


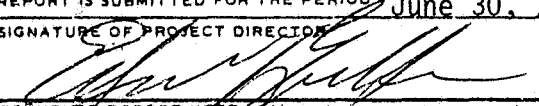

76-ED-01-0018



Ellington Research & Evaluation Corporation

EVALUATION OF THE LITERACY VOLUNTEERS OF AMERICA
PROGRAM AT CORRECTIONAL INSTITUTIONS IN
CONNECTICUT AND MAINE

59/30^{ci}


 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		CATEGORICAL GRANT PROGRESS REPORT	
GRANTEE Department of Correction		LEAA GRANT NO. 76-ED-01-0018	DATE OF REPORT 6/19/79
IMPLEMENTING SUBGRANTEE Literacy Volunteers of America		TYPE OF REPORT <input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT	
SHORT TITLE OF PROJECT Tutorial Project		GRANT AMOUNT \$146,142.00	
REPORT IS SUBMITTED FOR THE PERIOD June 30, 1978		THROUGH Sept. 30, 1978	
SIGNATURE OF PROJECT DIRECTOR 		TYPED NAME & TITLE OF PROJECT DIRECTOR Edmund J. Gubbins, Ph.D.	
COMMENCE REPORT HERE (Add continuation pages as required.) As of September 30, 1978 the following has been achieved and is documented in the enclosed evaluation report.			
Objective 1: 1. Tutor 225 inmates in basic reading.			
Results: 214 inmates were tutored by 127 tutors at the following facilities:			
	Enfield Hartford New Haven Maine State Prison Somers Maine Youth Center Litchfield	33 31 55 17 55 18 5 <hr/> 214	
Objective 2: Inmates to achieve the following grade level reading skills:			
	Word Recognition Reading Comprehension Listening Comprehension	1.42 1.33 .90	
Results:	Word Recognition Reading Comprehension Listening Comprehension	1.06 1.00 .47	
(Note: The average number of hours students were taught was 23.05 hours, about half the number of hours projected. Therefore, the progress made is above average for the hours taught). (continued page 2)			
NOTE: No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing law and regulations (FMC 74-7; Omnibus Crime Control Act of 1976).			
RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)  GRANTS ADMINISTRATOR			DATE 6/20/79

NCJRS

JUL 11 1979

ACQUISITIONS

OMB APPROVAL NO. 43-R0528

 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		CATEGORICAL GRANT PROGRESS REPORT	
GRANTEE		LEAA GRANT NO.	DATE OF REPORT
IMPLEMENTING SUBGRANTEE		TYPE OF REPORT <input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input type="checkbox"/> FINAL REPORT	
SHORT TITLE OF PROJECT		GRANT AMOUNT	
REPORT IS SUBMITTED FOR THE PERIOD		THROUGH	
SIGNATURE OF PROJECT DIRECTOR		TYPED NAME & TITLE OF PROJECT DIRECTOR	
COMMENCE REPORT HERE (Add continuation pages as required.) <p>Objective 3: Obtaining the acceptance of the security staff and supplementing the facilities' education programs.</p> <p>Results: The education directors at all participating facilities were actively involved in implementing and carrying out the Project. Based on the favorable results obtained, efforts are underway at all facilities to carry on the program with the support of the prison wardens.</p> <p>Conclusion: The Project Evaluation report concluded that there was a definite need for basic reading tutorial instruction in correctional institutions which was fulfilled by LVA in the Project. The LVA program was proven to be a viable part of the correctional education system and consideration should be given to its dissemination at other institutions.</p>			
<small>NOTE: No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing law and regulations (FMC 74-7; Omnibus Crime Control Act of 1976).</small>			
RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)			DATE

Summary of an Independent Evaluation
of the
Literacy Volunteers of America, Inc.
New England Corrections Project

1. INTRODUCTION

- a) In September, 1976, Literacy Volunteers of America, Inc. (LVA) received a \$162,000 grant from the Law Enforcement Assistance Administration to establish Volunteer Adult Basic Reading Tutorial Programs in Maine and Connecticut state correctional facilities during the period October 1, 1976 to September 30, 1978. A requirement of the grant was to have an Independent Evaluation of the project. The following is a summary of the report completed by The Ellington Research and Evaluation Corporation (EREC), Ellington, Connecticut, which was selected to perform the project evaluation.
- b) EREC spent considerable time with the LVA Project Director and visited each of the participating correctional facilities to conduct interviews with the warden and/or deputy warden, the director of education, LVA program coordinators, tutors and students. A thorough review was made of all project records and reports.

2. SUMMARY OF STUDENT/TUTOR BIOGRAPHICAL DATA

The following is a summary of biographical data on the 75 inmate students and 52 tutors comprised of 13 community volunteers and 39 inmates completing questionnaires.

	<u>Students</u>	<u>Tutors</u>
<u>Age</u>	43% were 21-30 35% were under 20	75% were 21-30
<u>Ethnic Background</u>	43% black, 31% white 20% Spanish speaking 6% native Americans	71% white, 19% black 10% Spanish speaking
<u>Sex</u>	100% males	*87% male, 13% female
<u>Education</u>	50% had less than 8th grade	95% had H.S. with 56% some college

*All community volunteer tutors were female with 50% of them employed.

(continued)

3. TEST RESULTS

The following are the results of 34 basic reading students with pre- and post-READ Test scores who were taught an average of 23 hours.

<u>Skill Measured</u>	<u>Average Grade Increase</u>
Word Recognition	1.06
Reading Comprehension	1.00
Listening Comprehension	.47

4. SUMMARY OF STUDENT'S RESPONSES TO QUESTIONNAIRE

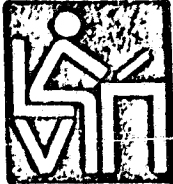
- a) 72% indicated they wanted to be tutored to prepare themselves to get a job when released, 69% wanted help to keep up in school, and 61% wanted to make better use of their time.
- b) 35% indicated they were able to read a lot better after being tutored, and 33% indicated a little better.
- c) Specific benefits reported by students:

<u>Percentage of Students</u>	<u>Can Now Read</u>
57%	Letters
56%	Commissary List
53%	Bulletin Board
53%	Books
47%	Newsletters/papers

- d) 56% indicated they were better prepared for the world outside. 51% felt better about participating in educational/vocational programs. 48% felt better prepared to get a job when released. 40% said they would continue instruction if they could find a tutor when released.

5. SUMMARY

EREC concluded that there was a definite need for basic reading tutorial programs in correctional institutions, which could be fulfilled by LVA. The LVA program has proven to be a viable part of the correctional educational system. EREC highly recommended that consideration be given to the dissemination and expansion of the LVA program at other institutions.



Literacy Volunteers of America, Inc.

MIDTOWN PLAZA - ROOM 623
700 EAST WATER STREET
SYRACUSE, NEW YORK 13210
TELEPHONE (315) 474-7039

January 15, 1979

Dr. Edmund J. Gubbins
Superintendent of Schools
Dept. of Corrections
340 Capitol Ave.
Hartford, Conn. 06115

Dear Ed,

Enclosed is the final Financial report for the LEAA/LVA Basic Reading Tutorial Project conducted in Correctional Facilities in Connecticut and Maine.

As you can see from the statement, we overspent by \$130.75 which was absorbed by LVA.

Copies of the Independent Evaluation which can be considered as a final Project Report were previously forwarded to all parties involved in the Project to include LEAA in Washington, D.C.

Unless I hear from you otherwise, I will consider this as the final report on this Project.

We at LVA appreciate the interest and guidance you provided us in making the Project a success. It's encouraging to know that the Project is continuing with State funds in Maine. We hope that you will be able to find and allocate the limited funds necessary to continue the Program in your state.

Thanks again for all your help.

Joseph A. Gray
Executive Director

JAG:b

SUBGRANTEE: Literacy Volunteers of America, Inc. Subgrantee Cumulative Financial Report

Program Category No.:

Short Title: Basic Reading Tutorial Program

GRANT NO.: 76-ED-01-0018

Regular monthly/quarterly

Final

Report covers period beginning 10/1/76 thru month ended 9/30/78
(1st grant month)

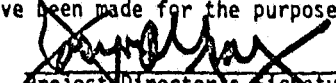
Total Cash Received to End of Period:

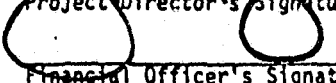
Required Matching Contribution: 10 % Period of award: 10/1/76 to 9/30/78

A. Federal \$ 146,142.
B. State Buy-In \$.
TOTAL \$ 146,142.

BUDGET CATEGORIES	BUDGET (as amended)				EXPENDITURES & UNPAID OBLIGATIONS				LOCAL MATCHING			CPCCA USE ONLY	
	Federal Share	State Buy-In	Local Cash	Local In-Kind	Federal Expenditures	Federal Unpd Oblig.	State Buy-In Expenditures	State Buy-In Unpd Oblig.	Local Cash Expenditures	Local Cash Unpd Oblig.	Local In-Kind Expend.		
Personnel: Salaries (a-1)	25,000.				49,548.								
Fringe Benefits (a-2)	3,750.				6,339.								
Equipment (b)	1,010.				2,129.				800.				
Consultant and Contractual Services(c)	68,237.				19,074.								
Construction (d)													
Travel (e)	13,937.				16,970.								
Consumable Supplies (f)	12,366.				18,577.				10,100.				
Rent (g)	2,400.				10.				2,000.				
Other (h)	19,442.		16,238.		33,607.				4,711.				
TOTAL	146,142.		16,238.		146,254.				17,611.				

CERTIFICATION: I certify that the above data is correct, based on an official accounting system and records, consistently applied and maintained, and that expenditures shown have been made for the purpose of, and in accordance with, applicable grant terms and conditions.


Project Director's Signature


Financial Officer's Signature

January 15, 1979
Date

January 15, 1979
Date

On the FINAL REPORT, both the project director and financial officer must sign the report.

