employment retention/obtained job advancement 8 <input type="checkbox"/> Removed from public assistance 9 <input type="checkbox"/> Other (specify) _____</p>
<p>REASONS FOR SEPARATION (mark all that apply)</p> <p>1 <input type="checkbox"/> Health problems 2 <input type="checkbox"/> Child care problems 3 <input type="checkbox"/> Transportation problems 4 <input type="checkbox"/> Family problems 5 <input type="checkbox"/> Location of class 6 <input type="checkbox"/> Lack of interest 7 <input type="checkbox"/> Class did not meet student needs 8 <input type="checkbox"/> Time class was scheduled 9 <input type="checkbox"/> Change of address/moved from area 10 <input type="checkbox"/> Took a job 11 <input type="checkbox"/> Close of school/agency year 12 <input type="checkbox"/> Completed objectives/level 13 <input type="checkbox"/> Other (specify) _____ 14 <input type="checkbox"/> Unknown reason _____</p>	<p>INFORMATION RELEASE PERMISSION</p> <p>By signing on this line, I grant permission to the Arizona Department of Education and its designated projects for release of educational and General Educational Development information relative to my instructional progress.</p> <p>Student Signature _____</p>

GILA LITERACY PROGRAM
ITEMS PRODUCED OVER FY 92
PART II, #7

**Gila Literacy Program,
An Adult Education
Agency**

**Invites you to celebrate
LIFE-LONG LEARNING
with us!**

over

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34

35

****FREE CLASSES****

Gila Literacy offers the following classes to assist you in improving your reading, writing, and math skills:

***Computer reading, writing, and math lab

***Reading and writing improvement classes

***Pre-GED instruction

***One-on-one tutoring

CLASES DE INGLÉS

Gila Literacy le ofrece a usted la oportunidad a aprender inglés con las clases siguientes:

***Clases de conversación

***Clases de leer y escribir

***Instrucción uno-a-uno

****Y las clases son gratis!

IF YOU ARE INTERESTED
IN BECOMING A TUTOR, OR
IF YOU WOULD LIKE TO REGISTER

FOR OUR CLASSES,
PLEASE CONTACT

LYNN CAREY, 425--0229

OR

MARY KOSTANSKI, 425-7265

GILA LITERACY PROGRAM
ADF FINAL REPORT - FY92-93
SUMMARY OF TEACHER AND STUDENT SURVEYS

Gila Literacy is rapidly becoming a busy agency. Students are anticipating a more innovative learning environment and are becoming restless in their current instructional setting. Gila Literacy is actively involved in a "Literacy Consortium" with the intent of improving, updating and motivating our curriculum and student interest. The implementation of a Joslin's Invest lab was discussed in November, 1991, and excitement has been mounting ever since.

Results of the student surveys indicate that, in general, most of the students are extremely satisfied with the way the program is operating. One hundred percent of the ESOL students felt they received enough instructional hours, their class was well instructed and they wanted to continue learning English in our program. They all indicated that the teacher was well prepared and the materials were very good to excellent. Of the ESOL students who responded to our survey approximately 34% mentioned that learning to speak English was the most important aspect of their class, while 33% thought writing was the most important and 33% thought reading was the most important subject to learn.

Gila Literacy offered two ABE classes; an ABE I and an ABE II class. The students were very complimentary of their teachers. One hundred percent of the ABE students felt they were receiving enough individual attention and that the teachers were very helpful. One hundred percent also felt the materials used in class were helpful, which is an improvement over statistics in past years. Seventy-four percent agreed that the time was convenient, while 58% stated that the location was convenient. The percentages were even as to what the students felt they learned; 25% in each category of Math, English, Reading and Writing. Ninety-five percent of the students felt they received adequate orientation and that that this program improved their self esteem. Forty-two percent indicated that our adult program helped their home and work lifestyle, with 21% feeling our program also helped them in their community.

The teaching staff and volunteers in the Gila Literacy program enjoy helping people and consider their job fun, according to the survey. Eighty-six percent felt the materials that they used were effective and the working conditions above average. Fifty percent of the paid personnel

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stated that their wages were adequate, while the other 50% felt their wages were not adequate. One hundred percent of the tutors liked their tutor/student match up and they enjoy their job and the satisfaction of helping people. Eighty-seven percent noted that they like receiving a newsletter, because it keeps them current as to the program's activities. Ninety-seven percent felt their supervisors were available to them when needed and that communication was/is excellent. Three percent expressed an interest in a "round table" discussion every couple of months. One hundred percent wanted to further their understanding of the population they serve through in-services, workshops and mini-sessions. All had positive comments about staff developments given this past year.

