

DOCUMENT RESUME

ED 415 883

IR 056 853

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TITLE Jefferson-Madison Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION Jefferson-Madison Regional Library, Charlottesville, VA.; Literacy Volunteers of America--Charlottesville/Albemarle, VA.; Adult Education Center, Charlottesville, VA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE 1993-00-00
NOTE 49p.
CONTRACT R167A20037
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Cooperative Programs; Federal Programs; Grants; Homeless People; Learning Disabilities; Library Collection Development; Library Facilities; Library Role; *Library Services; *Literacy Education; Public Libraries; Publicity; Resource Materials; Student Recruitment; *Tutoring; Tutors; User Needs (Information); Volunteers; Workplace Literacy
IDENTIFIERS Library Services and Construction Act; Tutor Training; Virginia (Charlottesville)

ABSTRACT

The Jefferson-Madison Regional Library (Charlottesville, Virginia) conducted a project that involved training, basic literacy, collection development, tutoring, and computer assisted programs. The project served a population of 100,000-200,000, and targeted the homeless, workforce/workplace learning, and adult non- and new-readers. Tutoring was done one-on-one, using the Literacy Volunteers of America (LVA) method. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. The library provided books and other materials for new adult readers, meeting room space for tutoring and tutor workshops, sites at library branches for the literacy-computer training workstations, library skills expertise, personnel to manage the grant and to work in conjunction with a literacy organization in implementing the adult literacy services. Appendices include: tutor contact form; quarterly reports based on tutor contacts; volunteer support summary; annual LVA reports--volunteer and learner information; student/tutor profiles; volunteer survey; student survey and responses; student newsletter; press release on student William Gray; bookmobile schedule/newsletter insert; "Keywords" newsletter; program card and brochure; list of new books; and literacy program locations. (SWC)

**Jefferson-Madison Regional Library, Final
Performance Report for Library Services and
Construction Act (LSCA) Title VI,
Library Literacy Program**

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FINAL PERFORMANCE REPORT
LSCA TITLE VI LIBRARY LITERACY GRANT
FISCAL 1992

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PART I GENERAL INFORMATION

1. Jefferson-Madison Regional Library
201 East Market Street
Charlottesville, VA 22902-5287

Literacy Volunteers of America-Charlottesville/Albemarle
409 8th Street
P.O. Box 1156
Charlottesville, VA 22902

Adult Education Center
706-B Forrest Street
Charlottesville, VA 22902

2. Karen L. Morris (804) 296-5544
Connie Porter (804) 977-3838

3. Grant Number (R167A 20037)

4. Amount awarded: \$34,825
Amount expended: \$32,306.28

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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 type="checkbox"/> Recruitment | <input checked="" type="checkbox"/> Collection Development |
| <input type="checkbox"/> Retention | <input checked="" type="checkbox"/> Tutoring |
| <input type="checkbox"/> Space Renovation | <input checked="" type="checkbox"/> Computer Assisted |
| <input type="checkbox"/> Coalition Building | <input type="checkbox"/> Other Technology |
| <input type="checkbox"/> Public Awareness | <input type="checkbox"/> Employment Oriented |
| <input checked="" type="checkbox"/> Training | <input type="checkbox"/> Intergenerational/Family |
| <input type="checkbox"/> Rural Oriented | <input 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 checked="" type="checkbox"/> Homeless | <input 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 type="checkbox"/> Learning Disabled | <input type="checkbox"/> Indian Tribes |
| <input type="checkbox"/> Mentally Disabled | <input type="checkbox"/> Intergenerational/Families |
| <input checked="" type="checkbox"/> Workforce/Workplace | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inmates of Correctional Institutions | |
| <input checked="" type="checkbox"/> Other (describe) <u>ADULT NON & NEW READER</u> | |

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

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

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

INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.
2. Name and telephone number of persons preparing this report.
3. Grant Number (R167A--2.00)37
4. Grant amount awarded and the actual amount expended. **REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.**

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

one-on-one tutoring small group instruction
 classroom instruction

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.)

A standardized diagnostic test, "Reading Evaluation Adult Diagnosis" (READ) by Ruth Colvin and Jane Roost, (Follett, 1982) is administered to each new student as they enter the program to assess their reading needs. Tutors may retest students whenever they need to, but a post-test is given to each student after 50 hours of tutoring.

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.)

The LVA-C/A Tutor Contact Committee surveys all tutors by phone quarterly using a standardized Tutor Contact Form (appended). The qualitative goals met and specific accomplishments of the students are recorded in six categories: Reading, Writing, Progress Indicated, Intangibles, Computer Use, and Big Steps. Results are included in the summary reports (appended).

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.

| | |
|--|---|
| <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 | <input type="checkbox"/> press release |
| | <input type="checkbox"/> bookmobile schedule |

annual report of LVA-C/A to LVA National
summary of tutor evaluations
tutor contact form

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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) 162

Of those served, how many received direct tutoring service? 162

How many hours of direct tutoring service did they receive? 5046

How many new volunteer tutors were trained? 43

How many current volunteer tutors received additional training? 64

How many volunteer tutors (total) were involved? 107

How many non-tutor volunteers were recruited? 92

How many service hours were provided by non-tutors? 3312

How many librarians were oriented to literacy methods, materials, and students? 16 / 6

How many trainers of tutors were trained? 8

Part III: Narrative Report

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).]

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PART III: NARRATIVE REPORT

Jefferson-Madison Regional Library, serving the City of Charlottesville and the counties of Albemarle, Nelson, Greene and Louisa with eight library sites, actively works in the local literacy movement as part of the Jefferson Area Literacy Coalition. The coalition, which formed in 1985, is comprised of three educational agencies: Jefferson-Madison Regional Library (JMRL), Literacy Volunteers of America-Charlottesville/ Albemarle (LVA-C/A) and the City of Charlottesville Adult Education Division (ABE-CH). This coalition works to meet the adult literacy resources, free tutoring, tutor training, information and referral and other support services.

JMRL's role as a library in this project was to provide books and other materials for adult new readers, meeting room space for tutoring and tutor workshops , sites at library branches for the literacy-computer training work stations, library skills expertise, personnel to fiscally manage this LSCA Title VI grant and to work with LVA-C/A in the implementation of an adult literacy program of services. JMRL and the Coalition turned to LVA-C/A to implement the goals and objectives of the project funded by this grant as described in the following narrative.

Goal 1. Continue to act as the central coordinating body for adult literacy efforts in the JMRL area.

Objective 1A was to continue to employ the full-time Literacy Program Director to administer the volunteer program. This position continued to be filled by Constance Porter, a Virginia certified reading specialist with 28 years experience in education. In addition to serving as director of LVA-C/A, Ms. Porter also served as a member of the Virginia Region VI Literacy Coordinating Committee. She served on the local United Way Council of Agencies representing LVA-C/A and on the Board of Directors of the Virginia Orton Dyslexia Society. This position was funded through annual budget requests to two local governments, Charlottesville and Albemarle County, as part of their social agency funding.

Objective 1B was to use funds in this grant to continue to employ a part-time Tutor Training Coordinator to ensure ample and well-trained volunteer tutors and to operate and expand the literacy collection and computer literacy program at Central Library and in outlying branches of JMRL. This position was filled by Martha Hill who came to LVA with seven years of direct involvement with coordinating volunteer efforts and experience in management and training. As Training Coordinator Ms. Hill provided tutor training workshops, maintained the literacy-computer program for adult new readers at the library, set up additional literacy-computer work sites at other library branches, selected new software and hardware to purchase through this project and conducted administrative duties assigned by the project director.

During this project the Training Coordinator planned and conducted five, 18-hour tutor training workshops which resulted in 71 new tutors all of whom also received training sessions on the literacy computer software. Ms. Hill conducted an additional 25 literacy computer training sessions for a total of 96 hours in computer training.

Six in-service workshops were also held during the project and provided support for tutors already out in the field. These workshops included two mathematics training sessions conducted by Harley Tomey, a Learning Specialist and president of the Virginia Branch of the Orton Dyslexia Society; a writing skills workshop conducted by Adult Learning Specialist Linda Duke; a tutor swap shop where tutors met to discuss problems and solutions conducted by Director Connie Porter and Linda Dukes; "F.A.T. CITY," a video with discussion on what it is like to be learning disabled; and a tutor reunion. Each session was two hours long and a total of 88 tutors attended this additional training. Besides conducting and planning training sessions, Ms. Hill coordinated activities of the Volunteer Training Committee which organized the logistics and set up for each meeting.