LITERACY VOLUNTEERS OF AMERICA, INC.
 BASIC READING TUTORIAL PROGRAM
 FINAL REPORT - TOTAL EXPENDITURES
 October 1, 1976 to September 30, 1978

	LEAA Funds	Matching Funds
Staff Salaries	\$ 49,548.22	\$ -
Consultant and Contract Services	19,073.50	-
Payroll Taxes	4,921.20	-
Employee Benefits	1,417.59	-
Regular Travel	15,920.71	-
Conferences	1,049.51	-
Student/Tutor Recruiting	596.26	-
Library Materials	3,308.02	-
Training and Tutoring Materials	13,621.13	-
Office and General Supplies	1,484.05	8,400.00
Reproduction	164.00	1,700.00
Equipment Purchases	2,129.24	800.00
Equipment Maintenance and Repair	24.50	-
Postage and Shipping	244.58	1,200.00
Telephone	2,601.29	-
Occupancy	10.00	2,000.00
Miscellaneous	65.00	-
Total Direct Costs	\$ 116,151.80	\$ 14,100.00
Overhead @ 26.4% of Allowable Direct Costs	30,101.95	3,511.20
TOTAL	\$ 146,253.75	\$ 17,611.20



Ellington Research & Evaluation Corporation

EVALUATION OF THE LITERACY VOLUNTEERS OF AMERICA
PROGRAM AT CORRECTIONAL INSTITUTIONS IN
CONNECTICUT AND MAINE

Respectfully submitted:

Dr. David A. Monti, Project Director
Dr. John Pescosolido, Consultant
Mr. Arthur Mattiello, Consultant
Mr. John Poeton, Consultant
Mr. Raphael Zanotelli, Consultant

May 31, 1978

LITERACY VOLUNTEERS OF AMERICA, INC.
 BASIC READING TUTORIAL PROGRAM
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 October 1, 1976 to September 30, 1978

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EVALUATION OF THE LITERACY VOLUNTEERS OF AMERICA
PROGRAM AT CORRECTIONAL INSTITUTIONS IN
CONNECTICUT AND MAINE

The U.S. Office of Education has defined a literate person as "... one who has acquired the essential knowledge and skills in reading, writing, and computation required for effective functioning in society, and whose attainment in such skills makes it possible for him to develop new aptitudes and to participate actively in the life of his times."¹

"The problem of illiteracy is one which is basic to all countries, whether they are prosperous, emerging or underdeveloped. It is true that, in recent years, illiteracy figures have shown steady improvement; but it is only during this past decade that the true burden of illiteracy has been realized.

The ultimate demands made of man in growing and changing societies show progress to be inadequate in many instances. Without basic literacy skills, countless people are forced to live their lives in poverty. Often they are without adequate housing, food, or health care and are unable to participate fully in society. Furthermore, many leave illiteracy as a legacy for their children."²

BACKGROUND

At five correctional institutions in Connecticut (Enfield, Hartford, Litchfield, New Haven, and Somers) and two in Maine (Portland and Thomaston) a program has been implemented to supplement the present educational component

¹Nafziger, Dean H., et al, Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments (Portland, Oregon: Assessment Projects, Northwest Regional Educational Laboratory, 1975) p. 13.

²Cook, Wanda Dauksza, Adult Literacy Education in the United States. International Reading Association, 1977.

at these institutions in order to decrease the percentage of illiteracy found among the inmates.

The Corrections' Volunteer Adult Basic Reading Tutorial Project is a program whereby tutors (community and inmates) work in reading, on a one-to-one basis, once, twice, or three times a week with inmates who for the most part are truly interested in developing skills necessary to function in society.

A requirement of the Grant was to select an independent evaluator to do an evaluation of the project. Five organizations were selected to respond to a request for proposal (RFP). J.A. Reyes Associates, Inc., 1140 Connecticut Avenue, N.W., Washington, D.C. 20036 was selected as the organization to do the evaluation. After the project was underway, and after discussions and meetings with LEAA state planning agency and state department of corrections personnel from Maine and Connecticut to include individual correctional facility Directors of Education, it was determined that the evaluation RFP needed refinement and revision to be more responsive to the needs of all concerned. LVA attempted to renegotiate the scope of work with Reyes Associates. Reyes Associates' new proposal would have doubled the cost of the evaluation, and in the opinion of LVA, would not have required as much work as the original project RFP. Because Reyes Associates held firm to their new request, LVA after consultation with the Regional I LEAA Representative, Mr. Michael Mattice, and appropriate state officials, terminated the Evaluation with Reyes Associates. During the time of the Reyes contract award up to the contract termination, they had completed two parts of the evaluation. One was Recruitment and Selection, the other was a review of training materials. These are included as Appendices H & J.

To complete the evaluation, LVA developed a new RFP and solicited eight potential evaluators. Ellington Research and Evaluation Corporation, 47 Main Street, Ellington, Conn. 06029 was selected to complete the evaluation with the approval of Mr. Robert Macy, Grant Monitor, LEAA, Washington, D.C.

PROCEDURE

A team of reading specialists were used to carry out this assessment. The team consisted of four members and a director. Each team member was assigned two sites to visit with the exception of one team member who was responsible for one site. The Project Director attempted to visit all the sites to bring continuity to the entire evaluation. The role of the Project Director also included the conducting of a meeting previous to the on-site visits of the various team members. The purpose of this all day meeting was to develop consistency once the members were on-site. Another all-day meeting was also conducted at the end of the on-site visits. The purpose of this meeting was to pull all team members together to discuss the final report. Finally, the Project Director collected all the data that was used and developed this report.

As each team member arrived at a specific location they were charged with meeting the warden and deputy warden when possible, the principal of the school, the LVA coordinator, and the tutors. If feasible, they also interviewed students and observed actual work sessions. While on-site they reviewed records maintained both by the LVA coordinators and the individual tutors. In the case of reviewing the LVA's coordinator records, it was to determine who was in the program, how well they had done on the READ Test³

³Colvin, Ruth J. and Jane H. Root, Tutor, Literacy Volunteers of America, Inc., Syracuse, NY, 1976.

from the time of entering the program to the time of exit, etc. However, the purpose of reviewing the tutors' records was to establish structure for the tutoring session. Did the tutor in fact know where his/her student was in terms of reading skills? How closely had they followed TUTOR?⁴ Each team member and project director closely scrutinized the script used for the work training sessions.⁵

At the conclusion of each members two on-site visitations a written report was submitted to the project director for coordination of the evaluation report.

FINDINGS

In order to do a thorough investigation of the program as it now exists, fifteen areas will be discussed. From these findings several recommendations will evolve.

Record Maintenance

Throughout the entire perusal of records maintained by the LVA coordinators it was felt by the evaluation team that very specific information was kept. The records included when the inmate entered the program, his score on the Read test in word recognition, total reading and listening comprehension, his score on the Read test in the same areas as the pre-test, and when he left the program. Also, included was the amount of tutoring time he had received. The only exception to this was at the Maine State Prison. However, since the LVA coordinator has left very recently and the job responsibility has been taken over by the principal of the school, it is possible that this confusion has led to the lack of continuity in their records.

⁴Colvin, Ruth J. and Jane Root, Read. Literacy Volunteers of America, Inc., Syracuse, NY, 1976.

⁵Literacy Volunteers of America, Inc., Teacher Training Workshop. Literacy Volunteers of America, Inc. Syracuse, NY, 1972.

Records maintained by individual tutors spanned various degrees of adequacy stemming from very sketchy to very in-depth. However, this appeared to the evaluation team as being an individual matter. It did seem that the tutors all realized the importance of knowing where their respective student was in terms of reading skill deficiencies.

Materials

Throughout all the institutions there was a void in the amount of materials they possessed to aid in the instruction of the inmates. Perhaps, the one exception to this was at the Maine Youth Center where the LVA coordinator worked very closely with the reading consultant of the educational system. Here, the LVA coordinator was allowed to use many of the materials purchased under Title I funds. Although the Tutor program provides a great deal of structure for the tutor there definitely needs to be an upgrading of material relevant to the varied needs of the inmates. (Note: Action has been taken to fill this gap by ordering additional materials for instructional purposes.)

Some material was developed by the tutors to aid in their work, however this particular material lacked a great deal of consistency necessary in improving reading of the tutor.

Since many of the inmates are interested in improving basic reading skills there are many programmed texts available that build on very small units until the student has learned to master harder concepts.

Teaching Style

Since the program is primarily taught by community volunteers or inmate volunteers it is very difficult to make any judgments related to the effectiveness of their teaching style. However, in all areas, the tutors, whether they were community volunteers or inmate volunteers, had a great deal of

rapport in working with the inmates. In terms of remediation this is probably the most important prerequisite that a tutor should possess. There were some community volunteers who were former teachers who did have an edge on the other tutors. They were able to deal with more skill related work but it was the unanimous opinion of the evaluation team that the most important attribute that tutors could possess was a genuine concern for their respective student. Tutors must instruct their students at the point they enter the program (non-readers, first grade readers) and then attempt to develop their skills from this point forward.

Coordination of LVA with the Corrections Educational System

In order for the LVA program to be effective there has to be a great deal of coordination between the educational component and the LVA program. In almost all cases there did appear to be a great deal of coordination.

It appeared to the evaluation team that it took some time for this coordination to take place but once it was established it really worked. Obviously many referrals for the LVA program can be made directly through the educational system. The use of the Title I reading consultant at the Maine Youth Center in aiding the LVA coordinator typifies the coordination between the educational component and the LVA.

Only in one institution did there appear to be difficulty with the coordination with the educational system. This was at Litchfield jail. Here the LVA coordinator and principal of a small school work during different hours and have not had an opportunity to discuss their respective programs. Perhaps, too, because of the relative newness of the program this type of meeting has not been feasible.

Physical Facilities

For the most part the physical facilities used for the implementation of the LVA programs are quite adequate. The facilities at Somers and Maine State prison are exceptionally good. The two new facilities, Hartford and New Haven offer a great deal of possibilities. New Haven is a model site while Hartford has the potential at this time to be very similar.

Although Enfield and the Maine Youth Center had adequate facilities it was of a non-permanent type, that is, there was a great deal of relocating when the actual tutoring was taking place.

