

ProLiteracy Annual Member Survey 2020

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

Member ID: 734443

Literacy Volunteers of Southern Connecticut

Milford, CT 06460-8014

BASIC OPERATIONS

Using the drop-down menu, select your fiscal year from the list:

Jan. 1, 2019 – Dec. 31, 2019

Please answer all of the survey questions based on data from your most recently completed fiscal year as reported above. Organizations whose fiscal year ends in June should finish the year and *then* submit the survey.

SERVICES PROVIDED

Please check all services provided by your organization.

Basic literacy	<input checked="" type="checkbox"/>	Health literacy	<input type="checkbox"/>
ESL/English language learning	<input checked="" type="checkbox"/>	Homeless literacy	<input type="checkbox"/>
High School Equivalency (HSE)/GED prep	<input checked="" type="checkbox"/>	Math	<input checked="" type="checkbox"/>
Citizenship	<input checked="" type="checkbox"/>	Prison literacy	<input type="checkbox"/>
Computer-based instruction	<input checked="" type="checkbox"/>	Services for students with learning disabilities	<input type="checkbox"/>
Digital literacy/Information	<input checked="" type="checkbox"/>	Transition to post-secondary education	<input type="checkbox"/>
Family literacy	<input checked="" type="checkbox"/>	Workplace literacy	<input type="checkbox"/>
Financial literacy	<input type="checkbox"/>	Other: <input type="text"/>	<input type="checkbox"/>

Total number of paid staff: (do **NOT** include instructors)

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

If yes, how many members?

INCOME

Record the dollar amount (nearest whole dollar) received from each source. Do NOT include in-kind funding.

Income Source	Dollar Amount	Income Source	Dollar Amount
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"/>	If <i>other</i> , specify:	<input type="text"/>	
TOTAL INCOME				\$	<input type="text"/>

FEDERAL AND STATE GOVERNMENT INCOME SOURCES

Check all sources from which your organization receives income:

- Adult education & family literacy (WIOA/U.S. Dept. of Education-OCTAE)
- Employment training (Dept. of Labor/WIOA)
- State government literacy/education funding
- Head Start
- Even Start
- Library Services and Technology Act (LSTA)
- Welfare/social services
- AmeriCorps/VISTA

ADVOCACY and PROMOTION**ADVOCACY/PUBLIC POLICY**

Check all the 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 members to communicate with legislators
- forward ProLiteracy legislative alerts to students, instructors, or board members
- 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

Check all the ways in which your program is engaged in local media efforts:

- maintain an organizational website
- maintain organizational Facebook, Twitter, LinkedIn, or other social media accounts
- participate in postings on other adult literacy/adult education social media accounts (i.e. Facebook, Twitter, or LinkedIn pages)
- presence in stories in local newspaper and/or local news website/social media page
- presence on local television and/or radio news stories
- 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 Not sure

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

Yes No Not sure

INSTRUCTORS/VOLUNTEERS

Report totals (in whole numbers) for active volunteer tutors/instructors, paid tutors/instructors, and other volunteers by type. Report the total number of hours expended by type of activity.

	Total # active
VOLUNTEER instructors/tutors:	<input type="text" value="87"/>
PAID instructors/tutors:	<input type="text" value="2"/>
OTHER volunteers: (i.e. administrative)	<input type="text" value="28"/>
	Total # of hours
Instructional hours for tutors/instructors	<input type="text" value="180"/>
Non-instructional hours for tutors/instructors (preparation, training, travel, meeting, etc.)	<input type="text" value="519"/>
How many of these hours were volunteer hours?	<input type="text" value="2339.6"/>

TRAINING

	# Trained
Number of NEW tutors trained last year:	<input type="text" value="18"/>
Of this total, how many were trained using	
ONLY face-to-face traing (in-person workshops):	<input type="text" value="18"/>
ONLY online training:	<input type="text" value="0"/>
A mixture of face-to-face and online training:	<input type="text" value="0"/>

DEMOGRAPHICS

Report totals in whole numbers for ALL volunteer tutors/instructors, paid tutors/instructors, AND other volunteers.

Age	Number	Gender	Number	Level of Education	Number
15 & under	<input type="text"/>	Male	<input type="text" value="19"/>	Less than 12th grade	<input type="text" value="0"/>
16-18	<input type="text"/>	Female	<input type="text" value="68"/>	High school diploma/HSE/GED	<input type="text" value="2"/>
19-24	<input type="text" value="2"/>	Non-Binary	<input type="text"/>	Some college	<input type="text" value="3"/>
25-44	<input type="text" value="7"/>			Undergrad degree	<input type="text" value="28"/>
45-59	<input type="text" value="18"/>			Graduate degree	<input type="text" value="42"/>
60 & over	<input type="text" value="54"/>			Not available	<input type="text" value="12"/>

Not available

SOURCE OF REFERRAL

Check all that apply:

- TV/radio
- Friend/family
- Employer
- Library
- Newspaper
- Special event
- Website
- National Literacy Directory (NLD.org)
- FinishYourDiploma.org
- Social media (Facebook, Twitter, LinkedIn, etc.)
- Local volunteer center
- Poster
- Public relations talk
- Telephone book
- Other agency/other literacy organization
- Other

RETENTION

What is your instructor retention rate? %

(To calculate the percentage, divide the number of instructors remaining at the end of the fiscal year by the total number of instructors you had at the beginning of the fiscal year, and multiply the number by 100.)

Does your program either recommend or require that your instructors take free online courses provided on [ProLiteracy Education Network](#)?

- Yes No

STUDENTS

EDUCATION TYPE: Report the total number of students (in whole numbers) by education type.