Objective 1C was to continue to employ a part-time clerical assistant to increase quality of services and efficient assessment of the literacy project by accurate record keeping and clerical assistance for the Literacy Program Project Director. We were able

to continually employ one person in this position for the year which gave us much better continuity. The office also added records management software to replicate that in National LVA headquarters so that our statistics for the many bodies to which we supply information is more consistent and more easily retrievable.

Objective 1D was to improve the referral system among LVA groups, ABE programs and branch libraries within the JMRL area for student/tutor inquiries and requests for outside agencies. Tutors had found that students have needs for services beyond literacy needs and the director, working with the assistance of librarians at JMRL were able to identify resources that would enable tutors to provide appropriate agency referrals with phone numbers for their students. Agencies include those in the rural communities of Louisa, Greene, Nelson and Albemarle Counties. The referral system among our related groups is enhanced by constant open communications between LVA, ABE and JMRL to include literacy board positions for members from the other agencies. Several literacy students have progressed far enough to be referred to ABE for work toward their G.E.D. completion and when ABE has students who are not able to read with enough confidence to work on the G.E.D. they refer these students to LVA for tutoring.

GOAL 2. Promote and expand volunteer and ABE literacy efforts in the JMRL areas with populations having the greatest need.

Objective 2A was to improve community awareness of the extent of the literacy problem in the JMRL area and of Coalition literacy programs. To achieve this end the Program Director assisted by the volunteers maintained a highly visible presence in the community media, especially television. One public service announcement that appeared frequently on our local channel featured Jeopardy's Alex Trebec. Our volunteers manned an LVA booth at our County Fair. We have an award winning quarterly newsletter, Keywords that is mailed to over 500 interested citizens and this year our Student Support Group developed a student newsletter. The first issue was mailed out under the title, A FIRST, since there is now a contest by students to name their newsletter. LVA brochures and posters appear at all of the branch libraries and on the Bookmobile. These branches also regularly post notices about literacy training and volunteer opportunities. "Free Reading" cards for LVA were distributed to area businesses through the Chamber of Commerce mailing list. Several of our fund raising efforts also bring attention to literacy, local opportunities for learning and for tutoring. These include the Literacy Fun Run -- "Run for Reading", and our Tenth Birthday Party. We also manned a Literacy Booth at

United Way Days in area businesses. LVA and one of our star students, William Gray, received press attention when Mr. Gray represented the Commonwealth of Virginia at the Fourth National Congress of Adult Learners in Washington, D.C.

Objective 2B was to define more clearly persons and geographic areas with greatest literacy needs in JMRL areas and match available literacy resources with those needs. This occurred primarily through the Program Director's involvement in the Region Six Literacy Coordinating Committee. This is a state-funded regional committee charged with helping cities and counties assess and match literacy needs to available resources. This group meets every quarter and due to our central location we hosted these meetings in the rooms of our local libraries. The result has been a positive exchange of resources and suggestions to fill varying needs of surrounding communities. It is especially important in our relationships with literacy groups in JMRL counties since our branches now have the Literacy Computer Programs available at the libraries as well as literacy book collections. It is beneficial to all to make this accessible to the greatest number of students and tutors.

Objective 2C was to expand recruitment of functionally illiterate adults and training of tutors, especially in rural areas. There are several local agencies serving the rural areas as

well as our main urban area and we established a working relationship with these unique groups in order to expand our student/tutor base. They include MACAA, the Monticello Area Community Action Agency (with especially strong job training programs); the Pediatric Clinic of University of Virginia Health Sciences Center (with emphasis on family literacy); Piedmont Virginia Community College (working toward student volunteer opportunities and other program possibilities). We continue to work with Offender Aid and Restoration to tutor prisoners (seven students/tutors now); we also have tutors at the Piedmont Halfway House; we participated in the Senior Volunteer Fair and the Virginia Family Literacy Round Table; met with the Families Involvement Group; and have begun exploring literacy involvement with the court system. We especially reached rural citizens with the County Fair Booths. One of the ways that we maintain our student/tutor base is through a mentor program and through regular quarterly contact with every student and tutor. We have also done evaluative surveys for students and for tutors this year and have discussed the summary findings and their implications for being more helpful to students and to tutors.

Objective 2D was to develop literacy programs for the homeless. We expected this to be through the Salvation Army but after several meetings with their staff it was clear that their clients were too temporary to serve through them. We have been

able to establish aid to their more permanent staff. These people are recruited from their homeless population and they are then given employment and helped to become independent. We are tutoring two staff members at the present time. We are also tutoring needy citizens through the Piedmont Halfway House, the prison and the Drop-In Center serving the homeless.

GOAL 3. Maintain and expand workplace literacy programs and recruitment of students through businesses.

Objective 3A was to maintain workplace programs established in 1991-92 and to plan and establish two additional workplace literacy programs, while Objective 3B is to expand the workplace program for Albemarle County and the City of Charlottesville employees. We have been able to maintain the workplace programs previously established. The City of Charlottesville offers great support to their literacy students by giving them time for being tutored. The County of Albemarle allows staff to use their comp time. This minimal support is marked by their having only one employee in the literacy program. We explored opportunities with Sperry Marine and ConAgra where we had booths at a United Way Volunteer Program, so we have laid the ground work there. Our work with Martha Jefferson

Hospital seemed slow, taking the best part of a year to organize, but it has come to fruition and we have two student/tutor pairs there. The Hospital has agreed to provide one hour per week free time for each student, to provide books, supplies and space. We are also exploring a workplace program with the University of Virginia Hospital.

Objective 3C was to use exposure to area businesses gained through United Way, Rotary Clubs and Chamber of Commerce to recruit students. The Literacy Program Director met regularly with these groups, spoke at occasions provided by them and offered them the opportunity to make literacy tutoring available to their employees. The result, however, is that frequently we get more tutor volunteers than student referrals. The Chamber of Commerce has been very helpful with mailings to businesses. Our Director serves on the United Way Board as well.

Objective 3D was to maintain a close association with the Virginia Employment Commission. This has been possible with our Director attending the Advisory Council Meetings and making presentations to this group. We receive referrals for volunteer tutors as well as for students.

GOAL 4. Promote greater use of library resources by students and tutors in the JMRL area.

Objective 4A was to expand the computer literacy program by purchasing two computers for the new Northside and Nelson County branch libraries, and three sets of CORE software for branch libraries in rural areas. Every JMRL branch now has the ability to serve as a computer literacy training center. Two Macintosh computer systems were purchased plus literacy software and training sessions have been held for library staff at all of the sites. Students must get library cards to use the computer and this provides an introduction to the library. The literacy computer program at the Central Library which was instituted in 1988 with funds from an LSCA Title I grant continues to have steady use. During the period of this project, literacy students used the computer a total of 253 hours. Louisa Library with a program newly installed the previous year was used 34.5 hours. This is a very rural community. Nelson County and Northside Libraries received their computers in August and had student use of 2 and 5 hours respectively in the month of September. Our experience has been that it takes a little while to popularize the appeal of literacy and computer use, but once it happens it is very rewarding for the students, a great confidence builder.

Objective 4B was to increase the Literacy Collection in all branches of JMRL and to provide materials that are current and address the needs and interests of literacy students demonstrated

through circulation statistics. The head of collection development for JMRL worked with LVA-C/A staff to determine guidelines for selecting new reading materials to purchase. Circulation records for titles in the existing collection were reviewed. It was determined that the current collection needed additional materials at the lowest reading levels: beginning level to grades three or four. Titles were selected in the areas of job skills, parenting, writing skills, survival skills, dictionaries and recreational reading. A list of purchases is appended to this report. All books added are fully cataloged and accessible through the library's automated database.

Objective 4C was to update and encourage use of literacy collections on the BookMobile which serves rural areas away from branch libraries. We did this by providing new titles to the traveling literacy collection and by including promotional materials about LVA and ABE training sessions on the BookMobile. We also published the BookMobile schedule in the LVA newsletter (appended) so that tutors would be able to share this information with their students.