The only institution where tutoring facility was quite poor was at the Litchfield jail. Here, the tutoring services took place anywhere there was room. Perhaps with the size of this particular institution expansion of the LVA program is next to impossible.

Referral Process

As previously mentioned many referrals come from the school component of corrections. This appears to be a logical step. Some referrals come from inmates themselves who discuss prospective students. However, it was the opinion of the evaluation committee that the model used by the Maine State prison might be followed by other correctional institutions in designating more students for the LVA program.

At the Maine State prison as a person enters he is given a test known as The Locator Test.⁶ From the results of this test inmates are either given the Test of Adult Basic Education⁷ or the Read Test. Perhaps if this model was to be followed more testing could be included but the idea of placing someone into the program based on some objective data seems to be another very important means of referring inmates to the program.

^{6,7} The Locator Test and The Test of Adult Basic Education, CTB/McGraw Hill, Monterey, CA, 1967.

Also, if the LVA program considers expansion to any other facilities continuity in programs might be enhanced by a testing system for referral.

Another interesting way that some inmates have learned about the LVA programs has been through advertisements in institution newspapers. Two such advertisements appear on the following page.

One other aspect that appears to have enhanced referrals to the LVA program is through Planning and Placement Team meetings for those inmates who have not reached the age of twenty-one.

Monitoring of Inmate Progress

Although the LVA coordinator maintains excellent pre-post data there does appear to be a void in the everyday progress of students. It might be very beneficial if the LVA coordinator sets aside time to begin to interpret exactly what the tutor is doing with his student. The tutor could sit down with the LVA coordinator in the beginning of the program and ascertain some short term goals. After a two week period another meeting could take place to see if indeed these goals were met. This would definitely provide more structure in the monitoring of inmate progress. This concept is based on the theory of continuous progress which is very important for good educational prescription to take place. (Note: Use of "Read On" would greatly facilitate this process. This material has only recently become available.)

Also, monitoring of inmate progress would be enhanced with better interpretation of the skill sections of the Read Test and perhaps some additional criterion reference activities.

Relationship of Survival Skills and Basic Reading Skills

Although, the evaluation committee entered the project thinking that survival skills was the answer to any educational program at the correctional institutions, they quickly realized that most of the inmates were primarily concerned with basic reading skills (e.g. phonics, structural analysis, phonograms).

CAN YOU READ THESE WORDS??

Establish your own reading level. Do this test with a friend.

	<u>Grade level..</u>
cat see rei to big work book eat was him how	1.9
then open letter jar deep even spell awake block size	2.5
weather would lip finger tray felt stalk cliff lame	3.8
approve plot huge quality sour imply humidity urge	5.0

If you can not read all of the above words and you wish to learn to read better, fill out the below form and drop it in your counselors box.

The above words were taken from the WIDE RANGE ACHIEVEMENT TEST.

School D.B.

I would like to become a student in the Literacy Volunteers Program.

Name: _____

Cell: # _____

Work Assignment: _____

Release Date: _____

INSIDER NEWS

BASIC READING PROGRAM: A BASIC READING PROGRAM IS BEING OFFERED IN THE SCHOOL FOR THOSE WHO HAVE A PROBLEM WITH THEIR READING. COMMUNITY VOLUNTEERS ARE AVAILABLE TO TUTOR STUDENTS ON A ONE ON ONE BASIS. THESE PRIVATE LESSONS WILL HELP YOU IF YOU HAVE A PROBLEM COMPLETEING JOB APPLICATIONS DRIVER'S LICENSE EXAMS, OR WRITTEN INSTRUCTIONS. IF YOU KNOW A PERSON WHO HAS A SERIOUS READING PROBLEM, TELL HIM ABOUT THE READING PROGRAM, AND ASSIST HIM IN SENDING IN A REQUEST SLIP TO DAN MOSER AT THE SCHOOL.

However, some individual inmates were concerned with job applications, transportation schedules, checkbook balancing and the like. When this opportunity presents itself the tutor should definitely attempt to base instruction on the needs of the individual inmate. If there is phonics or structural analysis to be taught this could be done using words taken from a job application or transportation schedule.

One must realize that probably the primary concern of inmates in the LVA program is the fact that they want to learn to read. They see the treatment of survival skills as a possible frill that does not fill an immediate deficiency.

Basic Goals of the LVA Program

There did appear to be some confusion amongst all the LVA coordinators as to the exact goals of the LVA program. Many did feel that the primary goal was to work with inmates reading below a fifth grade instructional level. The purpose of this program was to then supplement the inmates educational background in order for that inmate to possibly move to the Graduate Equivalent Diploma. However, since there did appear to be some confusion it was the opinion of the committee that the actual goals of the program be clearly defined and then perhaps discussed at a meeting attended by all the LVA coordinators. Once these goals had been defined they would then be shared with the respective tutors giving some clear direction for programming.

Schedule and Format

As there were seven institutions being evaluated there really were seven different scheduling situations. Each institution attempted to develop a schedule that best met the needs of their respective institution. Some inmates worked in the program at night, others worked during the time allocated for educational purposes. However, it was the unanimous opinion of the

evaluation committee that the existing schedule was as effective as possible.

The format of the tutorial session usually consisted of one hour to one-half hours of instruction with most of that session dealing with skill intervention. Perhaps, some time could be set aside for tutors reading to their students and maybe vice versa. One overall objective might be to attempt to develop an enthusiasm toward good reading once skills have been developed.

A concern on the part of the evaluation team was the fact that there was not an equitable type remuneration for those involved with the LVA program and those involved in the work program. Perhaps if there were more compatible type pay situations then there would be more enticement for entrance into the LVA program.

Utilization of the Tutor Program

Throughout all the correctional institutions involved with this evaluation the major means of instruction was the "Tutor" program. Many of the tutors creatively developed modification of the "Tutor Program" but this was the basic structure. Although the program is quite good in lending itself to a program such as the LVA program of corrections, the tutors need reinforcement of the types of activities they are carrying out with the inmates. In other words they need more time to discuss various situations that develop from the use of the tutor program.

Student Attitude

Throughout all the observations and interviews one concept seemed to permeate the program, that was, the fact that the students were quite receptive to the program and were thoroughly interested in improving their reading ability. In order for this positive attitude to continue a great deal of

work must go into the screening of possible students who will function at peak efficiency in the program. As mentioned earlier in the report it is imperative that a model screening program be set up to insure the right people are serviced by the program. It is also suggested that the LVA coordinator should use the already existing student questionnaire dealing with attitude found in Appendix G as a post test. The rationale would be to allow the coordinator to ascertain if inmates' attitudes about reading have changed because of their inclusion in this program.

Promotion of the Program

As in most walks of life the best means of promoting a program is through word of mouth. There is no exception in the LVA program at the correctional institutions. The idea of word of mouth promotion was quickly brought to the attention of the evaluation team by the inmates. There were some examples when inmates told the LVA coordinator that there was a certain individual they knew who would be quite good for the program.

Other sources for promotion were the ads that were found in some of the correctional facilities own newspapers. Examples of these were given earlier in the report.

In order for a program like this to be successful it is first essential that some type of credibility of the program be established. Once this has been done then each individual institution can possibly set up their own ways of making the program known to other inmates.

Workshop Script

The workshop script is a very intensive program filled with a great deal of information. However, there does seem to be some difficulty in trying to correlate the LVA situation as depicted in the slide presentation with the situation that is found in the LVA programs of corrections.

This program appears to be followed quite regularly by the IVA coordinator at each site. However, to really have more effect on the program ways of supplementing the program viewed in the presentation must be developed. (Note: Plans are underway to develop some supplementary type programs).

Generally speaking therefore, the reaction of the evaluation team concerning the workshop script was that the material was quite directive and all-encompassing. If there was one difficulty, it would be in the fact that at some point it appeared that there was a great deal of information dispersed to the tutors in a short period of time. (Note: Provisions have been made to attempt to have more in-service time for the tutors regarding follow-up of the workshop).

Use of Inmate and Community Volunteers

One unique aspect of the program is the fact that the IVA tutors may be either community volunteers or inmates themselves. Since both were observed during the visits of the team, a judgment was attempted as to whom was best suited for the individual instruction. Although some community volunteers possessed a very good background in the area of education, it was the general consensus of the team that the most important factor was the ability of the tutors to relate to their respective students. This being so there really is no way of judging who appears to be most effective, community volunteers or inmate volunteers. What the team observed was a very effective program. It would be very difficult at this time to decide to bring in community volunteers to Somers when in fact the inmate volunteers are doing quite well. Just as it would be quite difficult to have inmates tutor in Litchfield when indeed the community volunteers are doing a very good job. That is not to say some attempts can be made to vary the selection of tutors but at this point what is working now really seems to be quite adequate. What the team is attempting to say is that the correctional institutions really governs that

which will be the most effective program.

Additional Comments

Overall, the LVA program at the correctional institutions is quite good. Yes, there are some deficiencies but those involved in the program are attempting to remediate these. Some of the LVA coordinators have reading background. Although this is not a necessity it appeared to the evaluation team that this type of background (reading) is the most important area that must be covered. Also, it is quite important that all of the participating members develop a model screening device which would then provide students for the LVA program.

In order for the LVA program to function effectively a great deal of coordination is necessary. This begins with the security force at the various institutions. It was the opinion of the evaluation team that at first the security force did not truly accept the LVA program but once they saw the effectiveness of the program they did accept the program. In other words, there appeared to be a "probationary" period necessary in establishing a credibility for the program.

Quite logically, the LVA program functions quite closely with the regular educational component of the correctional facilities. Probably, the educational component appeared to the evaluation team as the leading referral source for students in the LVA program. If more time was set aside for the LVA coordinators and tutors to discuss programming with the educational staff the team felt that this would greatly enhance the program. A case in point is the tremendous cooperation at the Maine Youth Center between the Title I Reading Consultant and LVA coordinator. Here a great deal of time is

spent in meetings to establish the most efficient way of sharing material, developing methodologies compatible to the type student and generally discussing ways of creating an environment conducive to learning to read.