As with any program, improvement is needed in a few areas. Tutors are still struggling with student retention, attendance and motivation. The teachers would like the classes to relocate closer to Globe, where 90% of the students live. (The program is currently in the process of possibly moving to a site in Globe) The program also needs to address the salaries of our staff. We are a growing organization and are demanding more time and expertise of our personnel. We need to continue adding programs that increase our students' abilities with everyday lifeskills.

In conclusion, our end of year survey revealed positive comments regarding our program. We hope to continue meeting the needs of our students through their input with these surveys and the conversations we have with them. The program recognizes the importance of small class and personalized attention and will continue providing services that will benefit the adult learner in Gila County. Our students have achieved many goals this past year, some not measurable with the untrained eye. Some of our students are mentally and emotionally disabled and their educational advances can not be illustrated on paper/tests or by level advancements. Their goals are miraculous personal growths that are seen by those who work with them and who love them. Because we serve such a variety of students, our teachers find it difficult to meet everyone's needs on a given night. The teachers are excited about the implementation of the Josten's WICAT/INVEST lab in the Globe/Miami area. This will enable the teachers to individualize each student's educational plan. Our participation in the "Literacy Consortium" will bring the Gila Literacy program to even greater heights and achievements this year. It is our goal to make our students' educational world an even better world!

DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 1 Report total number of participants in each category. Must be unduplicated count.

Class Type	AMERICAN INDIAN/ ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
A	B	C	D	E	F	G	H	I	J	K	L
1 ABE I	2	1	0	0	0	0	6	9	16	8	42
2 ESOL I	0	0	2	0	0	0	6	7	0	0	15
3 ABE II	1	0	0	0	0	1	5	7	6	21	41
4 ESOL II	0	0	0	0	0	0	1	6	0	0	7
5 ESOL III	0	0	0	1	0	0	2	2	0	1	6
6 CIT	0	0	0	0	0	0	0	0	0	0	0
7 GED PREP	0	0	0	0	0	0	0	0	0	0	0
8 TOTAL	3	1	2	1	0	1	20	31	22	30	111

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 2 Report total number of participants in each category. Must be unduplicated count.

Age Group	AMERICAN INDIAN/ ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
A	B	C	D	E	F	G	H	I	J	K	L
1 16-17	0	0	0	0	0	0	2	3	1	5	11
2 18-24	2	0	2	0	0	0	3	6	10	12	35
3 25-44	0	1	0	0	0	0	12	19	8	8	48
4 45-59	1	0	0	1	0	1	3	2	3	4	15
5 60 or Older	0	0	0	0	0	0	0	1	0	1	2
6 TOTAL	3	1	2	1	0	1	20	31	22	30	* 111

* Total count must equal total in column L Table 1.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 3 Report total number of participants in each category.

Must be unduplicated count.

	CLASS TYPE	NUMBER STARTED AT THIS LEVEL	NUMBER STARTED THAT COMPLETED THIS LEVEL	NUMBER PROGRESSING AT THIS LEVEL	NUMBER SEPARATED BEFORE COMPLETING LEVEL	NUMBER STARTED THAT MOVED TO HIGHER LEVEL	NUMBER OF CLASSES HELD AT EACH LEVEL
	A	B	C	D	E	F	G
1	ABE I	42	13	14	15	13	1
2	ESOL I	15	4	6	5	4	1
3	ABE II	41	12	19	10	10	1
4	ESOL II	7	4	2	1	4	1
5	ESOL III	6	2	2	2	2	1
6	CITIZENSHIP	0	0	0	0	0	0
7	GED PREP	0	0	0	0	0	0
8	TOTAL	111	35	43	33	33	5

NOTE: The number in column (B) equals the total of columns (C), (D), and (E). Column (F) is a subset of column (C). Completion of level includes students who completed their objectives.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 4 Report total students in each category. May be duplicated count.

	REASON FOR SEPARATION BEFORE COMPLETION	TOTAL
	A	B
1	HEALTH PROBLEMS	1
2	CHILD CARE PROBLEMS	0
3	TRANSPORTATION PROBLEMS	1
4	FAMILY PROBLEMS	3
5	LOCATION OF CLASS	0
6	LACK OF INTEREST	1
7	CLASS NOT APPROPRIATE FOR STUDENT NEEDS	3
8	TIME CLASS WAS SCHEDULED	0
9	CHANGE OF ADDRESS / MOVED FROM AREA	4
10	TOOK A JOB	2
11	CLOSE OF SCHOOL / AGENCY YEAR	70
12	OTHER KNOWN REASON (SPECIFY BELOW)	7
13	UNKNOWN REASON	15

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 5 Report total students in each category. May be duplicated count.

