

FY11 United Way Mid-Year Report

Program: Free, confidential, one-to-one tutoring for adults in the Charlottesville/Albemarle community.

Agency: Literacy Volunteers of Charlottesville/Albemarle

Date: February 4, 2011

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

LVCA's main goal is to provide adults in the Charlottesville/Albemarle area with the literacy and English language skills needed to independently pursue their life goals, support their family, and be active in their community.

In order to do so, our staff works closely with students and their tutors, carefully monitoring progress and fine-tuning their training as needed. For example, when a student's post-test scores do not show him or her as increasing an educational functioning level, the Program Director works with the tutor to suggest materials and activities appropriate for helping that student to achieve in the areas where testing shows help is needed. In addition, the Program Director and Executive Director closely monitor the progress reports submitted by tutors each month and formally review matches that are not fulfilling the requirements of our program. Through one-on-one assessments, staff provides feedback, offers assistance and reiterates the expectations of our program. Additionally, LVCA has improved its tutor resource bank by providing mentors, workshops, increasing access to relevant reading materials, websites, example lesson plans etc. to ensure that our tutors have the most current education strategies for success.

To further strengthen our program, LVCA has recently partnered with PVCC to enhance our tutor training program. Through this partnership, PVCC's lead tutor training specialist provides the first half of our tutor training that now focuses on the theory behind tutoring – all at no cost to LVCA. LVCA then provides follow-up training that provides the specifics of working within our program. As a result of this partnership, we have seen an increase in tutor recruitment as well as, an increase in students achieving their goals.

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

Each year the Department of Education distributes a local/regional "report card" to all organizations providing adult education and literacy services. Program performance is evaluated according to financial management, how well the program complies with state policies, and their ability to meet local and state performance targets. Programs receive a score and are ranked into one of 5 tiers with tier 5 reflecting the lowest scores and tier 1 reflecting a near perfect score.

Due to the success of a variety of new initiatives, including tutor mentoring, annual program evaluations, improved program structure, and financial management policies, LVCA has jumped from sixth place and is now the second highest ranked literacy program in the state!

3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year to date.

Projected Number of Intended FY11 Primary Beneficiaries: 307 (Revised to 210) **Actual Number of FY11 YTD Primary Beneficiaries:** 172

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
Students will fulfill their commitment to attend tutoring sessions.	Students will attend a minimum of 12 hours of instruction in accordance with the Virginia Department of Education standards.	FY11 Target: 252, 82% FY11 YTD Actual: 116, 67%
Students will meet at least one of their self-assigned personal literacy goals.	Students will achieve at least one personal goal as established during intake or during tutoring.	FY11 Target: 246, 80% FY11 YTD Actual: 102, 59%
Students will increase English literacy by achieving improved testing results. Students must complete approximately 80 hours of tutoring in order to be re-assessed and have the opportunity to advance a level.	Increase the percentage of students enrolled who advance at least one testing level.	FY11 Target: 92, 30% FY11 YTD Actual: 19, 11%
Recruit and retain more volunteer tutors in order to serve increasing number of individuals who need literacy tutoring.	Increase the number of active tutors each year.	FY11 Target: 170 FY11 YTD Actual: 165
Refugee and immigrant students will apply for and obtain U.S. Citizenship. <i>This outcome has been discontinued for FY12 due to the development of a comprehensive citizenship program by the Charlottesville Adult Learning Center and the International Rescue Committee.</i>	Number who achieve citizenship will increase every year.	FY11 Target: 15 FY11 YTD Actual: 3

4. Impact Report. We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics.

Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing (in other words, don't just multiply the first answer three more times).

Community Needs or Issues Your Program Addresses -- please include at least 3 local issues/statistics and cite your source

Established in 1983, LVCA originally offered basic literacy services to native born adults. However, in the last decade, LVCA has seen a dramatic increase in students needing ESL services. In 2000/2001, LVCA provided ESL services to 17 foreign born individuals. Just five years later in 2004/2005, LVCA's ESL population jumped to a staggering 115. Continuing the trend, in 2009/2010, LVCA provided services to 192 adults – a 67% increase from FY05.

Externally, statistics pertaining to immigration reinforce this growth trend. The Migration Policy Institute, reported that Virginia has seen a 41.9% increase in its foreign-born residents from 2000-2009, or an increase of 235,463 individuals. Today, approximately 9% of the Charlottesville/Albemarle population is foreign-born or 11,547 individuals, according to the U.S. Census Bureau's 2009 American Community Survey and of those individuals, 5,604 speak English "less than very well".