Another point that should be mentioned is the fact that in the beginning of each of the LVA programs there did not appear to be a positive impact on the host institutions but just as it took time to establish credibility with the security force it also appeared to the evaluation team that it has taken time to establish a positive attitude toward the LVA program as it relates to the total picture of the correctional institutions. It now seems that the LVA program has a very useful function in the general workings of each of the correctional institutions involved in this assessment.

Finally, the LVA is closing in on its original objectives developed in its proposal. The following is a list of three objectives stated in the initial proposal with how well these goals have been reached.

- a. In Connecticut and Maine, to tutor a total of 225 inmates who read below the fifth grade level, in basic reading and writing. (Comment: Roughly speaking 170 inmates have been placed in the LVA program. This is approximately 75% of the goal. Since there is three more months left to the funding of this proposal it can be projected that this goal will be met.)
- b. To provide each project site with the capability to operate and manage an effective basic reading tutorial program. (Comment: LVA has provided tutors, coordinators, training, and materials to meet this goal. In order for this program to become more exemplary perhaps consideration can be given to the implementation of a line item budget prorated according to the enrollment of the LVA site. This would insure the LVA coordinator had materials necessary to support this type of individualization of instruction.)

- c. To train 100 inmates and/or community volunteers. (Comment: At this time approximately 80 inmates and/or community volunteers have been trained. Again, since this represents 80% of the intended goal with three months left to the proposal funding it can be projected that this goal will indeed be met.)

RECOMMENDATIONS

The following recommendations represent a collection of data taken from interviews with administrators, school personnel, LVA coordinators, tutors (community volunteers and inmate volunteers) and students (inmates). Further, information was acquired from test data and individual questionnaires, perusal of the workshop script, and actual observations of the tutorial sessions.

1. It was the opinion of this evaluation team that the LVA program assessed in the correctional institutions was a viable part of the corrections educational system. With this in mind a great deal of consideration should be made in expanding this program to other institutions. One example of this would be to expand the program to the Chesire Correctional Institution and model their program after the Maine Youth Center's program. There is a definite need for this type of program and the LVA program fills a definite void.
2. In order for the program to run at maximum efficiency on-going in-service training should be an integral part of the program. This training should be developed as a two-fold endeavor. First, in-service meeting should be developed whereby all the LVA coordinators are brought to a central location and are given some updating of remedial techniques which would

be applicable to their program. This would also give the coordinators an opportunity to discuss similar type problems at their respective institutions. For example, the LVA coordinator in the Maine State prison may find it quite beneficial to meet with the LVA coordinator of Somers. The second component of the in-service meetings would be training of the community volunteers and inmates which extend beyond the training offered in the LVA program. Community volunteers could be brought to a central location to discuss hypothetical situations that have developed from their involvement in the program. In the case of the inmate tutors the possibility should be explored of bringing in outside consultants to perhaps give in-service training to the inmates at each of their respective locations.

3. Since there is a definite limitation in terms of materials available to each of the LVA coordinators a line-item budget concerning supplies should be allocated to each institution based on enrollment of the number of inmates in the LVA program. It was the opinion of this evaluation committee that giving the coordinators a set dollar amount for materials will enable them to purchase materials relevant to the needs of the individual inmates.
4. A draw back of the program is the fact that once the inmate is released from their respective institution no follow-up of instruction through LVA is carried out. The exception to this is in Maine where the LVA personnel in the correctional institutions work very closely with the LVA program state-wide. Connecticut correctional institutions should develop a close network of communication between their LVA program and the LVA program of Connecticut. In this situation as an inmate is released from the LVA program in the correctional institutions he would

be picked up by an LVA tutor in Connecticut. Since the average stay in the correctional institutions is of short duration this type of program is a necessity. It could conceivably be included as part of Connecticut's probation program.

5. In order to entice more community volunteer tutors a program of offering college credits for the tutorial program should be investigated. Either one institution could be approached as the main source for tutoring in-service credits or several institutions for higher learning can be contacted.
6. In order to keep the LVA coordinators abreast of what is relevant in reading they should be encouraged to join their local component of the adult basic education program and subscribe to the "Journal of Reading". Although quite often these programs may not elicit specific information for correctional institutions, programs that are discussed may perhaps be modified to meet the respective needs of each of the correctional institutions.
7. The Read test is an instrument that is irreplaceable in terms of diagnostic information for the tutor and LVA coordinator. This Read test can also be used to evaluate student's growth based on $\frac{1}{2}$ year intervals. This evaluation team felt, that perhaps an additional test might be used to gather pre-post test data for statistical purposes.

In addition student and tutor's attitudinal information was ascertained at each project site (see Appendices B & E). This information was gathered, however, only upon student/tutor termination with the program. It was the opinion of this evaluation team that both pre and post attitudinal data be maintained.

Finally, the evaluation team recommended that whenever testing is administered, whether achievement or attitude, it should be given as the

inmate enters the program and again after twenty hours of instruction. It was found that if one had to wait for an inmate to complete 45 hours of the instruction as recommended inmates would have long been exited from the program.

SUMMARY

The evaluation committee has felt that the LVA program as found in the correctional institutions of Connecticut (Enfield, Hartford, Litchfield, New Haven and Somers) and Maine (Portland and Thomaston) is a very good program. It was the feeling of the evaluation committee that if the proposed recommendations would be carried out the program would be significantly more effective. Expansion of this program with the enclosed recommendations should be a high priority item.

Finally, continuous monitoring of the program must be carried out to maximize effective output.

The following pages of appendices encompass a variety of information. Appendices A - E represent available pre-post test results and evaluation data of 52 tutors (13 community and 39 inmates) and 70 students. Appendix F analyzes the Read test of 34 students who had pre-post test data. Appendix G exhibits the evaluation tools used as part of the independent evaluation conducted by Reyes Associates. Appendix H and I are the two evaluation sections completed by Reyes Associates and finally, Appendix J represents the evaluation of the initial training of the beginning Action Volunteers.

Appendix A

Tutor Biographical Data

Sex

The majority of tutors were male 87% to 13%.

Age

Seventy-five percent of the tutors were in the age range of 21 - 30. The next highest range were those in the 31 - 40 range. This constituted 15% of those surveyed.

Ethnic Background

Most of the tutors were white (71%) - There were 19% Black tutors and 10% Spanish - speaking.

Educational Background

Of those surveyed 95% of them had attained a minimum of a high school diploma. 56% had some college training while 8% received graduate degrees.

For Community Volunteers - Employment Status

Of the community volunteers almost 50% of them were employed full time while 27% were unemployed and another 23% were not in the labor market.

For Inmate Volunteers

Of those inmates who tutored 56% were enrolled in the school program, while another 26% were on a work release program.

Appendix B

Tutor Interview Guide/Questionnaire

I. Evaluation of Tutor Training Workshop

Approximately 71% of those surveyed felt very confident about meeting and tutoring a student upon completion of the tutor training workshop. This confidence was particularly exhibited in the tutors' response to knowing particular teaching techniques (83%) and developing lesson plans and goals (69%). (However there seemed to be more concern when testing a student as only 35% of the tutors felt very well about this. Note: The LVA coordinator must always be responsible for the testing program).

Although the workshop appeared to make the tutors sensitive to the special needs and concerns of persons who are functionally illiterate (67% felt very positive) only 36% of the tutors felt the workshop made them aware and sensitive on student's attitudes. (Note: Perhaps supplementary activities for the workshop could be developed to be used for correctional institutions.)

II. Evaluation of the Tutorial Experience

Although 56% of the tutors felt the teaching techniques taught in the workshop were very effective and 46% of the tutors felt there were materials available to meet their specific needs, there still appears to be a need for continual training for the tutors and perhaps, some line item budget for relevant materials to be used.

Most of the tutors 65% felt that the READ test helped to diagnose student's strength and weaknesses. While 56% of the tutors felt the test helped to measure student's reading improvement and 57% of the tutors felt the READ test helped to individualize lessons. (However, a caution must be raised here since an earlier response indicated that only 35% of the tutors felt very well about the administration of the test. (Note: Again, the emphasis on the fact that the LVA coordinator must always be responsible for the tutoring program.

In response to the tutors reaction as to student benefit from the program 39% of the tutors felt that there was tremendous gain in reading skills, while 52% felt the student's increased their self-confidence. (Note: in a remedial program of this nature it is quite important for a student to gain self-confidence before academic success may be met. This is a very positive response.) There did not appear to be a feeling on the part of the tutors that their instruction aided the students in their ability to relate to others (family, peers, supervisors). Only 33% of the tutors felt there was a substantial increase in a student's ability to relate to others.

Thus far, as the tutors overall reaction toward the program 71% of the tutors gained a great deal of self-satisfaction and another 65% felt they gained valuable knowledge and/or skills.

It was interesting to note that only 38% of the tutors felt very strongly about continuing to tutor in prison while another 25% felt just as strongly toward not continuing to tutor. (Note: It would be interesting to follow-up those 25% to find out why they would no longer what to tutor).

Also, very interesting was the fact that 29% of the inmate tutors felt they would like to continue tutoring once they were released from confinement. Fourteen percent were unlikely to continue.

In responding to the physical plant for tutoring most of the tutors felt it was adequate in terms of setting (56%), heat (69%), and lights (69%). If there were some difficulty that tutors would like alleviated it would be in the area of privacy. Although 42% of the tutors felt privacy was adequate, another 37% felt there was inadequate privacy.

Appendix C

Data on Tutor Recruitment/Retention

Reasons Volunteers want to be in the LVA Program

Of the several reasons that tutors would choose from, the most important appeared to be a desire to be of service, to improve the lot of those less fortunate. Forty-two percent of the tutors felt this to be the most important. The most important reason to be a part of the program was the desire to participate in an activity which would be personally enriching (new interests, knowledge, friends, sense of belonging to a good cause). Thirty-five percent of the tutors indicated this to be most important. The reasons being given as to the least important was the belief that experience would be useful in securing a paid job. Seventeen percent of the tutors felt this was the least important reason. The second least important reason was because they were referred by an agency/school, twelve percent of the tutors felt this was the least important.

