

## ProLiteracy Annual Member Report 2014-2015

**NOTE:** You can use the **Tab** key to move between fields on the survey, and the **Enter** key to submit the form when complete.

Please update any contact information.

Program Name:

Literacy Center of Milford, Inc.

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### ORGANIZATION INFORMATION

#### SERVICES PROVIDED

Please check all services provided by your organization.

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| Basic Literacy                         | <input type="checkbox"/> | Homeless Literacy                                | <input type="checkbox"/> |
| ESOL                                   | <input type="checkbox"/> | Computer-based Instruction                       | <input type="checkbox"/> |
| High school equivalency (HSE)/GED prep | <input type="checkbox"/> | Digital/Information Literacy                     | <input type="checkbox"/> |
| Family Literacy                        | <input type="checkbox"/> | Health literacy                                  | <input type="checkbox"/> |
| Workplace Literacy                     | <input type="checkbox"/> | Financial Literacy                               | <input type="checkbox"/> |
| Citizenship                            | <input type="checkbox"/> | Transition to Post-secondary Education           | <input type="checkbox"/> |
| Math                                   | <input type="checkbox"/> | Services for Students with Learning Disabilities | <input type="checkbox"/> |
| Prison Literacy                        | <input type="checkbox"/> | Other: <input type="text"/>                      | <input type="checkbox"/> |

Number of paid staff:  (do not include instructors)

Does your organization have a board/advisory group?  Yes  No

If yes, how many members?

**PROGRAM INCOME**

Please list the dollar amount received. Do not include in-kind funding.

<b>Income Source</b>	<b>Dollar Amount</b>	<b>Income Source</b>	<b>Dollar Amount</b>
United Way	\$ <input type="text"/>	Special events	\$ <input type="text"/>
Religious organizations	\$ <input type="text"/>	Direct mail campaigns/appeals	\$ <input type="text"/>
Library	\$ <input type="text"/>	Bequests/memorials	\$ <input type="text"/>
Sponsoring Agency	\$ <input type="text"/>	Federal government	\$ <input type="text"/>
Foundations/Corporations	\$ <input type="text"/>	State government	\$ <input type="text"/>
Interest/investment income	\$ <input type="text"/>	Local/county government	\$ <input type="text"/>
Individual/private donations	\$ <input type="text"/>	Other	\$ <input type="text"/>
Contracted services	\$ <input type="text"/>		
<b>TOTAL INCOME</b>			\$ <input type="text"/>

Please check any sources of federal or state government income your organization receives:

- Adult education & family literacy (WIA/US Dept. of Education-OCTAE)
- Employment training (labor/WIA)
- State government literacy/education funding
- Head Start
- Even Start
- Library (LSTA)
- Welfare/social services
- Americorps/VISTA

**ADVOCACY/PUBLIC POLICY**

Please check ways in which your program is involved in advocacy or public policy efforts:

- include legislators/local officials on mailing lists for newsletters and announcements
- invite legislators/local officials to visit the program
- make personal visits to legislators
- send letters from the program to legislators
- urge students, instructors, or board to communicate with their legislators
- forward ProLiteracy legislative alerts to students, instructors, or board
- participate in public policy issues forums, rallies, etc.
- make presentations to city council or other governing body
- attend statewide meetings set up with legislators by adult literacy/adult education programs
- provide opportunities for students to register to vote or learn how to vote
- other

**MEDIA ACTIVITIES**

Please check ways in which your program is engaged in local media efforts:

- maintain an organizational website
- maintain an organizational Facebook, Twitter, or LinkedIn account
- participate in postings or other adult literacy/adult education Facebook, Twitter, or LinkedIn pages
- presence in an article in a local newspaper and/or local news website/social media page
- presence on local television and/or radio news story
- create PSAs that are aired on local television, radio stations, or on the web
- send press releases about organizational news, announcements, etc.
- placement of organizational ads on local billboards
- other

Have you noticed an increased public awareness about your organization due to media presence and/or social media forums?