	STATUS OF PARTICIPANTS UPON ENTRY INTO THE PROGRAM	TOTAL
	A	B
1	DISABLED	13
2	LIMITED ENGLISH PROFICIENCY	27
3	ADULTS IN RURAL AREAS	0
4	ADULTS IN URBAN AREAS WITH HIGH UNEMPLOYMENT	0
5	IMMIGRANT ADULTS*	27
6	HOMELESS ADULTS	0
7	ADULTS IN CORRECTIONAL PROGRAMS	2
8	OTHER INSTITUTIONALIZED ADULTS	0
9	EMPLOYED ADULTS	41
10	UNEMPLOYED ADULTS	56
11	ADULTS ON PUBLIC ASSISTANCE	20

* Equals the number of students who are not U.S. Citizens

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 6 Report total students in each category. May be duplicated count.

	STUDENT GOALS ACHIEVED	TOTAL
	A	B
1	OBTAINED AN ADULT HIGH SCHOOL DIPLOMA	0
2	PASSED GED / IN PROGRESS	13
3	ENTERED OTHER EDUCATIONAL OR TRAINING PROGRAM	6
4	RECEIVED U.S. CITIZENSHIP	2
5	REGISTERED TO VOTE	2
6	GAINED EMPLOYMENT	5
7	SECURED EMPLOYMENT RETENTION OR OBTAINED JOB ADVMT	1
8	REMOVED FROM PUBLIC ASSISTANCE	0
9	OTHER	104

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 7 Report all classes. Must be unduplicated count.

	Location of Class	NUMBER OF PARTICIPANTS	NUMBER OF DAYTIME CLASSES	NUMBER OF EVENING CLASSES	NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 HOURS OR MORE)
	A	B	C	D	E
1	School Building				
2	Elementary/Secondary School	44		1	
3	Community College	32		1	
4	4 - year College				
5	Other Locations				
6	Learning Center				
7	Correctional Institution/Probation				
8	Institution for the Disabled				
9	Worksite	4	1		
10	Library	15	5		
11	Community-based Organization				
12	Home or Homebased	16	8	8	
13	Other (Specify)				
14	Total	111	14	10	0

* The total number of participants is an unduplicated count and should equal the total number reported for column L in Tables 1 and 2.

DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 8 Report all personnel providing service to DAEADE funded projects. Must be unduplicated count.

		ADULT EDUCATION PERSONNEL		
FUNCTION		Paid Personnel		Volunteers
Organizational placement and type of job performed		Total Number of Part Time Personnel	Total Number of Full Time Personnel	Unpaid Staff
A		B	C	D
1	State Level Administrative Supervisory/Ancillary Services	0		
2	Local Level Administrative Supervisory/Ancillary Services	4		12
3	Teachers	1		21
4	Counselors	0		
5	Paraprofessionals/Aides	0		

Part time is defined as an employee who is employed as an adult educator in this program LESS THAN FULL TIME.

Full time is defined as an employee who is employed FULL TIME in this program as an adult educator.

Full time normally means on a contract equivalent to other full time personnel in your institution.

Each employee should be reported only once. If a person performs more than one staff function, report that person in the staff function in which most of his/her time is spent. If a position is vacated and subsequently filled during the report period, report the position once.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 9 Must be unduplicated count. Must be unduplicated count.

	CLASS TYPE	NEW STUDENTS	RETURNING STUDENTS	TOTAL STUDENTS	TOTAL STUDENT HOURS	STUDENTS ENROLLED IN OTHER OCCUPATIONAL SKILLS PROGRAMS	STUDENTS RECEIVING PUBLIC ASSISTANCE
	A	B	C	D	E*	F	G
1	ABE I	26	16	42	1882	6	5
2	ESOL I	14	1	15	653	0	1
3	ABE II	32	9	41	1081	0	14
4	ESOL II	4	3	7	383	0	0
5	ESOL III	1	5	6	281	0	0
6	CITIZENSHIP	0	0	0	0	0	0
7	GED PREP	0	0	0	0	0	0
8	TOTAL	77	34	111	4278	6	20

Total count must equal total in column L, Tables 1 and 2.