Adults with low literacy and/or English proficiency are more likely to live below the poverty level. The Census Bureau defined the poverty level for an individual as \$10,956 in 2009 and according to that definition, over 6,000 local adults or 25% of families in the city now live below the poverty line. According to ProLiteracy, this issue costs the US \$7500 per person each year in workforce non-productivity, crime, and loss of tax revenue as a result of unemployment. Considering there are 5,604 individuals struggling with English proficiency, the cost to the Charlottesville area alone is \$42 million.

As the only local provider of free, English language tutoring, LVCA has become a prime resource for foreign born residents. In 2011-2012, LVCA plans to continue offering free reading, writing and English language tutoring to ensure that area adults have the skills they need to independently pursue their life goals, support their families and be active in their community.

Your Program's Solutions that United Way Community Impact Funds Support

Literacy Volunteers of Charlottesville/Albemarle (LVCA) is the only agency addressing the problem of low literacy and under-education among adults in our local area through free, individualized reading, writing, and English language instruction. Founded in 1983, our mission is to help the residents in the Charlottesville/Albemarle area become better workers, consumers, neighbors, citizens, and parents through one-to-one tutoring and conversation. We realize that often those who cannot afford literacy education and/or English classes are typically the ones who need it most. That's why we continue to mobilize hundreds of volunteers every year to ensure that we are able to assist everyone in our community, regardless of their economic standing.

Literacy Volunteers is housed in a centrally-located office that contains three private tutoring rooms, five computer workstations, and a library with two large

meeting/discussion tables. LVCA is located on the city bus line and offers free parking. The Program Director, Program Assistant, and/or the Executive Director are available in the office for consultation and support each weekday, during the hours of 9am to 6pm, or by appointment evenings or weekends. In addition to our hours of operation, tutors are given a key to meet with their students anytime, mornings, evenings, or weekends, allowing individuals to continue studying without disruption to their family or work commitments. Computer and instructional hours are also highly flexible, and we work hard to accommodate people's schedules and encourage tutors to do the same.

LVCA students share real life experiences and ask for help in such things as: talking to their supervisors about scheduling, resolving co-worker conflicts, and understanding commonly used words or expressions – either spoken or written. We encourage our tutors to discuss the rights and responsibilities of citizenship, including teaching individuals the voting process, the purpose of public meetings, the importance of civic engagement, and how to read aloud in public. As part of our larger civics initiative, LVCA created a citizenship test preparation booklet and hosts citizenship courses for intermediate students designed to prepare them for the exam.

LVCA had developed partnerships with businesses such as Whole Foods, Wal-Mart, and Barnes & Noble to provide real-life learning opportunities that remove barriers to commerce through fieldtrips. These trips are designed specially for our learners and led by store personnel. Students learn about coupons, the deli counter, reading labels etc. In addition, tutors regularly bring their students to area libraries and coffee shops. Reading, phonics, and pronunciation computer programs are available, as is a tutorial website focusing on the basics of a computer, using Windows, and banking basics such as using debit and credit cards. Tutors also assist students with using email, paying bills on-line, making plane reservations online and searching the web for local, national, and international information.

In addition, LVCA continues to participate in the multi-agency Regional Literacy Coordinating Committee, and the Salvation Army, FOCUS Women's Center, the Department of Rehabilitative Services, Piedmont Works, Piedmont Virginia Community College, Charlottesville/Albemarle Technical Education Center, the United Way, Monticello Area Community Action Agency, and Shelter for Help in Emergency. We have partnered with the Virginia Employment Commission, which hosts job workshops for students and provides learner referrals, and we are working to develop a presence in the new Virginia Workforce Center.

Actual Results - based on your stated outcomes; please use percentages and numbers served to help show outcomes

A sampling of significant student achievements this fiscal YTD include:

Fiscal Year 2011	YTD
Entered employment	11
Advanced an Educational Functioning Level	19
Increased involvement in children's literacy/educational activities	23
Obtained U.S. Citizenship	3
Entered postsecondary education (PVCC)	3

Financial Impact of Donations -- (i.e., \$3/week provides...; \$5/week provides...; \$10/week provides...; \$20/week provides....)

- \$ 150 = One Student Tutored for One Month
- \$ 250 = Instructional Materials/Workbooks for 10 students
- \$ 500 = Training for 10 Tutors
- \$ 1,000 = Publication of 500 copies of the *Joy of Writing*, an annual publication featuring students' original works
- \$ 5,000 = 7 new computer learning stations