- Yes       No

Has your organizational membership with ProLiteracy helped with media presence in your local area?

- Yes       No

**INSTRUCTORS**

Please report all numbers below for 2014-15.

Number of active VOLUNTEER instructors/tutors:

Number of active PAID instructors/tutors:

Number of active OTHER volunteers:  
(i.e. administrative, board, committees, etc.)

**INSTRUCTOR HOURS**

Actual instructional hours for tutors/instructors

Non-instructional hours for tutors/instructors  
(preparation, training, travel, meeting, etc.)

How many of these hours were volunteer hours?

**INSTRUCTOR DEMOGRAPHICS**

Please report demographic information below for ALL volunteer tutors/instructors, paid tutors/instructors, AND other volunteers.

<b>Age</b>	<b>Number</b>	<b>Gender</b>	<b>Number</b>	<b>Level of Education</b>	<b>Number</b>
15 & under	<input type="text"/>	Male	<input type="text"/>	Less than 12th grade	<input type="text"/>
16-18	<input type="text"/>	Female	<input type="text"/>	High school diploma/HSE/GED	<input type="text"/>
19-24	<input type="text"/>			Some college	<input type="text"/>
25-44	<input type="text"/>			Undergrad degree	<input type="text"/>
45-59	<input type="text"/>			Graduate degree	<input type="text"/>

60 & over

Not available

Not available

**INSTRUCTOR/VOLUNTEER SOURCE OF REFERRAL**

Please check all that apply:

- TV/radio
- Friend/family
- Employer
- Library
- Newspaper
- Special event
- Website
- Social media
- Local volunteer center
- Poster
- Public relations talk
- Telephone book
- Other agency/other literacy organization
- Other

**INSTRUCTOR RETENTION**

What is your instructor retention rate?  %

Does your program either recommend or require that your instructors take free online courses provided on EdNet (ProLiteracy Education Network, ProLiteracyEdNet.org)?

- Yes
- No

**STUDENTS**

Please report all numbers below for 2014-15.

Number of active BASIC LITERACY students:

Number of active ESOL students:

Number of active HSE/GED prep students:

Total number of active students:

**METHOD OF DELIVERING INSTRUCTION**

	Number of Students		
	Basic Literacy	ESOL	HSE/GED prep
One-to-one	<input type="text"/>	<input type="text"/>	<input type="text"/>
Small-group instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>
Large-group instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>
Computer-based instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>

**WAITING LISTS**

Typical # of BASIC LITERACY students on waiting list:

Average length of wait (in months):

Typical # of ESOL students on waiting list:

Average length of wait (in months):

Typical # of HSE/GED prep students on waiting list:

Average length of wait (in months):

What services are provided for students while on waiting lists?  
(Please check all that apply.)

- Pre-instruction computer-based learning
- Computer lab for self-learning
- Conversation groups
- Pre-instruction/introductory classes
- Goal-setting sessions
- Individual or group orientations
- More intensive assessment
- Other

**STUDENT ENTRANCE LEVELS**

**Basic Literacy and HSE/GED Prep Students**

Please enter the number of **new** basic literacy, HSE/GED prep students (those who entered in 2014-15) into the following literacy levels based on their abilities when they *entered* your program.

- Beginning reader (0-3rd grade)
- Developing reader (4th-5th grade)
- Intermediate reader (6th-8th grade)
- Advanced reader (9th-12th grade)
- Not available

**ESOL Students**

Please enter the number of **new** ESOL students (those who entered in 2014-15) into the following literacy levels based on their abilities when they *entered* your program.

- Able to read and speak some English
- Able to read some English, but not able to speak English
- Able to speak some English, but not able to read English
- Not able to speak or read English

Of all new ESOL students, how many are literate in their native language?

**STUDENT DEMOGRAPHICS**

Please report demographic information below for ALL students—BL, ESOL, and HSE/GED prep.