* Column E is very important. We want every student hour generated in your program.

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Gila Literacy Program
Tutor/Teacher Evaluation

Gila Literacy Program, Inc.
1052 Adonis Ave.
Miami, AZ 85539

May 14, 1993

Dear Tutor/Teacher:

Enclosed is a brief evaluation form for our program. Please fill it out as we want your input on how to improve the program. Also, we must mail these results to the Arizona Department of Education by the end of June.

When you see ABE, that stands for Adult Basic Education. This is what we do. We are an adult basic education program. You are/were an adult basic education teacher. (ABE)

Also, on question one, ABE means Adult Basic Education from level 0-9th grade. ESOL means you taught a student who did not speak English or did not speak it very well. The rest you will probably know.

Please help us by completing this questionnaire, as your input is very valuable. We have enclosed a pre-stamped and pre-addressed envelope for you to return to us.

Feel free to remain anonymous. All answers will be confidential.

Thank you for your time in completing this, as well as being involved in our program. Take care and I hope all goes well with you.

Respectfully,



Mary Kostanski
Director

Gila Literacy Program
Tutor/Teacher Evaluation

FORMER ABE INSTRUCTOR/TUTOR

1. What content area(s) did you teach?
_____ GED _____ ESOL _____ AMNESTY
_____ ABE _____ CITIZENSHIP
2. How many hours per week did you teach?
3. How did you become an ABE instructor?
4. What kind of training had you had to prepare you for the position you hold? Do you feel that is was adequate? What else could we have done to make your tutoring/teaching experience better?
5. What did you enjoy most in the program?
6. What did you least enjoy in the program?
7. Why did you leave the program?
8. Is there anything more the program could have done to help or advise you about?

Gila Literacy Program
Current Instructor Survey

PLEASE ANSWER OPEN ENDED QUESTIONS WITH COMPLETE SENTENCES.

1. Please identify which subject area(s) you teach?

_____ GED _____ ESOL _____ Amnesty
_____ ABE _____ Citizenship

2. Please indicate with which program(s) you are currently employed.

3. Please indicate how many hours per week you teach adult education. Did your student(s) have regular attendance?

_____ 1-5 _____ 6-12 _____ 13-19
_____ 20-29 _____ 30-40

4. What is the primary reason that you have chosen to become an adult education instructor?

5. Discuss two questions, 1) the best and, 2) the worst aspect(s) of your current job?

6. What kind of staff development and/or training have you had to prepare you for the position you hold? Do you feel that it was adequate? How else could we assist you in this area?

7. Was the newsletter helpful? yes _____ no _____
Why or why not?

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8. How do you feel about additional training throughout the year?

a) What would you like to learn more about?

_____ adult learners _____ ESOL _____ dyslexia
_____ special education _____ second language acquisition
_____ reading techniques _____ materials _____ methods
_____ other (please list) _____

b) How often would you come to a meeting?

_____ once a month _____ every two months
_____ other _____

c) Please list any suggestions you may have for increasing tutor attendance at workshops or helpshops.

9. How would you rate the working conditions?

_____ poor _____ adequate
_____ fair _____ excellent

Please explain your choice.

10. How could your program improve the working conditions?

11. What process is available to you to discuss concerns or issues with your supervisor? How could communication be improved?

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Gila Literacy Program
Current Instructor Survey

12. If you are in a paid teaching position, how would you rate the pay scale compared to other teaching positions?
_____ poor _____ adequate _____ fair _____ excellent

What, in your opinion, is a fair market pay scale? _____

13. Have you had previous teaching experience in adult education?

14. Please comment on the effectiveness of the materials which you have been using. Were they adequate? Please explain and feel free to make suggestions.

15. How do you feel about your match with your student(s)? Please comment on both the personal and educational level.

16. What is your primary style of teaching?

17. What improvements to the program do you feel should be addressed by the project director and/or the State Department of Education, Adult Education Division? Be specific (If you need additional space, please use the back of this page).

Thank you for taking the time to complete the survey. This information will be helpful to the program and the State Department of Education, Adult Education Division as strategies are developed to improve the professionalism in adult education and to expand the delivery of services statewide.

Gila Literacy Program
1052 Adonis Avenue
Miami, AZ 85539

14 de mayo 1993.

Estimado estudiante:

En esta carta hay algunas preguntas para ustedes. Esperamos que ustedes respondan para ayudarnos a mejorar el programa. Necesitamos saber lo malo y lo bueno del programa.