Reasons Volunteers Leave the LVA Program

Of the several reasons that tutors could choose from, the most important reason for leaving the LVA Program was the fact that inmates were transferred or released from confinement. Thirty-nine percent of the tutors indicated that this was the most important reason for leaving the program. The second most important reason for leaving as indicated by 12% of the tutors was the fact that they had conflicts with other activities.

The least important reason for leaving appeared to tutor-student scheduling problems as indicated by 8% of the tutors. The next least important reason for leaving was the fact that student's progress was too slow or frustrating as indicated by 6% of the tutors.

Appendix D

Student Biographical Data

Sex

All of the students were males.

Age

Forty-three percent of the students were in the age range 21-30. The next age range which represented the second highest percentage of students were under 20 which included 35% of the students. Also, the age range of 31-40 was represented by 11% of the students. Age range 41-50 was represented by 6% of the students. Finally the age range 51-60 was represented by 5% of the students.

Ethnic Background

Of the students surveyed 43% were black, 31% were white, 20% were Spanish-speaking and 6% were native Americans.

Educational Background

Approximately 50% of the students have attained equivalency of some type of high school education with 5% having an equivalent of a high school diploma. However, it must be noted that there are approximately 50% of the students who have not reached the equivalency of an eighth grade education. As a matter of fact, of that 50%, only 16% of the students had reached an eighth grade equivalency.

Physical or Mental Disability

There were 6% of the students who appeared to suffer from some serious physical or mental disability which interfered with instruction.

Appendix E

Student Interview Guide/Questionnaire

In asking students how they learned about the Literacy Volunteers Program, it appeared that the best source of information was referral by school or classification. Thirty-three percent of the students found out about the program through this process. The next best source appeared to be from a friend, whereby, 24% of the students received their information. Forty-five percent of the students listed other as their main source of information. However, what constituted other was not delineated. (Note - School does seem to be the logical place to disseminate information about the program.)

When asked why they wanted to be tutored, the main reason was to help prepare myself to get a job when released. Seventy-two percent of the students cited this as the major reason. The next reason given was to better keep up in school. Sixty-nine percent of the students cited this as the major reason for wanting to be tutored. Sixty-one percent of the students claimed that the major reason for desiring tutoring was to make better use of their time. The least desirable reason given for wanting to be tutored was to be able to read call out notices. Only twenty percent of the students cited this as most important.

There did appear to be a good feeling on the part of the students as to the achievements gained from the tutoring session. Thirty-five percent of the students felt they read a lot better while thirty-three percent felt they read a little better. In dealing with individual problems thirty-one percent of the students felt they could cope a lot better while twenty-three percent felt they could deal with other people, twenty-seven percent of the students felt they could deal a lot better while interesting enough, twenty-four percent felt about the same. From this tutoring program, students felt they were able to do many reading activities:

Letters	(57%)
Commissary items	(56%)
Bulletin board	(53%)
Books for pleasure	(53%)
Newsletters/newspapers	(47%)

Another positive aspect of the program is the fact that fifty-six percent of the students felt that they were better prepared for the world outside. Fifty-one percent felt better about participating in more educational/vocational programs. Forty-eight percent felt better prepared to get a job when released.

When queried as to their plan for future instruction with Literacy Volunteers, thirty-one percent responded affirmatively while twenty-nine percent responded negatively. Being asked as to whether or not they would continue instruction while being confined, twenty-nine percent answered in the affirmative and sixteen percent in the negative. It was especially interesting to note that forty percent of the students responded that they would continue instruction if they could find a tutor when released. Nine percent responded negatively. (Note - This is reason to perhaps have some type of extension of the program upon a students' release.)

The main reason given for discontinuing of the tutoring was the release from confinement. This was cited by twenty-six percent of the students. The next major reason was transfer to another facility cited by twenty percent of the students. (Note: This substantiates a need for communication between the LVA coordinators at all the correctional institutions). Seventeen percent of the students cited a need to pursue more advanced schooling as a reason for discontinuing the tutoring.

Overall, it did appear that the students were satisfied with the program.

Appendix F

Quantitative Measurement of Student Progress

The READ Test, developed by Literacy Volunteers of America, Inc. is the diagnostic and evaluation material utilized by this project, to measure the degree of student reading improvement attained. The test examines three areas of reading competency:

Word Recognition (WR)
Reading Comprehension (RC)
Listening Comprehension (LC)

Based on test performance both at entrance into the program, and at termination, students are assigned letters representing levels in each of these three areas. Each letter or level approximates $\frac{1}{2}$ school grade, as follows:

Level A - Non-reader
Level B - up to grade 1.5
Level C - 1.6 to 2.0
Level D - 2.1 to 2.5
Level E - 2.6 to 3.0
Level F - 3.1 to 3.5
Level G - 3.6 to 4.0
Level H - 4.1 to 4.5
Level I - 4.6 to 5.0
Level J - 5.1 to 5.5

As set forth in the initial grant proposal for this project, the READ level improvement objectives after 45 hours of student instruction are as follows:

1. Word Recognition (WR) 1.42 READ Letter Levels
2. Reading Comprehension (RC) 1.33 Letter Levels
3. Listening Comprehension (LC) .90 Letter Levels

As the following statistics will indicate, it has been virtually impossible for students to obtain 45 hours of tutoring due to the brevity of their incarceration. Only 3 out of the 34 students who have been both pre and post tested to date, have reached or surpassed 45 hours of instruction.

STUDENT PROGRESS

-2-

June 7, 1978

Student #	Hours Tutored	Pre-Test Score	Post-Test Score
1	30½	WR A RC B LC D	A B G
2	10	WR A RC A LC C	A A A
3	37½	WR I RC J LC J	J J J
4	12½	WR H RC F LC H	J J H
5	15½	WR A RC B LC I	I J J
6	22	WR D RC E LC F	J J J
7	27	WR D RC D LC J	J E J
8	54	WR B RC C LC F	B C G
9	28	WR H RC I LC J	J J J
10	12½	WR G RC G LC I	J I J
11	27	WR I RC J LC J	J J J
12	58	WR A RC A LC F	A B H

STUDENT PROGRESS

-3-

June 7, 1978

Student #	Hours Tutored	Pre-Test Score	Post-Test Score
13	16	WR E RC G LC I	I J J
14	27½	WR A RC B LC B	A A C
15	38½	WR A RC A LC B	A B B
16	14	WR F RC G LC J	F G L
17	25	WR H RC I LC J	J J J
18	14	WR H RC H LC J	J J J
19	28	WR C RC C LC J	C D J
20	6	WR F RC E LC J	J J J
21	12½	WR E RC F LC I	F G I
22	33	WR D RC E LC I	G H J
23	20	WR H RC G LC H	J H J
24	14	WR A RC A LC E	A A C

STUDENT PROGRESS

-4-

June 7, 1978

Student #	Hours Tutored	Pre-Test Score	Post-Test Score
25	49	WR F RC G LC H	I J J
26	24	WR D RC H LC J	J J J
27	20	WR A RC A LC C	A A D
28	20½	WR A RC B LC J	B C J
29	27	WR A RC B LC C	A B C
30	15	WR G RC E LC H	J I J
31	14	WR A RC B LC E	C D H
32	26	WR D RC D LC C	G G E
33	25	WR A RC B LC I	J J I
34	14½	WR D RC E LC G	F F J

A tabulation of the above statistics brings us to the following:

After an average of only 23.05 hours, the 34 students who have been pre and post tested to date, achieved the following average improvement in their scores:

WR = 2.12
RC = 1.99
LC = .94

In comparing project goals with actual average improvement in scores on the READ Test, we conclude the following.

1. Word Recognition: Actual average improvement for this project was .70 READ letter levels higher than goal. .70 letter levels approximate 1/3 of a school grade.
2. Reading Comprehension: Actual in this area was .66 letter levels, or slightly under 1/3 of a school grade higher than anticipated.
3. Listening Comprehension: Average improvement in this area was .04 letter levels higher than anticipated.

Therefore, actual student improvement surpassed project goals in spite of the following factors:

1. The average student received only approximately half the desired number of hours of tutorial instruction.
2. Utilizing the Literacy Volunteer Techniques and materials in a correctional facility is still a relatively new endeavor. Certain unanticipated aspects of the correctional setting (e.g. space constraints, security measures, inmate turnover rate, particularly in short-term facilities) undoubtedly had an impact on the degree of progress attained by students.

It would be difficult to project how much more progress students would have made had they received 45 hours of tutoring. Further, an increased understanding of how correctional facilities function, should enable us to provide a better learning environment for inmate students in future.

Appendix G

The following Evaluation Tools are developed to be used as part of the independent Evaluation to be conducted by Reyes Associates.

The purpose of these instruments:

1. Measure inmate student reading improvement.
2. Determine effects the Literacy Volunteers tutorial experience has on inmate students, and volunteer inmate and community volunteer tutors.

Literacy Volunteers of America,
Inc.

1/3/76

EVALUATION PROJECT - OVERVIEW

<u>Time of Activity</u>	<u>Student</u>	<u>Tutor</u>
1. Upon <u>entering</u> the LVA program	1a. Administer READ pre-Test to determine reading level. 2b. Complete student biographical data form. 3b. Complete question 1 and 2 of student questionnaire.	1a. Inform tutor about evaluation plan 2b. Complete tutor biographical data form.
2. Upon <u>termination</u> of tutorial relationship if prior to Dec. 1, 1977.	<u>If student terminates:</u> 2a. and provided at least 15 hours of tutoring took place, administer READ post test. 2b. Complete student questionnaire.	<u>If tutor terminates:</u> 2a. Complete tutor questionnaire and assign new tutor to same student. Do 1a and 2b above for new tutor.
3. Upon completion of 50 hours of tutorial instruction or Dec. 1, 1977 whichever comes first.	3a. Administer post-READ test. 3b. Complete student questionnaire.	3b. Complete tutor questionnaire

EVALUATION PROJECT GENERAL PROCEDURES

1. All inmate and community volunteers involved in the Literacy Volunteers Corrections Project are expected to participate in the Evaluation Project.
2. The ACTION volunteer assigned to each participating facility will be responsible to insure the LVA READ test is administered and all data is collected on students and tutors.
3. Both tutors and students will be interviewed by the ACTION volunteer in person to obtain evaluation data. (A tutor cannot interview his own student.)
4. Tutors can have more than one student. However, all students shall be taught on a one-to-one basis. The same student can be taught by more than one tutor, but only if the relationship with the first tutor is terminated.