The impact of this Federal project on the Library's ongoing literacy program is profound. Without the funding provided by this grant, JMRL would not have the resources necessary to provide adult literacy services. JMRL, as do all libraries in Virginia,

has a mandate and a mission to provide library services to all members of the population it serves including adult non-readers and adult new readers. Our participation in this project has proven to be a direct, efficient and successful vehicle for reaching and serving that population.

BUDGET REPORT

The project's grant amount was \$34,825.00. Final accounting shows that the project was underspent by \$2,518.72. This is primarily due to our receiving the literacy computer software as a gift so it was not necessary for us to buy it. Additional surplus was realized in general office supplies and local mileage and travel. Salary costs increased slightly. A final report of expenditures follows.

EXPENDITURES
 October 1, 1992--September 30, 1993
 LSCA TITLE VI GRANT #R167A20037

| <u>Category</u> | <u>Allotted</u> | <u>Actuals</u> |
|----------------------------|--------------------|--------------------|
| Personnel | \$15,234.76 | \$16,596.85 |
| 1 PT Clerk-typist | | |
| 1 PT Training Coordinator | | |
| Library Computer Equipment | 6,436.60 | 6,647.84 |
| Library Materials | | |
| Literacy Software | 2,926.00 | ----- |
| Books | 800.00 | 626.48 |
| Rent and Utilities | 6,888.00 | 6,602.58 |
| Mileage and Travel | 1,540.00 | 1,086.05 |
| Office Supplies | 1,000.00 | 746.48 |
| | ----- | ----- |
| TOTALS | \$34,825.00 | \$32,306.28 |

APPENDICES

- A. TUTOR CONTACT FORM
- B. QUARTERLY REPORT BASED ON TUTOR CONTACTS
- C. QUARTERLY REPORT BASED ON TUTOR CONTACTS
- D. VOLUNTEER SUPPORT SUMMARY BASED ON TUTOR CONTACTS
- E. ANNUAL LVA REPORT -- VOLUNTEER INFORMATION
- F. ANNUAL LVA REPORT -- LEARNER INFORMATION
- G. LVA-C/A STUDENT/TUTOR PROFILE
- H. VOLUNTEER SURVEY
- I. STUDENT SURVEY AND RESPONSES
- J. "A FIRST" STUDENT NEWSLETTER
- K. PRESS RELEASE ON STUDENT WILLIAM GRAY
- L. BOOKMOBILE SCHEDULE/NEWSLETTER INSERT
- M. "KEYWORDS" NEWSLETTER
- N. "FREE READING HELP" CARD & BROCHURE
- O. NEW BOOKS LISTS
- P. FACILITIES LOCATIONS

LVA-C/A TUTOR CONTACT FORM CALLER: _____ DATE: _____

Tutor's NAME: _____ Student's Name: _____
ADDRESS/PHONE # CHANGES: _____

IF TUTOR AND STUDENT HAVE STOPPED MEETING PERMANENTLY, PLEASE PROCEED WITH THESE QUESTIONS:

1. Date they stopped meeting _____
2. Reason for termination _____
3. # OF HOURS TUTORING SINCE 6/30 _____
4. # OF HOURS IN PREPARATION _____
5. Would you like another student? _____
6. Are you interested in volunteering in other areas of LVA service? _____
If yes, would you like Connie Porter to contact you about any of the following areas?

| | |
|-----------------------|---------------------------|
| _____ fundraising | _____ mentoring |
| _____ office help | _____ assessment |
| _____ newsletter | _____ community relations |
| _____ tutor contact | _____ special projects |
| _____ student support | _____ speaker's bureau |
7. If tutor is NOT interested in tutoring or other LVA-C/A involvement at this time, which of the following categories does he/she wish to be placed in?
 _____ INACTIVE (give date you wished to be contacted again _____).
 _____ DISCONTINUED COMPLETELY
 _____ MAILING LIST ONLY (for newsletter)

IF TUTOR IS STILL MEETING STUDENT, PLEASE PROCEED WITH THESE QUESTIONS:

1. Activity Status: (Please check one of the following categories)
 ___ ACTIVE: currently tutoring.
 DAY(S): _____
 TIME: _____
 LOCATION: _____
 ___ ON BREAK: taking 3 month or less break, but will resume tutoring the same student at a later date, approximately _____
2. HOW MANY HOURS HAVE YOU TUTORING SINCE JUNE 30? _____
3. HOW MANY HOURS OF LESSON PREPARATION? _____

ALL TUTORS:

1. Please list specific goals you and your student are currently working on:

2. Please list specific accomplishments since June 30:

QUARTERLY REPORT SUMMARY OF ACHIEVEMENTS FOR LVA-C/A STUDENTS

April 1 - June 30, 1993

Based upon 80 tutors reporting
hours of tutoring
hours of preparation

PROGRESS AS REPORTED BY TUTOR OBSERVATIONS

IMPROVEMENT IN READING SKILLS

| | |
|---------------------------------|---|
| Reading Speed | 2 |
| Reading Comprehension | 3 |
| Reading More Difficult Material | 6 |
| Sight Vocabulary | 9 |
| Phonics | 8 |
| Pronunciation | 1 |
| Dictionary Skills | 2 |
| Fluency | 3 |
| Accuracy | 1 |
| Overall Improvement | 4 |

SPECIFIC OBSERVATIONS

Comprehension

Reading and understanding Malcolm X.

Can read any story in Cambridge story series w/ minimal help; comprehension about 90%.

Greater Difficulty

Completed 2 books.

Read a biology book at ABE.

Completed novel; went to library to check out another.

Reading the Bible.

Sight Vocabulary

Learned to recognize 30 words.

Maintained mastery of sight word list.

Phonics

Learning rhyming words, word families.

Completed phonics workbook

Improved on word patterns.

Completed learning of all short vowel sounds; analysis of 3-letter words.

Better able to sound out word--learning phonics.

Learned -ing, -at, -it word patterns.

Fluency

Able to be active and read aloud at church meetings.

Overall Improvement

Redid Read test--much improved on all sections.

IMPROVEMENT IN WRITING SKILLS

| | |
|--------------------------|---|
| Writing syntax | 2 |
| Writing for pleasure | 2 |
| Comfortable with writing | 2 |
| Spelling | 5 |
| Grammar | 2 |

SPECIFIC OBSERVATIONS

Syntax

Writing much improved--sentence comprehension, punctuation, etc.

Knows more about sentence construction.

Pleasure

Completed a previous writing and wrote about 2 additional experiences.

Incorporating vocabulary and writing skills into daily life, i.e. letters, conversations, etc.

More comfortable

Knows alphabet and how to write in cursive; much more confident with writing.

Spelling

Completed two disks of Spelltronics.

Greater retention in spelling.

Got up to four-letter words in invented spelling.

Grammar

Greater retention in grammar.

Able to identify grammatically incorrect sentences and correct them.

INTANGIBLES

Shows greater perseverance and commitment; looks forward to lessons.

Feels more confident at work--more free to speak up.

Feels very optimistic about program.

Has developed more self-confidence.

Has become very motivated to be able to read and write.

Losing fear of writing and of tutor seeing his work.

Has increased attentiveness during tutoring sessions.

"FIRSTS"

Can read aloud to grandson for first time.

Able to read a restaurant menu (Bodo's) for the first time.

Got Mother's Day card and was able to read it for the first time.

Obtained a library card and wrote a check for the first time.

COMPLETION OF LEARNER GOALS (BY CATEGORY)

| | |
|--------------------------------------|----|
| (1) Community | 4 |
| (2) Driver's License | 0 |
| (3) GED | 4 |
| (4) Job/Better Job | 12 |
| (5) Survival Skills | 11 |
| (6) Parenting/family Skills | 5 |
| (7) Voting | 0 |
| (8) Entered Other Education/Training | 2 |
| (9) Library/Creative | 9 |

SPECIFIC OBSERVATIONS

Community

Active in church and able to read aloud at church meetings.

Able to read Bible story and can read church bulletin. Wrote paragraph at Williamsburg meeting and read aloud. Reads the Bible regularly.

GED

Will take GED in Sept. 93, when he is more confident. Completed decimal section on GED prep and test. Reading, writing scores increased on 2nd GED after tutoring.

Took part of GED (not yet sure of performance).

Job

Able to read signs around school where job is located. Passed CNA exam at job as nursing assistant. Read job application--applied and got the job. Able to write business-type letters on computer. Reading Classified Ads in newspaper. Got new, well-paying job. Trying to learn WordPerfect independently (at job). Started job working in a kitchen. Got new custodial job at Martha Jefferson Hospital. Learned to fill time sheets at work. Can read and check off maintenance work orders.