Por favor, tomen unos minutos para dar su opinion sobre el programa. No necesitan incluir su nombre si no quieren, y todas las respuestas son confidenciales.

Solo hay que responder y mandar la forma antes del treinta de junio, a mas tardar. Hemos incluido un sobre ya con la direccion y una estampilla, todo listo para mandar.

Tomando pocos minutos, pueden ayudarnos a desarrollar el programa como que quieren ustedes. Muchas gracias por su participacion.

Con respeto,

Mary Kostanski

Mary Kostanski
Director

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1. Como supo del programa de educacion para adultos?
2. Toma clase con facilidad y cerca de su casa?
si ___ no ___
3. Le gusta el horario que tiene para su clase? si ___ no ___
4. Piensa que antes que su clase, recibio buena orientacion de que pasaria y tendria que hacer en esas clases?
si ___ no ___
5. Esta bien organizada su clase? si ___ no ___
6. Recibio bastante atencion individual? si ___ no ___
7. Piensa que sus necesidades educacionales recibieron bastante atencion? si ___ no ___
8. Cuantas veces por semana asistio a su clase? ___ horas
Es bastante para sus necesidades? si ___ no ___
Comentarios?
9. Marque su opinion de la calidad de sus libros:
_____ pobre _____ regular _____ bueno
_____ muy bien _____ excelente
Que libro uso? _____
Comentarios de los materiales?
10. Quiere continuar su educacion? si ___ no ___
? A cual escuela o cual carrera?
11. Marque su opinion de su instruccion en este programa:
_____ pobre _____ regular _____ bueno
_____ muy bien _____ excelente

Gila Literacy Program
Evaluacion de estudiantes

Explique su respuesta:

14. Piensa que la maestra o el maestro esta bien preparado y educado para enseñar las clases?

15. Escribe como la maestra/maestro le ayudo o no.

16. Que mas puede hacer el programa para mejorar su educacion?

17. ¿Cual fue la razon principal para entrar a nuestro programa?

_____ principalmente obtener mejor trabajo

_____ principalmente aprender algo

_____ principalmente continuar con un programa educacional

_____ otra razon (especifique, por favor)

18. De las cosas que aprendio en el programa, ¿cual de las siguientes fue la mas importante (escoja una, por favor)?

_____ leer

_____ escribir

_____ hablar

_____ otro (especifique, por favor)

19. Durante el ano pasado (o desde el comienzo de la clase), ¿cree que tu habilidad ha mejorado mucho, algo, un poco, o no ha mejorado en las areas siguientes? (Ponga un numero en el espacio abajo)

#1 mucho

#2 algo

#3 un poco

#4 no ha mejorado

a) _____ leer

b) _____ escribir

c) _____ hablar

20. ¿Cree que su experiencia con el programa (la clase de ingles) le ha ayudado en las areas siguientes?

_____ en el trabajo _____ con su educacion

_____ en la casa _____ en la comunidad

_____ otro (especifique) _____

! Muchas gracias por sus respuestas!

Gila Literacy Program
Evaluacion de estudiante anterior

clase _____

1. Usualmente, ¿cuantas horas estuvo en una clase de ingles en los dias que asistio?

_____ horas por dia

2. ¿Donde asistio a la clase de ingles?

_____ escuela _____ shopping mall

_____ biblioteca _____ iglesia

3. ¿Que piensa de la habilidad de la maestra (el maestro) en ayudarle a aprender?

_____ excelente _____ bueno

_____ mas o menos _____ malo

4. ¿Cual fue la razon principal para entrar a nuestro programa?

_____ principalmente obtener mejor trabajo

_____ principalmente aprender algo

_____ principalmente continuar con un programa

educacional

_____ otra razon (especifique, por favor)

5. De las cosas que aprendio en el programa, ¿cual de las siguientes fue la mas importante (escoja una, por favor)?

_____ leer _____ escribir _____ hablar

_____ otro (especifique, por favor)

6. Durante el ano pasado (o desde el comienzo de la clase), ¿cree que su habilidad ha mejorado mucho, algo, un poco, o no ha mejorado en las areas siguientes? (Ponga un numero en el espacio abajo)

#1 mucho

#2 algo

#3 un poco

#4 no ha mejorado

a) _____ leer

b) _____ escribir

c) _____ hablar

7. ¿Cree que su experiencia con el programa (la clase de ingles) le ha ayudado en las areas siguientes?