STUDENT BIOGRAPHICAL DATA
Literacy Volunteers of America, Inc.

Date form completed _____

Correctional Facility _____

Student _____

Sex: M _____ F _____

Age: Under 20 _____; 21-30 _____; 31-40 _____; 41-50 _____; 51-60 _____; 60+ _____

Ethnic Background: White _____; Black _____; Oriental _____; Spanish-speaking _____
Native American _____; Other (specify) _____

Educational Background: (Circle highest level of schooling completed)

Elementary: 0 1 2 3 4 5 6 7 8 High School: 1 2 3 4 College: 1 2 3 4

Other (specify) _____

Did the student have a serious physical or mental disability which interfered with instruction? Yes _____ No _____

If "yes", indicate kind of handicap:

Date tutoring started: _____

Date of Termination: _____

Number of hours tutored: _____

Attach READ Test Summary Sheets for pre and post test

STUDENT

Interview Guide/Questionnaire

Name of Student _____ Current Tutor _____

Correctional Facility _____

1. How did you learn about the Literacy Volunteers Tutoring Program?

- / A friend
- / Newsletter/paper
- / Loudspeaker
- / Bulletin Board
- / Referred by school/classification
- / Other _____

2. Why did you want to be tutored? (check as many answers as are applicable)

- / To better my job chances in prison.
- / To help prepare myself to get a job when released.
- / To better keep up in school work.
- / Make better use of my time.
- / To read letters.
- / To read newsletters/papers.
- / To read call out notices.
- / To read bulletin board.
- / To read items for sale in commissary.
- / Other _____

3. As a result of your tutoring sessions, are you now:

- a. Able to read:
 - / a lot better
 - / a little better
 - / about the same
- b. Able to deal with your problems:
 - / a lot better
 - / a little better
 - / about the same
- c. Able to deal with other people:
 - / a lot better
 - / a little better
 - / about the same
- d. Able to read (check as many as applicable)
 - / Call out notices
 - / Commissary items
 - / bulletin board
 - / newsletters/newspapers
 - / letters
 - / books for pleasure
 - / Other _____

e. Better able to (check as many as applicable):

- / / Prepare myself to get a job when released
- / / Keep up with school work in prison
- / / Apply for school work in prison
- / / Prepare myself for the world outside
- / / Participate in more educational/vocational programs
- / / Use the library
- / / Other _____

4. Do you plan to continue further instruction? (Check as appropriate)

	<u>Yes</u>	<u>No</u>
With Literacy Volunteers	/ /	/ /
While confined	/ /	/ /
When released if I can find a tutor	/ /	/ /

5. If you are discontinuing your tutoring, what are the reasons:

- / / was transferred to another facility
- / / was released from confinement
- / / met my goals
- / / pursue more advanced schooling
- / / poor health
- / / didn't learn fast enough
- / / didn't like my tutor
- / / didn't have time because of other commitments
- / / Compared to toher things, this tutoring does not seem important
- / / other _____

6. Other comments:

TUTOR BIOGRAPHICAL DATA
Literacy Volunteers of America, Inc.

Date Form Completed _____

Name of Tutor _____

CORRECTIONAL FACILITY _____

Sex: M _____ F _____

Age: Under 20 _____; 21-30 _____; 31-40 _____; 41-50 _____; 51--60 _____; 60+ _____

Ethnic Background: White _____; Black _____; Oriental _____; Spanish-speaking _____;
Native American _____; Other(specify) _____

Educational Background: (Circle highest level of schooling completed)

High School: 1 2 3 4 College: 1 2 3 4 Graduate Degrees: _____

Other (specify) _____

For Community Volunteers - Employment Status:

Not in labor market _____ Employed full time _____

Employed part time _____ Unemployed _____

For Inmate Volunteers -

Yes No

Currently enrolled in School Program _____

On Work Release Program _____

Other _____

Information on student assigned to above tutor

Name of assigned student _____

Date tutoring began _____

Date tutoring terminated _____ No. hours tutored _____

Interview Guide/Questionnaire

Name of Tutor _____ Current Student _____

Correctional Facility _____

I. EVALUATION OF TUTOR TRAINING WORKSHOP

(Circle one number which reflects your reaction)

A. Did you feel confident about meeting and tutoring a student upon completion of the tutor training workshop?

1	2	3	4	5
Lacked Confidence				Very Confident

B. How well did the workshop prepare you in the following areas:

1. Teaching techniques?	1	2	3	4	5
2. Lesson plans and goals?	1	2	3	4	5
3. Testing a student?	1	2	3	4	5
	Poorly				Very Well

C. Did the workshop make you aware and sensitive to:

1. The effects of cultural heritage and social status on student's attitudes?	1	2	3	4	5
	No				Very Much
2. The special needs and concerns of persons who are functionally illiterate?	1	2	3	4	5

II. EVALUATION OF THE TUTORIAL EXPERIENCE

As a result of your tutorial experience:

A. How effective do you feel the teaching techniques taught in the workshop were with your student?

1	2	3	4	5
Ineffective				Very Effective

B. How did the student materials available to you meet your needs?

1	2	3	4	5
Poorly				Very Well

C. 1. List the two student materials you found most effective:

- a)
- b)

2. In what areas do you feel more effective materials are needed?

D. Did the READ test help you to:

- 1. Diagnose student's strength and weaknesses? Yes ___ No ___
- 2. Measure your student's reading improvement? Yes ___ No ___
- 3. Plan your student's individualized lessons? Yes ___ No ___

E. In your opinion, did the student benefit from the tutorial sessions by:

(Circle one number which reflects your reaction)

- 1. Improvement in reading skills? 1 2 3 4 5
 - 2. Increased self-confidence? 1 2 3 4 5
 - 3. Increased ability to relate to others (family, peers, supervisors)? 1 2 3 4 5
 - 4. Other? (describe) _____ 1 2 3 4 5
- No _____ Very Much

F. Did you get satisfaction from tutoring your student?

- 1 2 3 4 5
- No _____ Very Much

G. Did you gain knowledge and/or skills you consider valuable?

- 1 2 3 4 5
- No _____ Very Much

H. How likely are you to continue tutoring in prison?

- 1 2 3 4 5
- Unlikely _____ Very Likely

I. How likely are you to continue tutoring after being released from confinement? (Inmate only)

- 1 2 3 4 5
- Unlikely _____ Very Likely

J. The space provided by the correctional facility for training and tutoring was:

	<u>Adequate</u>	<u>Inadequate</u>
Setting	_____	_____
Heat	_____	_____
Lights	_____	_____
Privacy	_____	_____

III. DATA ON TUTOR RECRUITMENT/RETENTION

- A. Here are some reasons people volunteer to be in the LV program.
(Indicate up to three reasons, numbering them in order of importance with number 1 the most important and 3 the least important).
- Desire to tutor a specific individual you already knew.
 - Desire to participate in an activity which would be personally enriching to you (new interests, knowledge, friends, sense of belonging to a good cause)
 - Belief that the experience would be useful in securing a paid job.
(For inmates - when released from confinement)
 - Desire to be of service, to improve the lot of those less fortunate.
 - Referred by agency/school.
 - Persuaded by someone already involved in the program.
 - Need to find something to do.
 - Other (explain) _____
-
- B. Here are some reasons people leave the LV program. If you are leaving indicate up to three reasons, numbering them in order of importance with number 1 the most important and 3 the least.
- Student's objectives have been met.
 - Have tutored and want to do something else.
 - Moving away. (For community volunteers only)
 - Conflicts with other activities.
 - Inadequate training.
 - Poor health.
 - Student's progress too slow or frustrating.
 - Didn't relate well to student.
 - Too isolated from others in the program. Prefer group activities.
 - Tutor-student scheduling problem.
 - Transferred or released from confinement (for inmates only).
 - Other (explain) _____

IV. OTHER COMMENTS

Appendix H

J. A. Reyes Associates, Inc.
Management Consultants

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EVALUATION OF
LITERACY VOLUNTEERS
OF
AMERICA
TASK I:
RECRUITMENT & SELECTION
OF
PROJECT STAFF

INTRODUCTION

I. INTRODUCTION

Under its contract with Literacy Volunteers of America (LVA), J.A. Reyes Associates, Inc. (JAR) is conducting an evaluation of LVA's basic reading tutorial program. At five correctional facilities located in Connecticut and Maine, volunteers are tutoring inmates in basic reading skills. JAR's purpose is to assess the effectiveness of LVA in achieving its program goals as set forth in their proposal:

- ° "To tutor 225 inmates who read below the fifth grade level in basic reading and writing.
- ° "To provide the participating correctional facilities with the capability for staff and/or volunteers to operate and manage a viable basic reading tutorial program."
- ° To provide correctional facilities with the capability to "train community volunteers and/or inmates as tutors in basic reading."
- ° To provide correctional facilities with the capability to "manage and operate a volunteer adult basic reading tutorial program."

To accomplish this purpose, JAR developed an evaluation plan with a dual focus: objective and perceptual measurements. Objective measures were selected from LVA's statement of work which outlines the 31 steps and procedures under which LVA will operationalize the program. In effect, we will see if LVA achieves what it sets out to do. The perceptual measures will examine the effects of the program on volunteers and inmates.

JAR has conducted an evaluation of the first operational task -- the recruitment and selection of the project staff. The process and our findings are discussed in this report.