Survival

Reading/understanding newspaper and magazine articles. Completed literacy tutoring and is on his own. Able to read the whole menu at Bodo's restaurant. Can read recipes and is able to read and sort the mail. Read a menu and wrote a check. Took steps to buy a house (homeless a year ago). Aware of some road signs (shapes and colors). Rented his apartment.

Family

Can read aloud to 2 1/2-year-old grandson. Bought birthday card for wife. Able to take care of young daughter. Able to write personal correspondence and converse more intelligently. Received and was able to read Mother's Day card.



Literacy Volunteers of America Charlottesville/Albemarle

P.O. Box 1156
Charlottesville, VA 22902
804/977-3838

QUARTERLY REPORT SUMMARY OF ACHIEVEMENTS FOR LVA-C/A STUDENTS OCTOBER - DECEMBER 1992

Based upon 66 tutors reporting
975 hours of tutoring
302 hour of preparation

PROGRESS AS REPORTED BY TUTOR OBSERVATIONS

| <u>IMPROVEMENT IN READING SKILLS</u> | # of Students |
|--------------------------------------|---------------|
| Reading Speed | 2 |
| Reading Comprehension | 7 |
| Reading Anything! | 2 |
| Reading More Difficult Material | 12 |
| Sight Vocabulary | 8 |
| Phonics | 5 |
| Pronunciation | 3 |
| Overall Improvement | 4 |

SPECIFIC OBSERVATIONS

Learned 30-40 new words.
90 sight words mastered
Learned the alphabet and some sounds
Good progress in word patterns, phonics, and sight words
Has memorized large bank of sight words
Completed half of the Basic Survival Skills List
Has mastered all letter sounds
Uses phonics to decode multi-syllabic words
Great improvement with short vowel sounds
Improved word attack.
Reading more smoothly.
Progress to level #7.
Reading complete short stories.
Reading aloud better.
Better understanding of what he is reading.
Improved word recognition skills.
Reads road signs, the horoscope in the newspaper, and some words in the Bible.
Reads the Washington Post children's section.
Reads more fluently with excellent comprehension.
Reads work related material more easily.
Continuous progress in all areas of reading

| <u>IMPROVEMENT IN WRITING SKILLS:</u> | # OF STUDENTS |
|---------------------------------------|---------------|
| Writing syntax | 7 |
| Writing for pleasure | 3 |
| Comfortable with writing | 2 |
| Spelling | 2 |

SPECIFIC OBSERVATIONS:

Has gained confidence in letter writing and written communication.

Able to read and write reports for work more easily.
Learning to write words in cursive with great success.
Writing more easily and quickly.

OTHER PROGRESS INDICATED

Making progress toward the GED.
Learned the alphabet and some sounds.
Good progress in math and grammar.

INTANGIBLES

Greatly improved ability to concentrate.
Improved speech patterns.
Student more relaxed with tutor.
Student does all homework and is very motivated to learn.
Motivated to attend sessions regularly.
Increased confidence in learning situation.
Pleased to be able to do things like signing a card and other little everyday things.
Expresses more positive feelings
Feels more confident on the job.

COMPUTER USE

Reading books about computers and writing about them.
Using the computer at the library.

BIG STEPS

Able to write names on laundry tickets for the first time.
Has written some checks for the first time.
At Christmas, was able to read a gift book to a child.
Has gained enough confidence to read aloud in church.
Has become interested and understands current events.
Watches a T.V. class on preparing for the GED.
Attends student support group.
Attended a ceremony for Martin Luther King with tutor.
Registered and voted in the last election.
Improvement in work related reading.
Able to write down words seen on the T.V. screen during the evening news.
Finds it easier to deal with reading at work.
Writes letters on the typewriter.
Completed reading two Bible stories.
Able to read Baby Mickey's Toys to granddaughter.
Qualified for a better job as stepping stone to long term job goal.

Volunteer Support - Follow-up Meeting on Quarterly Phone Calling
(4th quarter)

Purpose:

1. Gather impression of tutor needs.
2. Brainstorm for ways to improve tutor support.
3. If time permits - Decide on real possibilities, prioritize, and create plan of action.


Current Strengths

Areas to Develop

Possible Setup to Develop

1. Phone contact good way to gather info, staying in touch.

2. Initiation of mentor program program

. Good tutors are nanging on, fulfilling commitment. 

4. Possibility of repeating Inservice i.e. L.A.T. (Spring and Fall) several times.

1. Goal Setting and Achievements
Lesson Plans- Better Tutor understanding of why we are pursuing this.

The purpose of it all.
2. Tutors responses on questions - off top of head.

3. Follow up on responses to S. Erno's questionnaire

4. Training vs. Reality of Tutoring. Some tutors feel overwhelmed not prepared

(esp. for L.D. student)
5. Tutor Resource File in office.

6. Tutors need to encourage to "problem solve" w/ Connie or Martha- Maybe the solution is to break match and rematch based on what was learned from this one.

- (1) L.A.T.
- (2) Special inservice
- (3) Swap Shop

2. reminder cards 

4. One suggestion- Simple rules for teaching spelling/writing.

(5) Swap Shop

PLAN OF ACTION

1. Phone Committee will meet after the calling is completed (after the sheets are turned in).

Date: Mailing reminder card to tutors (Last week in March)

Pick-up of sheet - April 1st

Date: Return of sheet - April 19th

Date: phone contact committee meeting- May 11th Muffie 7:00

2. Weak on knowing how to report goals/achievements- (Record Keeping or Lessons plan)

Solution: 1. incorporate 20 minute into Swap Shop

Ask Tutors(who have them) to bring their
(Folder, loose leaf)

2. LAT inservice session

3. To improve Tutors response to phones (to avoid off top the head answer calls).

Solution: Send out a reminder card ahead of time - See how many look at it/ or prepared.

Cards remind tutor to be prepared w/ goals and achievements.

One question - Was getting card useful? Ask on next questionnaire - callers can find best time to call.

4. S. Erno's Survey - go over results - next meeting

5. Realities of Tutoring

1. Tutors as speakers from broad range of student abilities.

2. Encourage tutors to consult w/ Martha or Connie when they are experiencing serious frustrations or self-doubt.



Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Volunteer Form

APPENDIX E

Report Period: 7/1/92 - 6/30/93

Return by July 31, 1993

Affiliate Name: LVA-Charlottesville/Albemarle State: VA LVA # 004154

Person Completing Form: Connie Porter/Maureen Collins

Status: To compute the number of active tutors on 6/30/93, take the number active on 6/30/92, add the number of tutors who entered, and subtract the number of tutors who terminated during the year. The number of active tutors on 6/30/92 should be taken from last year's Volunteer Form.

Tutors

| | |
|---|------------|
| 1. Active (matched and unmatched) on 6/30/92 | <u>95</u> |
| 2. Added 7/1/92 - 6/30/93 | <u>43</u> |
| 3. Terminated 7/1/92 - 6/30/93 | <u>31</u> |
| 4. Active on 6/30/93 (Line 1+ Line 2 - Line3) | <u>107</u> |

5. Of the active tutors on 6/30/93, those who returned after 1+ year absence 2

Of the active tutors on 6/30/93 (Line 6+ Line 7 should equal Line 4):

| | |
|--------------|-----------|
| 6. Matched | <u>87</u> |
| 7. Unmatched | <u>20</u> |

Trainers, Administrative Volunteers, and Board Members

| | |
|---|------------------------------------|
| 8. Number of trainers <u>8</u> | Total of trainers' hours <u>60</u> |
| 9. Number of all other Volunteers <u>92</u> | Hours <u>3312</u> |

10. Total active volunteers (as of 6/30/93) 207

(Total Active Volunteers include active tutors, administrative volunteers, board and committee members, trainers, and tutors awaiting assignment as of 6/30/93. Yearly affiliate fees are based on this number.)

Tutor Numbers and Hours By Program: For all tutors, active and terminated, *during* the program year. The total for "Number of Tutors" should equal Line 3+Line 4 above.