_____ en el trabajo _____ con su educacion

_____ en la case _____ otro (especifique)

_____ en la comunidad _____

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Gila Literacy Program
Evaluacion de estudiante anterior

8. ¿Planea asistir a otro programa educacional o vocacional si ha completado nuestro programa? ¿Donde?
_____si _____no

9. Si se salio del programa sin completarlo, diganos, por favor, la razon por la cual lo dejo.

10. ¿Cual es su opinion de los libros y otros materiales que fueron usados por la maestra (el maestro)? Trate de ser especifico, por ejemplo, los nombres de los libros, etc..

11. ¿Piensa que antes que su clase, recibio buena orientacion de que pasaria y tendria que hacer en esas clases?
_____si _____no

12. ¿Esta bien organizada su clase? _____si _____no

13. ¿Piensa que sus necesidades educacionales recibieron bastante atencion? _____ si _____ no

14. Escribe como la maestra/maestro le ayudo o no.

Gila Literacy Program
Former ABE Student

Gila Literacy Program
1052 Adonis Ave.
Miami, AZ 85539

May 14, 1993

Dear Student:

Enclosed you will find some questions we hope you will take the time to answer. These questions will help us know what we do well and what we can improve.

Please take a few minutes to help us evaluate the program. You do not need to put your name anywhere on the questionnaire if you do not wish to be known. Your answers will be confidential.

Simply complete the questions and mail them as soon as possible (by June 30th). We have included an envelope with a stamp and return address for your convenience.

By taking a few minutes of your time, you can help us make this the program you want. Thank you for participating!

Sincerely,

Mary Kostanski

Mary Kostanski
Director

Gila Literacy Program
Former ABE Student

class _____

1. How many hours did you usually spend in a basic education class on the days you were there?

2. Where did you attend the basic education classes?

_____ church _____ shopping mall _____ school
_____ library _____ community center _____ college
_____ other (please specify) _____

3. Was the location convenient? If not, where would be convenient for you?

4. Was the time convenient? If not, what time would be better?

5. Did you receive enough individual attention when needed?

6. How good do you feel your teacher was at helping you learn?

_____ excellent _____ fair
_____ good _____ poor

7. What was the main reason you came to the class?

_____ mostly to get a GED
_____ mostly to get a better job
_____ mostly to learn something
_____ mostly to continue on in another educational or training program
_____ other (specify) _____

8. Of the things you learned in the program, which one of the following was most important to you?

_____ reading _____ writing
_____ working with numbers
_____ other (specify) _____

9. In the past year, do you feel your ability in the following areas have improved very much, some, a little, or not at all?

_____ reading _____ yes _____ no
_____ writing _____ yes _____ no
_____ math _____ yes _____ no

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Gila Literacy Program
Former ABE Student

11. Do you feel that your experience in this class helped you in the following areas? (check as many as apply)

_____ at work _____ in the community _____ at home
_____ in another educational program
_____ self esteem and personal growth

12. Please give us any recommendations that you may have in making your learning experience better.

13. If you completed the program, do you plan to enter another education and/or vocational program?

_____ yes _____ no

14. If you left the program before completing it, please state your reason for leaving.

15. Please comment on the materials that were used by the teacher. Did you find them helpful? Could something better have been used? Be specific by using names of the books or software used.

Thank you for your participation!

Gila Literacy Program
Student Evaluation

CURRENT ABE STUDENT

Class _____

1. How did you find out about the ABE class?
2. Is the location of the class convenient? If not, what would be better? Would Globe or Miami be better?
3. Is the time convenient? If not, what would be better? Would daytime hours be more convenient? What times?
4. Was the teacher available to answer questions when needed?
5. Did you receive enough individual attention?
6. What did you enjoy the most about the class?
7. What improvements would you like to see? What else should the teacher cover?
8. Were the materials provided helpful? Explain. Which ones? Which were not?
9. If you attended the PALS lab, were the computer programs beneficial? Explain.
10. What do you feel you learned?
11. How well does the instructor seem to be organized and prepared for the class meetings?
12. What was the main reason you came to the class?
..... mostly to get a GED
..... mostly to get a better job
..... mostly to learn something
..... mostly to continue on in another educational or training program
..... other (specify) _____

Gila Literacy Program
Student Evaluation

CURRENT ABE STUDENT

class _____

13. Do you feel that your experience in this class helped you in the following areas? (Check as many as apply)

_____ at home	_____ in the community
_____ at work	_____ in another educational
_____ self-esteem	_____ program
_____ personal growth	

14. If you completed the program, do you plan to enter another education and/or vocational program?

_____ yes _____ no

15. Do you feel you received adequate orientation regarding the class expectations and requirements? Explain.

16. How would you rate your adult education class?

_____ excellent	_____ fair
_____ good	_____ poor

17. Comments about the class and Adult Education:

Thank you very much for your participation!