<b>Gender</b>	<b>Number</b>	<b>Employment Status</b>	<b>Number</b>	<b>Age</b>	<b>Number</b>
Male	<input type="text"/>	Employed	<input type="text"/>	15 & under	<input type="text"/>
Female	<input type="text"/>	Unemployed	<input type="text"/>	16-18	<input type="text"/>
		Not in labor force	<input type="text"/>	19-24	<input type="text"/>
		Unavailable	<input type="text"/>	25-44	<input type="text"/>
				45-59	<input type="text"/>
				60 & over	<input type="text"/>
				Not available	<input type="text"/>

<b>Level of Education</b>	<b>Number</b>	<b>Ethnicity/Race</b>	<b>Number</b>
Less than 12th grade	<input type="text"/>	Native American/Alaska Native	<input type="text"/>
High school diploma	<input type="text"/>	Asian	<input type="text"/>
GED/HSE credential	<input type="text"/>	Native Hawaiian/other Pacific Islander	<input type="text"/>
Some college	<input type="text"/>	Black/African American	<input type="text"/>
College degree	<input type="text"/>	Hispanic/Latino(a)	<input type="text"/>
Not available	<input type="text"/>	White	<input type="text"/>
		Other	<input type="text"/>
		Not available	<input type="text"/>

**STUDENT RETENTION**

Total number of active students who left your program in 2014-15:

Of the students who left, please complete the following:

<b>Reason for Leaving</b>	<b>Number</b>	<b>Length of Stay</b>	<b>Number</b>
Met goal(s)	<input type="text"/>	0-3 months	<input type="text"/>
Attained employment/job conflict	<input type="text"/>	4-6 months	<input type="text"/>
Moved out of area	<input type="text"/>	7-12 months	<input type="text"/>
Childcare problems	<input type="text"/>	13-24 months (1-2 years)	<input type="text"/>
Personal problems (health, family, etc.)	<input type="text"/>	25-48 months (2-4 years)	<input type="text"/>

Transportation problems	<input type="text"/>	49-120 months (4-10 years)	<input type="text"/>
Lack of available instructors	<input type="text"/>	120+ months (10+ years)	<input type="text"/>
Lack of interest	<input type="text"/>		
Other	<input type="text"/>		
Not available	<input type="text"/>		

**STUDENT SOURCE OF REFERRAL**

Please check all that apply:

- |  |   |
|--|---|
| <input type="checkbox"/> TV/radio      | <input type="checkbox"/> Poster                                   |
| <input type="checkbox"/> Friend/family | <input type="checkbox"/> Other agency/other literacy organization |
| <input type="checkbox"/> Employer      | <input type="checkbox"/> Another student                          |
| <input type="checkbox"/> Library       | <input type="checkbox"/> Website                                  |
| <input type="checkbox"/> Newspaper     | <input type="checkbox"/> Social Media                             |
| <input type="checkbox"/> Special event | <input type="checkbox"/> Other                                    |

**STUDENT OUTCOMES AND ACHIEVEMENTS**

Does your program have a system for developing and tracking student goals?

- Yes       No

<b>Outcomes and Achievements</b>	<b># of active students who had as a goal and achieved it</b>
Got a job or better job	<input type="text"/>
Improved employability skills	<input type="text"/>
Received GED/HSE credential or other secondary school diploma	<input type="text"/>
Entered other education and/or training	<input type="text"/>
Improved score on standardized test	<input type="text"/>
Advanced level(s) in curriculum series	<input type="text"/>
Obtained citizenship	<input type="text"/>
Registered to vote/voted for first time	<input type="text"/>
Obtained a driver's license	<input type="text"/>
Increased involvement in community activities	<input type="text"/>
Increased involvement in children's educational activities	<input type="text"/>
Attained consumer skills	<input type="text"/>
Attained wellness and healthy lifestyles	<input type="text"/>

Other personal goal

For a copy of your report, please print **BEFORE** hitting submit button.

Submit

Reset All Fields

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