Basic Literacy

| Program | Number of Tutors | Instructional Hours | Preparation Hours | Other Hours (travel, conf.) | Total Hours |
|---------------|------------------|---------------------|-------------------|-----------------------------|-------------|
| One-to-One | <u>138</u> | <u>4701</u> | <u>1171</u> | <u>545</u> | <u>6555</u> |
| Small Group | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Totals | <u>138</u> | <u>4701</u> | <u>1171</u> | <u>545</u> | <u>6555</u> |

For these special programs, a tutor may be counted in more than one category:

| | | | | | |
|----------------|-------------|-------------|-------------|-------------|-------------|
| Family | <u>2</u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Corrections | <u>15</u> | <u>345</u> | <u> </u> | <u> </u> | <u> </u> |
| Migrant | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Workplace | <u>17</u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| In-School | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Other Adult Ed | <u>43</u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Totals | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |

Conversational English/ESL

| | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|
| One-to-One | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Small Group | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Totals | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |

For these special programs, a tutor may be counted in more than one category:

| | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Family | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Corrections | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Migrant | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Workplace | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| In-School | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Other | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Totals | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |

CHARLOTTESVILLE, VA 22902
 LVA CHARLOTTESVILLE
 CONNIE PORTER
 PO BOX 1155
 CHARLOTTESVILLE, VA 22902



Volunteer Form, Continued

Profile: Number of active volunteers in each category. The total of each column should equal Line 4.

| Age | Ethnic Group | Education | Income Level | We do not gather this data |
|------------------------|-----------------------------|-------------------------|-----------------------------|----------------------------|
| 16-24 <u>4</u> | Nat. Amer Ind <u>1</u> | <12 Grade <u> </u> | <5,000 <u> </u> | |
| 25-44 <u>55</u> | Asian <u> </u> | H.S. Diploma <u>3</u> | 5-15,999 <u> </u> | |
| 45-59 <u>22</u> | African Amer. <u>8</u> | Some College <u>12</u> | 16-25,999 <u> </u> | |
| >60 <u>21</u> | Indo Euro. <u>98</u> | Undergrad Deg <u>40</u> | 26-40,999 <u> </u> | |
| Not Available <u>5</u> | Hispanic <u>1</u> | Grad Degree <u>39</u> | >41,000 <u> </u> | |
| | Not Available <u> </u> | Not Available <u>13</u> | Not Available <u> </u> | |
| | | | Public Asst. <u> </u> | |

| Employment Status | Occupation | Sex | Source of Referral |
|----------------------------|--|------------------|-----------------------------------|
| Full-time <u>51</u> | Professional <u>47</u> | Male <u>21</u> | TV <u>21</u> |
| Part-time <u>5</u> | Managerial <u>4</u> | Female <u>86</u> | Radio <u>3</u> |
| Unemployed <u>7</u> | Clerical <u>8</u> | | Friend/Family <u>22</u> |
| Disabled <u> </u> | Technical <u>8</u> | | Employer <u>7</u> |
| Retired <u>17</u> | Service <u>3</u> | | Library <u> </u> |
| Not in Labor Mkt <u>17</u> | Agriculture <u> </u> | | Special Event <u>3</u> |
| Seeking Work <u>1</u> | Homemaker <u>15</u> | | Other Lit. Org. <u>3</u> |
| Not Available <u>9</u> | Sales <u>3</u> | | Poster <u>3</u> |
| | Inmate <u> </u> | | PR Talk <u> </u> |
| | Other (list) <u>College Students 7</u> | | Other (List) <u>30</u> newspaper |
| | Not Available <u>12</u> | | Not Available <u>3</u> phone book |
| | | | <u>3</u> church |
| | | | <u>9</u> community agency |

Termination For those volunteers terminated between 7/1/92 and 6/30/93. The total of each column should equal Line 3.

| Termination Reasons | Length of Stay |
|--|----------------------------|
| Satisfied with experience, fulfilled commitment <u>7</u> | 0-3 weeks <u>1</u> |
| Dissatisfied with experience <u> </u> | 1-2 months <u>2</u> |
| Job/school conflicts <u>13</u> | 3-6 months <u>9</u> |
| Moved/left area <u>6</u> | 7-11 months <u>17</u> |
| Other affiliate responsibilities <u>1</u> | 1 - 2 years <u>2</u> |
| Health/pregnancy <u>1</u> | 3 - 5 years <u> </u> |
| Family problems /personal <u>2</u> | 6 - 10 years <u> </u> |
| Transportation problems <u> </u> | 10+ years <u> </u> |
| Not available <u>1</u> | |
| Other (list) <u> </u> | |

How many tutor terminations coincided with learner terminations? 2



Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Learner Form

Report Period: 7/1/92 - 6/30/93

Return by July 31, 1993

Affiliate Name: LVA-Charlottesville/Albemarle State: VA LVA # 004154

Person Completing Form: Connie Porter/Maureen Collins

Status: To compute the number of active learners on 6/30/93, take the number active on 6/30/92, add the number of learners who entered, and subtract the number of learners who terminated during the year. The number of active learners on 6/30/92 should be taken from last year's Learner Form.

1. Active (matched and unmatched) on 6/30/92 119
 2. Added 7/1/92 - 6/30/93 47
 3. Terminated 7/1/92 - 6/30/93 48 (4 actually stopped meeting before July 1, 1992, but did not report until much later)
 4. Active on 6/30/93 (Line 1+ Line 2 - Line3) 118
 5. Of the active learners on 6/30/93, those who returned after 1+ year absence 3
- Of the active learners on 6/30/93 (Line 6+ Line 7+Line 8 should equal Line 4):
6. Matched 86
 7. Tested and Unmatched 32
 8. Untested and Unmatched -0-

Instructional Numbers and Hours by Program: For all learners, active and terminated, during the program year. The total for "Number" should equal Line 3+Line 4 above.

| Basic Literacy | | | Conversational English/ESL | | |
|----------------|---------------|---------------|----------------------------|---------------|---------------|
| Program | Number | Hours | Program | Number | Hours |
| One-to-One | <u>162</u> | <u>4701</u> | One-to-One | <u> </u> | <u> </u> |
| Small Group | <u> </u> | <u> </u> | Small Group | <u> </u> | <u> </u> |
| Totals | <u> </u> | <u> </u> | Totals | <u> </u> | <u> </u> |

For these special programs, a learner may be counted in more than one category:

| | | | | | |
|----------------|---------------|---------------|--------------|---------------|---------------|
| Family | <u>2</u> | <u> </u> | Family | <u> </u> | <u> </u> |
| Corrections | <u>23</u> | <u>345</u> | Corrections | <u> </u> | <u> </u> |
| Migrant | <u> </u> | <u> </u> | Migrant | <u> </u> | <u> </u> |
| Workplace | <u>17</u> | <u> </u> | Workplace | <u> </u> | <u> </u> |
| In School | <u> </u> | <u> </u> | In School | <u> </u> | <u> </u> |
| Other Adult Ed | <u>48</u> | <u> </u> | Other | <u> </u> | <u> </u> |
| Total | <u> </u> | <u> </u> | Total | <u> </u> | <u> </u> |

Profile: Number of active learners on 6/30/93. The total of each column should equal Line 4.

| | | | | | |
|---------------|---------------|---------------------|---------------|------------------|---------------|
| Age | | Ethnic Group | | Education | |
| 16-24 | <u>3</u> | Native Amer. Indian | <u>1</u> | Grade 0-4 | <u>16</u> |
| 25-44 | <u>90</u> | Asian | <u> </u> | Grade 5-8 | <u>39</u> |
| 45-59 | <u>17</u> | African American | <u>63</u> | Grade 9-11 | <u>34</u> |
| >60 | <u>8</u> | Indo European | <u>52</u> | H.S. Diploma | <u>24</u> |
| Not Available | <u> </u> | Hispanic | <u>2</u> | Some College | <u> </u> |
| | | Not Available | <u> </u> | Not Available | <u>5</u> |

| | | | | | |
|--------------------------|-----------|-------------------|---------------|------------|-----------|
| Employment Status | | Occupation | | Sex | |
| Full-time | <u>60</u> | Professional | <u>3</u> | Male | <u>73</u> |
| Part-time | <u>5</u> | Managerial | <u>1</u> | Female | <u>45</u> |
| Unemployed | <u>14</u> | Clerical | <u>2</u> | | |
| Disabled | <u>9</u> | Technical | <u>12</u> | | |
| Retired | <u>3</u> | Service | <u>60</u> | | |
| Not in Labor Mrkt | <u>2</u> | Agriculture | <u>2</u> | | |
| Seeking Work | <u>4</u> | Homemaker | <u>6</u> | | |
| Not Available | <u>21</u> | Sales | <u> </u> | | |
| | | Inmate | <u>23</u> | | |
| | | Other (List) | <u> </u> | | |
| | | Not Available | <u>9</u> | | |