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Coordinator's Corner: Reflections and Good-bye from Lynn Carey

At long last you are receiving a newsletter. Better late than never. This edition is a special one as it is my last. For those of you who don't yet know, I am leaving the program. My husband received a job transfer to Phoenix and we are moving the end of May. My last day of work is April 30.

Of course I am nostalgic about leaving the program as I am very proud of the Gila Literacy Program. These years have been a chapter in my life that have allowed both personal and professional growth and will forever be remembered.

Title Changes and New Staff

We have changed our titles from Coordinator to Director and from Assistant Coordinator to Coordinator, although duties remain the same. Mary Kostanski will be the new Director, and Cheryl Davis will be the new Coordinator. We also have a new Secretary, Phyllis Powell. All are very competent, energetic, and enthusiastic people. The program is in excellent hands.

Gila Literacy Success Stories

Literacy couldn't be a more worthwhile cause. The impact we have on people's lives is phenomenal. We are change agents that when effective alter a person's life. Many examples come to mind which I feel are worth sharing, examples from the Gila Literacy Program.

There is the family who knew little English when they came to Globe from Mexico. As they improved their English, I watched the father move up from cook, to mine laborer, to mining engineer. I watched the mother become more and more involved in the community and eventually become a Board Member. I watched the kids advance from Chapter I programs in school to honor students each reporting period. They have moved up from a single trailer to a double-wide trailer on a beautiful piece of land and now own two cars. Such economic and educational advancements reflect the impact literacy can have on people's lives.

Another example is of a English speaking student who has a learning disability. Over the years, she has gained the confidence to admit her difficulties, face learning after years of failure in school, and help her children for the first time ever with their school work. I am proud to say she, too, is now a Board Member for the Gila Literacy Program. We have helped change someone's life.

Other examples abound such as the woman who never left her home for two years who could not drive, but with the help of a tutor received her driver's license; the man who could't read at all and is now working on reading car repair manuals; a man who is mildly mentally handicapped who rarely left home, but now attends the adult ed almost every class and has hundreds of hours each year.

Literacy's Impact Can Be Too Intimidating

Literacy can have a positive impact as in the examples listed above. Literacy can also be so intimidating that it scares people away. Literacy dramatically affects people's lives and there are examples of when that change is too frightening. I remember situations where a student would not give me his real name. He started with the program, but feared that his friends would see him in class or his coworkers might discover he couldn't read: he was the boss. The fear overcame him and we lost him as a student.

Other times I have met with students who said they wanted materials to tutor a friend. The reality is that the student wanted the help but was too scared and or proud to admit it.

I have encounter woman wanting to attend class, but their husbands feel threatened that they are receiving an education and refuse to let their wives attend class. There was a man once who on the subject of bringing his wife for help said, "Why should she, I work and pay the bills, she doesn't need to read." We lost him as a student eventually as well.

Responsibility of Literacy

As you can see, there are success stories and there times when fear of change is too overpowering. Literacy carries with it a powerful responsibility as people's lives are changed. It is delicate and requires patience, giving, flexibility, courage, confidence, caring, and time. Our ultimate goal is to help students break the barriers that have surrounded them. We want students to be able to think for themselves and function independently in a world where change is inevitable and can only be understood through the framework of literacy.

The ultimate success to me is when our students begin to question for themselves the what and why of life. This may mean they even question us as teachers, our methods, or our content. This is when you know you have succeeded. Literacy should empower students to think and act for themselves. A new freedom comes with literacy that has consequences affecting all of us, consequences that may be frightening to us all, but are proof of success. May we continue in our efforts to bring literacy to all and accept the responsibility and consequences which accompany that change.

Memories on the lighter side: Reflections

In reflection, I recall some very humorous situations that would be fun to share. There is the time:

*I ordered address return labels that spelled literacy like this: l i e r a c y . I used them for 6 weeks before noticing.

Gila Literacy Program Newsletter
May 1993

*I was so honest I returned unopened hot dogs from a social and returned the money to the Gila Literacy Program

*A tutor and student met for lessons at Kentucky Fried Chicken, hey, whatever works, right.

*Mary and I wanted to do a tutor training in Roosevelt. Three times we were flooded out and ended up playing pool.