BACKGROUND

II. BACKGROUND

Literacy Volunteers of America has recognized the problem of illiteracy in this country. This problem is particularly acute in correctional facilities where a 1973 survey of over 300 correctional facilities revealed that over half of its inmates could not read well beyond the fifth grade level. This finding is profound when it is considered that many inmates can not read and write well enough to understand their mail, commissary choices, and "call outs". When faced with the situation of making a life outside of the facility, this effect is even greater as job prospects and rehabilitation are greatly reduced.

Working with the Correctional Departments in Connecticut and Maine, LVA designed a reading program to supplement the educational program in correctional facilities. Volunteers and inmates are trained to tutor inmates in basic reading skills. The program is oriented to those inmates who do not respond well to instruction through the traditional classroom approach. With the assistance of ACTION, volunteers were provided to staff the program. The program was established in four correctional facilities in Connecticut and one correctional facility in Maine. To administer the programs, LVA recruited and trained a Project Director, who recruited the volunteers through ACTION.

In addition, the Project Director was responsible for liaison contacts with the directors of education and correctional administrators at each facility and the establishment of the tutorial program in the five facilities.

Six volunteers were recruited through ACTION. Originally, it was proposed to recruit and hire 7 volunteers, two to serve as replacements for volunteers who dropped out of the program. However, only one alternate was recruited and this person left the program.

To recruit volunteers, LVA advertised in the state newspapers. Interested individuals submitted their resumes. LVA received approximately 120 resumes. These resumes were screened and a preliminary selection of 30 was made by the Project Director. All 30 candidates were interviewed by the Project Director. These were screened down to 12 individuals who were classified as actual and alternate selections. During this interview, candidates were briefed on the program, its goals and the correctional facilities. Candidates completed an ACTION Volunteer Application, in addition to the submission of their resumes. Reference checks were conducted and a VISTA Medical Release obtained.

After the interview with the Project Director, another interview at the correctional facility where the volunteers would be placed was arranged. Seven candidates were selected to visit the correctional facilities. However, three individuals disqualified themselves because the pay, approximately \$60 to \$65 a week, was considerably less than unemployment. These individuals were replaced by alternates.

The Project Director accompanied each candidate on this interview. At the site, a tour of the facility was conducted. The deputy warden or educational

director interviewed the candidate so correctional official and candidate had an opportunity to become acquainted.

After this process, the candidates and correctional officials were given time to reflect on the interview. Within a week the correctional officials was contacted by LVA's Project Director to obtain feedback on the candidates interviewed. The correctional official stated his impressions and recommendations. Each candidate was also contacted to answer any questions that might have arisen since the second interview. If the correctional official and candidate were satisfied, the candidate was offered the job. Six Volunteers and one alternate were hired.

METHODOLOGY

III. METHODOLOGY

We evaluated the effectiveness of LVA's recruitment and selection of volunteers in terms of:

- its ability to recruit volunteers based on the criteria established in the job descriptions and
- the efficacy of this recruiting approach to identify and select qualified personnel.

To accomplish this, we reviewed the resumes of the volunteers and their ACTION Volunteer Applications against the criteria listed in the job description. On the resumes, applicants gave information on their personal, educational and employment background. The ACTION Volunteer Application collected more information of the following types:

- personal,
- legal,
- medical,
- skills,
- education,
- employment,
- organizational and community involvement,
- hobbies and interests,
- motivation statement, and
- references.

Individuals providing references for the applicant were asked specific information pertaining to:

- his knowledge of the applicant,
- rating of work performance,
- rating on the applicant's relationship with other people,
- rating on the applicant's emotional maturity,
- additional comments, and
- overall recommendations.

Also, applicants had to obtain a VISTA Medical Release.

A matrix of the selection criteria as stated in the job description was developed. Based on the information provided in the resumes and ACTION Volunteer Applications, the volunteers' qualifications were rated.

During this process, several criteria of an abstract nature were identified. It was difficult to evaluate the volunteers on these without interaction. For example,

- above average ability to communicate,
- willingness to work with correction administrators and volunteers,
- ability to exercise self-control and patience, and
- concern for helping inmate functional illiterates.

We contacted the Project Director to determine how candidates were evaluated in these areas. Mainly, an assessment of the candidates' capabilities was determined in the interview process conducted by the Project Director and correctional officials.

Other criteria were important in the selection of volunteers. These were:

- maturity of the candidate,
- ability to articulate thoughts and feelings,
- relatively at ease and comfortable in the interview, and
- ability to work independently toward the stated goal for a prescribe period of time.

The last item was felt to be an important criterion. Applicants were evaluated in this area by the Project Director on the basis of previous job experience in which they work independently to achieve certain goals. The recommendations from the applicant's references provided supportive data. However, we were unable to review any records of the interview process which would have been useful in our rating of volunteers in these areas; the Project Director did not retain these records.

0001	X	Bachelor's Degree
0002		Experience or Education in Corrections
0003	X	Willingness to work With Corrections Administrators & Volunteers
0004	X	Above Average Ability to Communicate
0005	X	Ability to Work Independently
0006	X	Able to Conduct LVA TTW
	X	Demonstrated Leadership Ability
	X	Concern for helping inmate functional illiterates
	X	Understanding of the psychology of adult learner
		Able to exercise self-control and patience

FINDINGS

IV. FINDINGS

Our review of the recruitment and selection process revealed several findings which are discussed below.

1. The Recruitment Technique Was Effective

Volunteers were recruited through advertisements placed in the state newspapers. This technique produced 120 applicants who responded to the ad. Also, some of the volunteers were informed of the program through word-of-mouth. The quantity of the response produced a large pool of possible candidates.

2. A Multi-Step Selection Process Was Used

The job description in the program proposal established a criteria to select volunteers. However, this criteria could not be used solely to select volunteers. LVA recognized this and used the job description in conjunction with several procedures.

This multi-step process was a good approach to use, especially since several of the qualifications were difficult to evaluate without interacting with the individual or receiving input from others who have interacted with the individuals.

3. Most of the Volunteers Selected Had Volunteer Experience

The majority of the volunteers had worked before as volunteers or tutors. This experience is a plus for the volunteers and programs as it indicates a willingness to help and work with others, particularly on a one-to-one basis.

4. Low Pay May Have Excluded Qualified Persons

Some of the applicants disqualified themselves when informed the pay was considerable less than what they could collect on unemployment. Since we did not review the applications of individuals not selected as volunteers, it is conjecture if these individuals were more, less or equally qualified.

5. Personnel Retention Has Been Good

All of the original individuals selected as volunteer coordinators have been retained on the program. One implication of this is LVA's confidence that the volunteers are well trained and qualified to conduct independent programs.

6. Alternates Have Been Identified

Although there are considerations involved in identifying and selecting alternates. LVA does have two individuals on file. Thus far, there has not been a need for alternates. However, unexpected circumstances could precipitate a need. If this does happen, LVA will be able to resolve the situation.

In relating our findings to LVA's effectiveness to recruit and select qualified personnel based on the job description, it was found that other factors were important in the selection process. Thus, the criteria established before the program got underway were not the sole determinants. As a result of using other methods, the selection process was strengthened.

This approach appears successful. The final decision in determining if LVA recruited qualified personnel is to examine the results at the completion of the program and if its goals and objectives were achieved.

RECOMMENDATIONS

V. RECOMMENDATIONS

JAR recommends that the multi-step selection model be standardized and used to implement future programs. This model permits LVA to collect information on candidates from various sources which aids in the selection of volunteers. Furthermore, it should recognize that some of the qualifications the volunteers must possess are difficult to measure as stated in their present form. It is suggested that these be clarified to include a behavioral responses or description of activities which can be easily assessed.

Appendix I

EVALUATION OF
LITERACY VOLUNTEERS OF AMERICA

TASK II:
REVIEW OF TRAINING MATERIALS

NOTE: This is a part of an Independent Evaluation being conducted for LVA and LEAA by J.A. Reyes Associates, Inc., 1140 Connecticut Avenue, N.W., Suite 410, Washington, D.C. 20036

June 1977

INTRODUCTION

I. INTRODUCTION

The second task in our contract with LVA to evaluate its basic reading tutorial program for inmates in five correctional facilities is to evaluate the training of the staff. This task consists of two components: 1) an assessment of the tutorial and managerial skills of the staff at the conclusion of their training; and 2) an evaluation of the methodology of training and testing by reviewing the materials used.

The second component, reviewing the training materials, was completed when LVA notified us to discontinue our evaluation as LEAA wanted to revamp the evaluation plan. The results of our findings on the review of LVA's training materials are reported below. When the new evaluation plan is agreed to this data will be incorporated into the overall analysis.

METHODOLOGY

II. METHODOLOGY

The training of tutors is accomplished through the use of a series of reading materials especially developed for LVA's use. The materials include:

- ° READ: A method to assess the reading needs and progress for adults.
- ° Basic Reading Tutor Training Workshop Leader's Handbook: A handbook for the workshop leader to use in conducting tutor training workshops.
- ° Tutor - Techniques Used in Teaching Reading: A manual of techniques in teaching basic reading for non-professionals.
- ° Bibliography: A listing of reading materials and instructional aids for use in teaching reading and English as a second language.

These materials were reviewed for their adequacy and effectiveness as training materials by a reading specialist, Ms. Ilse Fleischman, in addition to JAR staff personnel assigned to the LVA evaluation.

Ms. Fleischman is a nationally recognized reading expert. She completed the Lauback Literary Training Program in 1968 and then served as a volunteer tutor for the Montgomery County Literacy Council for the next two years. Since 1970, Ms. Fleischman has served as a reading specialist for the National Institutes of Health (NIH) and the Internal Revenue Service (IRS). At NIH, she conducted Adult Basic Education classes, one-to-one tutoring in reading and mathematics, and special education classes for employees with reading disabilities. At IRS, she was the reading instructor for its

summer aid program. Ms. Fleischman has developed most of the materials she uses in teaching reading, and these materials have been standardized for use by the Agencies for which she works.

CRITIQUE

III. CRITIQUE

Overall, the instructional materials are well organized and lucidly written. It is obvious that the materials resulted from extensive experience in the area of basic reading and has been put to expert use. A review of the major materials follows.