004154
 LVA CHARLOTTESVILLE ALBEMARLE
 CONNIE PORTER
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 CHARLOTTESVILLE, VA 22902



Learner Form, Continued

Profile: (Continued)

| <u>Source of Referral</u> | | <u>Income Level</u> | | |
|-----------------------------|--|----------------------|---------------|---|
| TV | <u>5</u> | <5,000 | <u>16</u> | Based upon data from 66 people from pre and post interviews FY92-93 |
| Radio | <u>6</u> | 5-9,999 | <u>14</u> | |
| Friend/Family | <u>27</u> | 10-14,999 | <u>10</u> | |
| Employer | <u>12</u> | 15-19,999 | <u>6</u> | |
| Library | <u> </u> | 20-24,999 | <u>3</u> | |
| Other Agency | <u>34</u> | >25,000 | <u>2</u> | |
| Other Literacy Organization | <u>21</u> | Not Available | <u> </u> | |
| Poster | <u>4</u> | On Public Assistance | <u>15</u> | |
| Literacy Hotline | <u> </u> | | | |
| Other (List) | <u>3</u> newspaper | | | |
| Not Available | <u>5</u> 1 child's school | | | |
| | <u> </u> 1 doctor's office waiting room | | | |

Achievements (See GOLD SHEETS): Those that were met between 7/1/92 and 6/30/93.

| | | | |
|--------------------------|---------------|----------------------------------|------------------------------------|
| Citizenship | <u>3</u> | Voting | <u>2</u> |
| Driver's License | <u> </u> | Entered other education/training | <u>2</u> |
| GED (Enrolled/Completed) | <u>2</u> | Library/Creative | <u>6</u> |
| Job/Better Job | <u>10</u> | Removed from Public Assistance | <u>2</u> |
| Survival Skills | <u>21</u> | Other (List) | <u>1</u> passed CNA Exam |
| Parenting | <u>8</u> | 14 worked with computers | <u>1</u> wrote 1st business letter |

Test Level Applies to all learners tested between 7/1/92 and 6/30/93, including those who terminated.

Number at READ level at last testing (composite)

| | |
|-----|-----------|
| A/B | <u>21</u> |
| C/D | <u>8</u> |
| E/F | <u>5</u> |
| G/H | <u>9</u> |
| I/J | <u>17</u> |
| >J | <u>7</u> |

Number that gained at least one READ level in:

| | |
|-------------|---------------|
| <26 Hours | <u> </u> |
| 26-50 Hours | <u> </u> |
| 50+ Hours | <u>12</u> |

Number at ESLOA level at last testing (composite)

| | |
|-----|---------------|
| 0 | <u> </u> |
| I | <u> </u> |
| II | <u> </u> |
| III | <u> </u> |
| IV | <u> </u> |

Number that gained at least one ESLOA level in:

| | |
|-------------|---------------|
| <26 Hours | <u> </u> |
| 26-50 Hours | <u> </u> |
| 50+ Hours | <u> </u> |

Termination For those learners terminated between 7/1/92 and 6/30/93. The total of each column should equal Line 3.

Termination Reasons

| | |
|---------------------------------|---|
| Met Goal(s) | <u>5</u> |
| Health/Pregnancy | <u>3</u> |
| Childcare Problems | <u>1</u> |
| Transportation Problems | <u> </u> |
| Tutoring Location | <u> </u> |
| Lack of Interest | <u>3</u> |
| Moved/Left Area | <u>15</u> |
| Personal | <u>8</u> |
| Job Conflict | <u>1</u> |
| Tutor Termination | <u>1</u> |
| Tutor/Learner Schedule Conflict | <u> </u> |
| Not Available | <u>10</u> |
| Other (List) | <u>1</u> Not able to progress towards goals |

Length of Stay

| | |
|---------------|-------------------------------|
| 0-6 Hours | <u>12</u> |
| 7-12 Hours | <u>3</u> |
| 13-25 Hours | <u>6</u> |
| 26-50 Hours | <u>13</u> |
| >50 Hours | <u>10</u> |
| Not Available | <u>4</u> (from previous year) |

PROFILE OF:
LITERACY VOLUNTEERS OF AMERICA-
CHARLOTTESVILLE/ALBEMARLE

| | | LEARNERS: | VOLUNTEERS: | |
|---------------|---------------------|-----------|-------------|----------------|
| TOTAL SERVED: | | 162 | 138 | |
| SAMPLE SIZE: | | 118 | 107 | |
| GENDER: | FEMALE | 45 [38%] | 86 [80%] | |
| | MALE | 73 [62%] | 21 [20%] | |
| AGE: | 16-24 YEARS | 3 [3%] | 4 [4%] | |
| | 25-44 YEARS | 90 [76%] | 55 [51%] | |
| | 45-59 YEARS | 17 [14%] | 22 [21%] | |
| | 60+ YEARS | 8 [7%] | 21 [20%] | |
| | NOT RESPONDING | 0 | 5 [2%] | |
| ETHNIC GROUP: | WHITE | 52 [44%] | 98 [91%] | |
| | BLACK | 63 [53%] | 8 [7%] | |
| | HISPANIC | 2 [2%] | 1 [1%] | |
| | ASIAN | 0 | 0 | |
| | NATIVE AMERICAN | 1 [1%] | 1 [1%] | |
| | NOT RESPONDING | 0 | 0 | |
| EDUCATION: | 0-4 YEARS | 16 [14%] | 0 | 0-12 YEARS |
| | 5-8 YEARS | 39 [33%] | 3 [3%] | H.S. DIPLOMA |
| | 9-11 YEARS | 34 [29%] | 12 [11%] | SOME COLLEGE |
| | H.S. DIPLOMA | 24 [20%] | 40 [37%] | COLLEGE GRAD |
| | SOME COLLEGE | 0 | 39 [37%] | POST GRADUATE |
| | NOT RESPONDING | 5 [4%] | 13 [12%] | NOT RESPONDING |
| OCCUPATION: | SERVICE | 60 [51%] | 3 [3%] | |
| | STUDENT | 0 [0%] | 7 [6%] | |
| | HOMEMAKER | 6 [5%] | 15 [14%] | |
| | TECHNICAL | 12 [10%] | 8 [7%] | |
| | AGRICULTURAL | 2 [2%] | 0 | |
| | PROFESSIONAL | 3 [3%] | 47 [44%] | |
| | CLERICAL | 2 [2%] | 8 [8%] | |
| | SALES | 0 | 3 [3%] | |
| | MANAGERIAL | 1 [1%] | 4 [4%] | |
| | INMATE | 23 [19%] | 0 | |
| | OTHER | | | |
| | NOT RESPONDING | 9 [12%] | 12 [11%] | |
| EMPLOYMENT: | FULL-TIME | 60 [51%] | 51 [48%] | |
| | PART-TIME | 5 [4%] | 5 [5%] | |
| | UNEMPLOYED | 14 [12%] | 7 [7%] | |
| | NOT IN LABOR MARKET | 2 [2%] | 17 [16%] | |
| | SEEKING WORK | 4 [3%] | 1 [1%] | |
| | DISABLED | 9 [8%] | 0 | |
| | RETIRED | 3 [2%] | 17 [16%] | |
| | NOT RESPONDING | 21 [18%] | 9 [8%] | |

LITERACY VOLUNTEERS OF AMERICA-
CHARLOTTESVILLE/ALBEMARLE PROFILE:

LEARNERS: VOLUNTEERS:

REFERRAL:

| | | |
|-----------------------|----------|----------|
| FRIEND | 27 [23%] | 22 [21%] |
| TV | 5 [4%] | 21 [20%] |
| OTHER AGENCY | 34 [29%] | 9 [9%] |
| PR TALK | N/A | 0 |
| NEWSPAPER | 3 [3%] | 30 [28%] |
| PHONE BOOK | 0 | 3 [3%] |
| EMPLOYER | 12 [10%] | 7 [7%] |
| LIBRARY | 0 | 0 |
| OTHER LITERACY AGENCY | 21 [18%] | 3 [3%] |
| RADIO | 6 [5%] | 3 [3%] |
| POSTER | 4 [3%] | 3 [3%] |
| UVA FLYER | 0 | 0 |
| CHILD'S SCHOOL | 1 [1%] | 0 |
| CHURCH | 0 | 3 [3%] |
| VOLUNTEER GROUP | 0 | 0 |
| SPECIAL EVENT | 0 | 3 [3%] |
| NOT RESPONDING | 5 [4%] | 0 |