	# Active Students
Basic Literacy:	<input type="text" value="3"/>
ESL/ELL:	<input type="text" value="113"/>
HSE/GED prep:	<input type="text" value="0"/>
Total number of active students (all types):	<input type="text" value="116"/>

INSTRUCTIONAL METHOD: Report the total number of students (in whole numbers) for each instructional method and education type. If a student is participating in more than one instructional method, include him/her in the count for each.

	Number of Students		
	Basic Literacy	ESL/ELL	HSE/GED prep
One-to-one	<input type="text" value="3"/>	<input type="text" value="100"/>	<input type="text"/>
Small-group instruction (3-5 students)	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>
Large-group/classroom instruction	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>
Computer-based instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>

WAITING LISTS: Report the total number of students (in whole numbers) on a waiting list and the average length of their wait (in months) for each education type.

Typical number of BASIC LITERACY students on waiting list:

Average length of wait (in months):

Typical number of ESL/ELL students on waiting list:

Average length of wait (in months):

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

Average length of wait (in months):

What services are provided for students while on waiting lists?
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

ENTRANCE LEVELS: For each type of student population below, record the total number of students (in whole numbers) who entered your program next to their corresponding literacy level at the time of entry.

Basic Literacy and High School Equivalency (HSE)/GED Prep Students

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

ESL/ELL Students

- 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 ESL/ELL students, how many are literate in their native language?

ASSESSMENT TOOLS: What assessment tools do you use with your students?

Check all that apply.

- TABE
- CASAS
- BEST Literacy
- BEST+
- READ
- ESLOA
- GED/HiSET/TASC Placement Test
- Placement and assessment tests associated with published instructional materials
- Our own assessments

DEMOGRAPHICS: Report totals in whole numbers for ALL students (basic literacy, ESL/ELL, and HSE/GED prep).

Gender	Number	Employment Status	Number	Age	Number
Male	<input type="text" value="24"/>	Employed	<input type="text"/>	15 & under	<input type="text" value="2"/>
Female	<input type="text" value="92"/>	Unemployed	<input type="text"/>	16-18	<input type="text" value="1"/>
Non-Binary	<input type="text"/>	Not in labor force	<input type="text"/>	19-24	<input type="text" value="5"/>
		Unavailable	<input type="text" value="116"/>	25-44	<input type="text" value="58"/>
				45-59	<input type="text" value="33"/>
				60 & over	<input type="text" value="12"/>
				Not available	<input type="text" value="5"/>

Level of Education	Number	Ethnicity/Race	Number
Less than 12th grade	<input type="text" value="9"/>	Native American/Alaska Native	<input type="text" value="1"/>
High school diploma	<input type="text" value="19"/>	Asian	<input type="text" value="24"/>
GED/HSE credential	<input type="text" value="n/a"/>	Native Hawaiian/other Pacific Islander	<input type="text" value="1"/>
Some college	<input type="text" value="16"/>	Black/African American	<input type="text" value="12"/>
College degree	<input type="text" value="33"/>	Hispanic/Latino(a)	<input type="text" value="43"/>
Not available	<input type="text" value="39"/>	White	<input type="text" value="31"/>
		Other	<input type="text" value="3"/>
		Not available	<input type="text" value="1"/>

PERSONAL TECHNOLOGY

Report the total number (in whole numbers) of active students who have a smartphone*:

* defined here as a mobile phone with Internet access that can download/run applications, send/receive email, etc.

RETENTION

Report the total number (in whole numbers) of active students who left your program:

For the students who left, please complete the following:

Reason for Leaving	Number	Length of Stay	Number
Met goal(s)	<input type="text" value="2"/>	0-3 months	<input type="text" value="2"/>
Attained employment/job conflict	<input type="text" value="1"/>	4-6 months	<input type="text" value="9"/>
Moved out of area	<input type="text" value="6"/>	7-12 months	<input type="text" value="4"/>
Childcare problems	<input type="text"/>	13-24 months (1-2 years)	<input type="text" value="3"/>
Personal problems (health, family, etc.)	<input type="text" value="6"/>	25-48 months (2-4 years)	<input type="text" value="3"/>
Transportation problems	<input type="text"/>	49-120 months (4-10 years)	<input type="text" value="0"/>
Lack of available instructors	<input type="text"/>	120+ months (10+ years)	<input type="text" value="0"/>
Lack of interest	<input type="text" value="4"/>		
Returned to high school	<input type="text"/>		
Entered post-secondary education	<input type="text" value="1"/>		
Other	<input type="text" value="1"/>		

SOURCE OF REFERRAL: Check all that apply.

- TV/radio
- Friend/family
- Employer
- Library
- Newspaper
- Special event
- Website
- National Literacy Directory (NLD.org)
- FinishYourDiploma.org
- Social Media (Facebook, Twitter, LinkedIn, etc.)
- Poster
- Other agency/other literacy organization
- Another student
- Other

STUDENT OUTCOMES AND ACHIEVEMENTS

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

- Yes
- No

Outcomes and Achievements

Number of active students who had this goal and achieved it

Got a job or better job	<input type="text" value="13"/>
Improved employability skills	<input type="text" value="28"/>
Received HSE (GED, etc.) credential or other secondary school diploma	<input type="text" value="1"/>

Entered other education and/or training	16
Improved score on standardized test	n/a
Advanced level(s) in curriculum series	17
Obtained citizenship	1
Registered to vote/voted for first time	2
Obtained a driver's license	5
Increased involvement in community activities	4
Increased involvement in children's educational activities	19
Attained consumer skills	12
Attained wellness and healthy lifestyles	15
Other personal goal	3

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