A. READ

This test appears to be a good diagnostic instrument for assessing the reading needs and progress of students. The goals of the instrument are stated clearly and seem achievable. The tutor or user should have no problem in administering the test since the instructions are described fully and materials needed to give the test are listed.

A good feature of the test is its implications for teaching which offer helpful advice for the tutor on where to start instruction based on the individual's performance on the test. This is further elaborated upon in the section that discusses Using Test Results. This information establishes a definite relationship between the test as an assessment tool and how to use the results to develop a plan of instruction suitable to the needs of the individual.

The test did not include any information on its validity and reliability. Since these data were not included, the extent to which the instrument purports to assess the reading needs of individuals and the consistency with which it does cannot be determined. JAR can only state that a prima facie examination of the test suggests that it will achieve the purpose described in the manual.

B. BASIC READING TUTOR TRAINING WORKSHOP LEADERS HANDBOOK

This handbook is as foolproof as an instructional handbook could possibly be. If followed faithfully, it practically insures a successful workshop. The program is very structured, but in a positive, supportive way rather than a restrictive one. It gives the leader room for self-expression--a happy blend of organized structure and flexibility.

In the Introduction section, the goals are defined and the objectives are spelled out clearly. Thus, at the onset, the Workshop Leader knows what is to be achieved and can monitor the progress of achievement easily.

The qualifications for Workshop Leader are sensible ones. The academic qualifications are flexible, being a trained LVA tutor with experience is the only rigid requirement. This requirement assures familiarity with all aspects of the program. It might be useful, however, to specify requirements to become a LVA tutor. This would give more background on the professional status of the leaders, and therefore, the quality of direction.

The statement of purpose in Chapter III "To train competent and confident tutors" is clear and to the point, and the material presented in the handbook is a step toward that goal. The general approach urges adherence to the core program, but encourages suggestions by the Workshop Leader. We consider such input by participants the best insurance against a program becoming stale.

The needs of the trainees are not ignored in the materials. Background is provided for tutors to better understand their students and the process of learning. Trainees are also introduced to the LVA organizational structure and resources which is important since volunteers are needed in the organization for other jobs besides tutoring. More detailed information on LVA's organization is provided in the Organizational Management Handbook.

Perhaps the most helpful section in the handbook deals with The Basic Job. This section discusses the logistics of actually setting up a workshop. Every aspect of the operation is covered: The Workshop Leader Team presents an itemized list of tasks for each team member; reading materials and manuals are included; and a detailed week-by-week schedule (8 weeks) preparatory to the workshop. The schedule is impressive in its comprehensiveness.

Helpful suggestions are also given in the manual on structuring the break periods during the workshop and using them to tie together the various parts of the workshop. These procedures help insure workshop sessions are productive. In addition, the practical suggestions for the demonstrations should prove helpful since it is easier to be creative within the framework

of a concrete format. Learning tools to use in the workshop are discussed, such as motivational displays to make learning more relevant; demonstration students for conveying real-life situations; and guest speakers for giving additional information and change of pace.

The use of Greek words as sight words is considered especially good. In trying to learn them, the trainee gets the full impact of what it means to have to remember groups of meaningless symbols; in short, what it means to be illiterate.

Since the tutor training workshops are likely to be conducted in different settings, special advice is given on how to conduct workshops under two specific circumstances, i.e., contract workshops and workshops in institutions. Because each situation involves setting up the workshop a little differently, special attention is given to set up. The section on Dealing with Situations offers helpful hints on how to handle people problems. This will be especially appreciated by leaders who have worked mostly on a one-to-one basis rather than with groups.

Because evaluation is very important in determining the success and failure in accomplishing the stated goals and objectives, this is covered in the handbook. Trainees are tested within the framework of the objectives stated at the beginning of the workshop. It is realized that it is not feasible to test the trainees on all the stated objectives, and therefore, it is suggested that the twelve most crucial objectives be used for testing purposes. An open book test is given, since the emphasis is on the trainees'

ability to use resource materials, rather than memorize facts. The objective-based questions throughout the handbook provide instant feedback on the trainee's comprehension of the material covered. Through evaluation, the effectiveness of the workshop can be measured, and if necessary, changes can be made to make each workshop more effective than the one before.

The Appendix section, especially the Leader's Project, is a valuable added reference. Explicit general instructions with very good cross-references are provided. The one-to-one leaders are given detailed instructions that cover procedures, schedules for the five suggested workshops, evaluation of trainees and aids to be used. The homework assignments presented cover the material of the next session. This technique is designed to increase the learning possibility for each new session. The sample demonstration lessons and sample lesson plans are valuable for presenting a basic format. The list of motivational aids are comprehensive and well selected, as are the various games, devices, and machines suggested. These have great appeal, especially for younger students and make a nice change of pace.

C. TUTOR

Tutor was designed to assist the non-professional in teaching reading by placing effective teaching techniques at his disposal. This handbook is written in a very lucid and explicit manner. The tutor is given an idea of the meaning of illiteracy and how it handicaps the individuals. This is reinforced with the case histories of several illiterate individuals and the impact illiteracy has made on their lives. This point of view

is contrasted with examples of individuals who have received instruction in reading and the changes it brought.

Of great importance to the tutor is the characteristics and skills necessary to become a good tutor. This information lets the tutor make an assessment of character and determine strengths and weaknesses. If he is found lacking in an area, the tutor can attempt to correct his weaknesses. The tutor is given some information on the background of potential students which is extremely helpful in knowing how to approach students and plan instruction.

The development of skills for word recognition is described in a clear and detailed style. Materials needed to teach each technique are listed. The teaching formats are clear and provide a step-by-step process for instruction. As the trainee acquires reading skills and gains confidence in his ability, other skills are introduced to increase his reading proficiency, e.g. comprehension, following directions, and critical thinking.

The section dealing with developing Goals and Lesson Plans is very helpful. The tutor is instructed how to plan the sessions. Sample formats illustrate the procedures to follow.

Because motivation and reinforcement are important factors in learning, these areas are covered and the tutor is given suggestions on how to maximize them effectively.

The tutor is given sufficient help in using various teaching aids. This variety diminishes the chances of his instruction becoming boring and one-dimensional in its approach.

After the tutor has mastered the skills presented in the Handbook, he can test himself on his degree of understanding and proficiency. This evaluation can identify areas that may need additional training.

Although LVA is presently conducting its tutoring program on a one-to-one basis, the tutor is given instructions on how to conduct a group or classroom teaching session. Thus, the tutor will have a background on teaching reading skills in another setting.

D. BIBLIOGRAPHY

The bibliography handbook is an excellent reference source. This handbook, as well as the other training materials, is written in a clear, straightforward style. The reading material is divided according to reading levels and each entry has a description of the book, the price and publisher. This information is quite helpful for obtaining materials and recommending them for use.

CONCLUSION

IV. CONCLUSION

The materials developed by LVA to train its tutors in teaching reading are well written and presented in a clear, concise style. The directions are presented in a simple, step-by-step method that practically guarantees success if followed correctly. In addition, the numerous examples, illustrations and supplemental techniques and aids enhance the instructional aspect of the materials.

The extra information that is included in the materials are considered the best feature of LVA's training tools. Judging from LVA's experience, it has recognized the need for the tutor to acquire and have at his command not only as much information as possible regarding the instruction of reading, but an understanding and knowledge of the student, his background, needs and future. These materials demonstrate an understanding of this need.

In summary it is JAR's considered opinion that the materials being used are of a high quality and meet program needs.

Appendix J

ACTION Cooperative Volunteers

Informal Performance Evaluation of LVA's Training, January 10-14

(5 Reports submitted)

1. Do you feel that you are able to demonstrate the four teaching techniques presented in the Tutor Training Workshop? (Indicate your responses for each)

Experience Story 5 yes

Sight Words "

Phonics "

Word Pattern "

2. Do you feel that you can conduct the Tutor Training Workshop

Immediately? 2 yes

After serving as an assistant in
and initial workshop? 3 yes

3. Do you feel competent to administer the READ Test to a student? 4 yes, 1 yes with reservations

4. Do you feel that you understand the project, and your role as coordinator of the project in each correctional facility? 5 yes

5. Do you feel that you can describe the purpose and program of LVA, in general terms? 5 yes

6. Do you feel that you understand how to organize and support volunteers?
5 yes

7. Please add any comments you wish concerning LVA's training and its effectiveness.

"Training extremely effective. If time had permitted, would have liked more management training"; "Very adequate training"; "Good training"; "I'm a little shaky on phonics because my background in that is sparse"; "Training was too intensified. Tutor techniques were made clear, however." "It would have been more effective if taught over a longer period, but I understand why it wasn't".

LVA Evaluation of Initial Training of ACV's

Week 1 - January 10-14, 1977

Introduction:

Six ACVs were given LVA's training, consisting of:

1. 1 Session of orientation:
 - .to the project
 - .to LVA (organization, program, and structure)
2. 1 Session of orientation to LVA's current programs in correctional facilities, as background for the program now being initiated in Connecticut and Maine.
3. 4 Sessions of tutor training in LVA's Basic Reading Workshop.
4. 2 Sessions of workshop leaders training to prepare them to present the tutor training.
5. 1 Session of organizational management training to prepare them to work with community or inmate volunteers to establish a viable, on-going tutorial program.

Formative Data

The six participants were directly observed in practice exercises during the tutor training sessions. Each ACV performed the techniques as presented satisfactorily.

Each ACV was also required to demonstrate before the group their competency as a workshop leader. Five of the trainees did so without any important errors, and one trainee required some corrective suggestions after his demonstration.

Summative Data

The six ACVs were required to take an open-book test, based on the objectives presented to them for each session of the training. All trainees completed this test in a highly satisfactory manner. A copy of the test is attached, with a summary of results.

Informal Data

An informal questionnaire was presented to the ACV's after the training, to determine their opinions of the effectiveness of the training received. A copy of the questionnaire with a summary of the results is attached.