STUDENT ACHIEVEMENTS:

NOTE: THE NUMBERS THAT FOLLOW ARE REPRESENTATIVE BUT NOT INCLUSIVE OF ALL LVA-C/A LEARNERS.

| | |
|---|----|
| IMPROVED SURVIVAL SKILLS: | 21 |
| GOT A JOB/BETTER JOB: | 10 |
| USED LIBRARY: | 6 |
| ENTERED OTHER EDUCATION/TRAINING PROGRAM: | 2 |
| IMPROVED PARENTING SKILLS: | 8 |
| BEGAN G.E.D. STUDIES: | 2 |
| GOT DRIVER'S LICENSE: | 0 |
| VOTED: | 2 |
| CITIZENSHIP | 3 |
| REMOVED FROM PUBLIC ASSISTANCE | 2 |
| PASSED CNA EXAM | 1 |
| WROTE FIRST BUSINESS LETTER | 1 |
| WORKED WITH COMPUTERS | 14 |

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VOLUNTEER: AREAS OF PARTICIPATION

Name _____
Phone _____
Best Time to Call _____I would like more information about
serving in the following area(s):

DATE _____

Publicity

- _____ Serve on the Public Relations Committee
 _____ Help organize displays or booths
 _____ Operate a booth
 _____ Deliver pamphlets and posters
 _____ Serve on committee for one-time event
 _____ Serve on "Speaker's Bureau"
 _____ COMMUNITY RELATIONS COORDINATOR

Fund-Raising

- _____ Serve on Resource Development Committee
 _____ Serve on committee for one-time event
 _____ Serve on grant writing team
 _____ Coordinate a one-time event

Library

- _____ Help with the LITERACY VOLUNTEERS library

Newsletter

- _____ Serve on Newsletter Committee
 _____ Photographer
 _____ Write articles

Office

- _____ Typing
 _____ Phone Receptionist
 _____ Word Processing (WordPerfect 5.1)

Special Events

- _____ COORDINATOR FOR SPECIAL EVENT(S)
 _____ Serve on a committee for Special Event(s)

Affiliate Management

- _____ VOLUNTEER COORDINATOR
 _____ STUDENT SUPPORT FACILITATOR
 _____ Record keeper
 _____ Historian
 _____ Board Member

Workshops

- _____ Assisting/Teaching
 _____ Coordinating refreshments
 _____ Assist with setting up
 _____ Sharing tutoring experiences

In-service/Tutor support

- _____ Lead an in-service training
 _____ Assist with mentor program
 _____ Help coordinate in-service training
 _____ Serve on phone contact team

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APPENDIX I

STUDENT SURVEY

NAME: _____

1. Would you be willing to help LVA-C/A in one or more of the following ways: (yes or no in the blank spaces)
 - a. Talk to a new student (someone who has just entered the program) about your experiences with LVA

 - b. Talk about your experiences with LVA to a group of new tutors during a training session?

 - c. Talk about yours goals and accomplishments with LVA to a T.V or newspaper reporter?

 - d. Come to a gathering of other students to talk _____
share a meal _____
listen to a guest speaker _____
What topic would interest you? _____
help raise funds for a student support group _____

Best Day to get together _____
Best Time of Day to meet _____
 - e. Travel to Richmond to attend the Virginia Student Alliance (Support Group of adult learners from all over Virginia)

 - f. Help recruit new students _____
 - g. Help with LVA social events:
Holiday Party _____
June Picnic _____

Do you have any suggestions for ways that students can help each other in our program _____

Student Survey Responses

Prepared by volunteer M. Pzennicki

5/10/93

Only YES responses will be listed here. Students' names, and best days and times to meet are included in amplified version.

21 surveys, received by 5/10/93. 6 students answered yes to every question. 1 answered no to every question.

a. talk to new student

a. 16 yes:

b. talk to new tutors

b. 11 yes:

c. talk to t.v. or news reporter.

c. 9 yes:

d. come to gathering

1. to talk

2. share a meal

3. listen to speaker

4. what topic?

d 1. 13 yes:

d 2. 14 yes:

d 3. 16 yes:

e. help raise funds

e. 12 yes:

f. attend Va. Student Alliance

f. 9 yes:

g. help recruit new students.

g. 14 yes:

h. help LVA with social events

1. holiday party

2. June picnic

h 1. 11 yes:

h 2. 12 yes:

Comments:

Support Group: 5: Danny, Rosa, John, Sue, Archie.

Reading Group: 1: William Gray.

Recruiting: 1: Kenny Felton offered to help recruit students

A First!

Student Edition

An LVA First for Students

This is LVA C/A's first student newsletter. It will be published as often as possible and we need your help and input in creating future issues. If you would like to become involved please call the LVA office (977-3838) and leave a message for William Gray or Janie Dyer.

PLEASE BRING THIS NEWSLETTER TO YOUR NEXT MEETING WITH YOUR TUTOR.

We Need a Name

Students are invited to help create a good name for this newsletter. Prizes will be awarded for the top three choices.

Entries should be sent to:

William Gray
LVA-C/A
P.O. Box 1156
Charlottesville, VA 22901

DEADLINE: November 30, 1993

Students Set Goals

A small group of students met during the summer and wrote the following goals for the STUDENT SUPPORT GROUP:

1. Hold four workshops, with two that include a student-sponsored dinner.
2. Produce at least two newsletters.
3. Promote students' attendance at state meetings.

Come Join Your Fellow Students

The Student Support Group meets on the third Friday of each month at Wendy's downtown, on the corner of Preston and McIntire. The meeting begins at 5 p.m. and lasts an hour. As the group grows and starts to act upon its goals, there will be many chances to help in whatever way you can. So come on down and find out what is happening. For more information, leave a message for William Gray or Janie Dyer at 977-3838.

LVA-C/A Has Local Student Celebrity

William Gray was one of two adult new readers chosen to represent the state of Virginia at the Fourth National Congress of Adult Learners in Washington, D.C. September 17th to the 20th. After returning, William wrote the following description of his experience:

I had a great time at the Adult Educational National Congress.

We worked very hard to finish the paperwork. We set ground rules for the four days.

The brain-storming session began Friday and went through Saturday noon. Then we began to put together all of the brainstorming ideas.

I went to study class and a speech class that talked about how to make a speech.

The last class was for students to tell something about themselves. We told our stories, some were sad to hear.

On Monday morning, we packed everything and rode a bus to the Congress building. We all went inside in single file and had to sit in different rows.

Members of our group presented our work to a representative from Congress.

Saturday night we had a dance. Everybody who was there was on the floor having fun dancing with each other.

Sunday night we had a banquet. There were five people at a table and the food was good.

I think some other people should go to class like that. You will meet people from other places. A young lady and I took pictures together.

NEWS RELEASE



Literacy Volunteers of America-
Charlottesville/Albemarle
P.O. Box 1156
Charlottesville, VA 22902

Contact Person: Connie Porter, Director
977-3838

For Release: Immediately

William Gray of Charlottesville, Virginia has been chosen to represent the State of Virginia at the Fourth National Adult Literacy Congress, to be held in Washing, D.C. on September 17-20, 1993.

"Leadership in Action" is the theme of this year's invitation-only conference. Adult learners and literacy practitioners will develop student-initiated national adult literacy goals and action plans to implement these goals during the next two years.

Selection of delegates was made at the state level. New readers were chosen for their leadership experience, commitment to new reader involvement, their experience as public speakers, and their participation in policy-making activities. Criteria for literacy practitioners included the commitment of organizational support to the student movement and advocacy for the new reader.

Former First Lady Barbara Bush is Honorary Chair of the Congress, which is being sponsored by Laubach, National Council of State Directors of Adult Education, and Prince George's County Memorial Library.