*I met a student once in a wheelchair who drove all the way from San Carlos to discover he couldn't get up the stairs to the classroom. *Many times Mary and I had fence (versus fax) meetings as we are neighbors.

*I was stopped by a State Patrolman for speeding. I got off with only a warning as I said I was on the way to a tutor training workshop to teach others how to read. It was true. It worked.

*I presented Mary with a special gift of thanks. I had grabbed the wrong bag and presented her with a bag full of trash.

Program Report: Are We Good or What?!

I have been accused of loving paperwork and numbers. Well, since this is my last newsletter, I can't resist including a few additional pages showing the progress and status of the program over the last four years. I guess the rumor is true.

Gila Literacy Program is currently very dynamic and vibrant. Many positive changes have occurred and continue to evolve. Below are brief reports demonstrating our progress.

Summary of program over past 4 years

	1990	1991	1992	1993 (3 mo. left)
Students	41	86	116	118
Tutors	24	22	23	26
Hours	1203	2917	3796	3278
Classes	2	3	5	4
Cert. Teachers	2	3	3	4

Comments: Students have increased 187%.
Instructional hours have increased 169%.
Class options increased from 2 to 4.
ABE II is now offered, it used to be ABEI only.
Certified teachers have increased from 2 to 4.

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Summary of tutor training workshops over past 4 years

Gila Literacy Program has offered several tutor training workshops over the last four years. Both Laubach and Literacy Volunteers of America have been used with certification given.

Tutor Training	1/90	8/90	9/91	4/92	8/92	4/93	Total
# Certified	8	7	15	4	12	10	56

Summary of comprehensive budget over past 4 years

Calendar Year	1989	1990	1991	1992
Actual \$	17,867	29,448	26,095	27,149

Comments: Budget has increased 34% over past 4 years.
Submitted LSCA Title VI grant for next year asking for \$ for Jostens Invest in shared Consortium purchase.

REPORT FOR CURRENT YEAR, JULY 1, 1992-MARCH 31, 1993

<u>Class Type</u> <u>Hrs/St.</u>	<u>Tutors</u>		<u>Students</u>		<u>Hours</u>	<u>YTD</u>
	<u>YTD</u>	<u>Current</u>	<u>YTD</u>	<u>Current</u>		
Tutors-BL	10	6	10	6	201	28
Tutors-ESOL	16	11	16	8	690	43
LEARN Lab			45	23	1564	35
ABEII Class	(Since Dec.)		30	20	230	8
ESOL Class			13	8	377	29
Tutor Class-Guayos	(Since Nov.)		4	4	96	24
<u>TOTAL</u>	<u>26</u>	<u>17</u>	<u>118</u>	<u>69</u>	<u>3238</u>	<u>27</u>

Comments: More students served YTD than last year with 3 months left. Workplace literacy at restaurant by volunteer. ABEII class offers pre-GED class next to GED class to help students not at the GED level yet. LEARN Lab is 30% of student population.

Positive changes over last 4 years

Addition of PALS computer lab in shared use for our program. (Now known as the LEARN Lab).

Purchase of first computer for program through grant.

Increase in student numbers, hours, and class offerings.

Receipt of additional grants besides ADE i.e.: LSCA Title VI, church grants, and local business and community grants.

Sale of Bilingual (Spa.-Eng.) Medical Manual, recently placed on-line in a computer data-base for the medical profession.

Annual tutor recognition luncheon.

Increased partnerships with cooperating agencies: Probation, JTPA, DES-JOBS, RSVP, libraries, Cyprus Mining, local newspaper, local schools, LVHC, VISTA.

Celebrate literacy award received two years in a row.

VISTA Volunteer sponsor for Gila County. (Still in works)

Involved in development of Gila County Literacy Consortium to purchase computers and software for literacy in cooperative arrangements with other agencies.

Increased staff development. Gila Literacy has sponsored eight employees (non-administrative) at various workshops and conferences in the last 3 years. This is very exciting.

In Summary

I love education, literacy, and working with adults. I hope you all continue your devotion to this cause as well. These last three and a half years have been a jewel in my life in terms of the experience, growth, and rewards I have reaped. You know it has all been worthwhile when:

You see light in their eyes, the light of understanding

They send their friends and family to us for help

They want you there to experience their first successes

They do something on their own for the first time ever

Tears of joy fall-after reading their first book

Prison inmates call to tutor other inmates

Thank you Gila Literacy for these experiences which I will cherish forever.

Sincerely,

Lynn Carey



Lynn Carey

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Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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