Mr. Gray, who is enrolled as a student at the Adult Education Center, is working toward his GED and works weekly with a tutor from Literacy Volunteers of America-Charlottesville/Albemarle (LVA-C/A). Mr. Gray has served as a student representative on the LVA-C/A Board of Directors and has organized a Student Support Group which meets monthly and will soon initiate a student orientation evening for all new students in the LVA-C/A program. All members are honored by William Gray's selection to represent new readers throughout Virginia.

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APPENDIX L

JEFFERSON-MADISON REGIONAL LIBRARY BOOKMOBILE
201 E. Market St. Charlottesville 22902-5287

THE JEFFERSON-MADISON REGIONAL LIBRARY BOOKMOBILE STOPS AT THE FOLLOWING LOCATIONS. THE BOOKMOBILE DOES NOT RUN IN THE 5TH WEEK OF THE MONTH. PLEASE CONSULT YOUR CALENDAR FOR EXACT DATES. FOR FURTHER INFORMATION, CALL 979-7151, EX. 501.

FIRST & THIRD MONDAY

10:30-11:00 Montvue
11:15-11:45 Colthurst
12:10-12:40 Waverly
1:00-1:30 White Hall (1st Mon.)
1:10-1:40 Innisfree (3rd Mon.)
2:00-2:30 Boonesville
2:50-3:20 Panorama

SECOND & FOURTH MONDAY

10:00-10:40 Mill Creek
10:45-11:15 Manley
11:45-12:15 Warren
12:30- 1:00 Howardsville
1:30-2:00 Esmont
2:15-2:45 Porter
3:15-4:15 Auburn Hills

FIRST & THIRD TUESDAY

9:45-10:15 Briarwood
10:20-10:50 North Pines
11:05-11:35 Camelot
11:50-12:20 Airport Acres
12:35-1:05 Deerwood
2:00-3:00 Free Union
3:15-3:45 Whippoorwill

SECOND & FOURTH TUESDAY

9:30-10:30 Copeley Hill
11:00-11:30 Ivy
12:00-1:30 Batesville
1:50- 2:20 Signal Hill
2:40-3:10 Meadows
3:15-3:45 Glenaire
3:55-4:25 Kearsarge

FIRST & THIRD WEDNESDAY

10:45-11:15 Trading Post
11:35-12:05 Alberene
12:20-12:50 Rhodes
1:05-1:35 Briar Fork
2:00-3:00 Covesville
3:30-4:00 Sherwood Manor

SECOND & FOURTH WEDNESDAY

10:30-11:30 Keswick
11:45-12:45 Key West
1:00-2:00 Stony Pt. School
2:20-2:50 Terrybrook
3:00-4:00 Jefferson Village

FIRST & THIRD THURSDAY

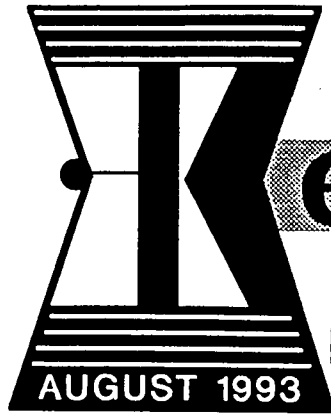
11:15-11:45 Hollymead Apart.
12:00-3:15 Earlysville
3:30-4:30 Forest Lakes

SECOND & FOURTH THURSDAY

10:00-10:30 Westminster-Cant.
10:40-11:10 Branchlands
11:15-11:45 Our Lady of Peace
11:50-12:15 Heritage Hall
12:30-1:00 Arbor Crest
1:15-2:00 Colonnades
2:15-2:45 University Vill.
3:00-3:30 Crescent Hall
3:45-4:15 Comyn Hall

THIS SCHEDULE IS EFFECTIVE MARCH, 1993 UNTIL FURTHER NOTICE. THE SCHEDULE IS SUBJECT TO CHANGE.

LISTEN TO RADIO STATIONS WINA AND WCHV FOR CANCELLATION NOTICES. WHEN ALBEMARLE COUNTY SCHOOLS ARE CLOSED FOR INCLEMENT WEATHER, BOOKMOBILE ROUTES FOR THAT DAY WILL BE CANCELED.



Keywords

LITERACY VOLUNTEERS OF AMERICA
CHARLOTTESVILLE/ALBEMARLE

The Annual Picnic-A Rousing Success

Seventy people gathered for our annual picnic at Pen Park to celebrate our students' accomplishments this year. After enjoying a bountiful selection of food and drink, there was a brief annual meeting. The membership elected six new members to the board. Each one brings new and exciting talent to our organization. The new members include **Susan Blankenbaker**, a bank trust officer; **Cyndy Chapman**, a resource teacher with experience teaching learning disabled and emotionally disturbed students; **Anne Collins**, an architect; **Janie Dyer**, a childcare provider who will be our student representative; **Stephanie Lowenhaupt**, a registered nurse; and **Jane Williamson**, an ex-attorney. The highlight of the evening was honoring the students who attended. Students spoke when receiving their certificates. Many of them noted how much their tutors have contributed towards improving and enriching their lives. To conclude the program, **Reverend Brenda Brown-Grooms**, from the Zion Baptist Church, treated us to a very inspirational speech. She was very enthusiastic about helping the students and plans to become actively involved in student support activities.



Nancy Wharton and William Rush at the picnic.



I'm an adult
I want to READ better

(804) 977-3838

FREE HELP

Literacy Volunteers of America
Charlottesville/Albemarle

One
In
Five
Adults
Can't
Read
This.



Literacy Volunteers of America -
Charlottesville/Albemarle

NEW BOOKS FOR LVA STUDENTS AND TUTORS

Note: You will find the reading level pencilled in on the top right corner of the title page of each book.

WRITING/READING SKILLS

READ ON! II - texts and workbooks 1-5

ESSENTIAL SKILLS - books 1-5

CRITICAL READING SKILLS SERIES

Disasters!
Phenomena
Monsters
Heroes
Eccentrics
Apparitions

READING FOR TODAY - books 1-5

COMMUNICATION FOR TODAY - books 1-5

DEVELOPING READING STRATEGIES - books 1-6

BEGINNER'S DICTIONARY OF AMERICAN ENGLISH USAGE

NEW OXFORD PICTURE DICTIONARY

SPELL IT RIGHT!

GRAMMAR MAKES SENSE

SPELLING MAKES SENSE

VOCABULARY MAKES SENSE

WRITING MAKES SENSE

SPELLING POWER

RECREATIONAL READING

WRITER'S VOICE SERIES

I Know Why the Caged Bird Sings
Lonesome Dove
Rashad

SPOTLIGHT ON MOVIE STARS

SPOTLIGHT ON SPORTS STARS

SPOTLIGHT ON TV STARS

MATHEMATICS

NUMBER SENSE SERIES - books 1-10

PRE-GED SKILLS

PRE-GED WRITING

PRE-GED MATHEMATICS

PRE-GED SOCIAL STUDIES

PRE-GED WRITING AND LANGUAGE SKILLS

PRE-GED CRITICAL READING SKILLS

OFFICIAL TEACHER'S GUIDE TO THE GED

PARENTING/FAMILY LITERACY

LET'S READ TOGETHER SERIES

Safe at Home
What will School be Like?
Why is Daddy Leaving?

STORIES FOR PARENTS SERIES

Why does Baby Cry?
Angry Feelings
Johnson and Son
Making it Right
Reading Together
Changes and Choices

APPENDIX P

FACILITIES LOCATIONS

Libraries

Jefferson-Madison Regional Library
Central Library
Charlottesville, VA

Gordon Avenue Library
Charlottesville, Va

Crozet Branch Library
Crozet, VA (Albemarle County)

Scottsville Branch Library
Scottsville, VA (Albemarle County)

Northside Branch Library
Charlottesville, VA (Albemarle County)

Nelson Memorial Branch Library
Lovingson, VA (Nelson County)

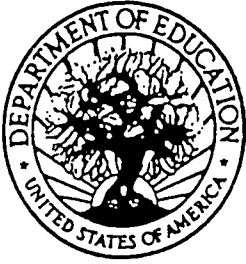
Greene County Branch Library
Stanardsville, VA (Greene County)

Louisa County Branch Library
Louisa. VA (Louisa County)

Literacy Volunteers of America - Charlottesville/ Albemarle
409 8th Street
Charlottesville, VA 22901

Charlottesville Adult Basic Education
706 Forrest
Charlottesville, VA

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



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