VOCAL*AMERICORPS
2017-2019

Evaluation Report

Maureen Meehan, Ph.D.

Program Planning & Evaluation Consulting, Inc.
ppeconsultinginc@gmail.com

Executive Summary

Although not mandated by the Corporation for National and Community Service, the Literacy Volunteers of Illinois Board of Directors requested an external review of the VOCAL AmeriCorps program for PY17-18-19. A formative evaluation was considered essential to assess the VOCAL program's progress in meeting grant specified goals and objectives. Key findings include: 1) LVI's experience managing VISTA and AmeriCorps grant awards from 1987 to the current PY19 VOCAL program is a reflection of the agency's unique credentials to implement successful national service initiatives; 2) VOCAL AmeriCorps expands the capacity of the host sites to effectively develop and implement programs to meet the education and employment goals of adults and youth; 3) Member development and training prepare members to successfully contribute to their host site programs; and 4) Experiences in VOCAL AmeriCorps encourages members to commit to continued service through either public service employment or as a volunteer.

A review and further analysis of qualitative and quantitative data indicate the three-prong service model that defines the VOCAL performance measures were each implemented:

PM1:   Adult Basic and English as a Second Language Education - Employment.
         1:1 and small group basic literacy or ESL tutoring and classroom instructional support; recruitment and support of community volunteers.

PM2: Job Placement Services
         Structured job seeking training and peer assisted job clubs to support student goals of securing part-time/full-time employment or career advancement options.

PM3: Tutoring for Special Population Youth – K-12 Success
         1:1 academic tutoring for incarcerated youth; recruitment and support of community volunteers

Additional VOCAL program initiatives included:
- Volunteer Recruitment & Support Programs
- Community Development Initiatives
- Marketing/Outreach
- Kewanee Community Programs

Primary challenges that impact continued success include standardizing accurate data collection across all sites; updating/clarifying process and outcome evaluation questions to more effectively structure future program evaluations; analyzing the outcome discrepancies across program years; and developing strategies to effectively manage increased program expenses given the 3-year cycle of level funding.

Literacy Volunteers of Illinois and the VOCAL management team have demonstrated a commitment to continuous quality improvement as the means to assure host sites and members have a positive experience and participating adults and youth receive quality service.

Introduction

An external evaluation of the 2017-2019 VOCAL AmeriCorps program is not a Corporation for National and Community Service grant requirement. However, the Literacy Volunteers of Illinois Board of Directors and the Executive Director requested this external review to supplement the internal review conducted by an ad hoc evaluation committee and submitted to the Serve Illinois Commission in November 2019. Requesting this external review demonstrates LVI's commitment to continuing its history of developing high quality, model national service programs. Beginning with the initial VISTA program in 1987 through the current 2019 AmeriCorps grant cycle, LVI has successfully implemented five programs.

- VISTA Literacy Corps (1987- 1992 & 1993 - 2002)

- Project UPLIFT (1997 – 2003) - AmeriCorps
  Urging Partnerships in Literacy Initiatives for Families and Teens

- Project HEART (1998 – 1999) - VISTA/AmeriCorps-Summer of Service
  Hines Employees as America Reads Tutors

- Project I-CARE (1998 – 2002) – VISTA/AmeriCorps
  Involving Communities in America Reads Endeavors

- VOCAL (2004 – 2020) - AmeriCorps
  Volunteer Outreach for Community Action in Literacy.

Dorothy Miaso, LVI's executive director since 1992, has exceptional qualifications to have managed each of these initiatives, including leading Project UPLIFT and the current VOCAL AmeriCorps program through six 3-year cycles of competitive funding from 2001 through 2020. Ms. Miaso's experience includes serving as a member of the Illinois Commission on Volunteerism and Community Service (1994-2006) and as a board member of America's Service Commissions (2003-2006). She is also currently a member of the Illinois Adult and Continuing Educators Association and the Chair of the Illinois Conference on Volunteer Administration. Most noteworthy, Ms. Miaso was recognized in 2017 as the first recipient of the Dorothy Miaso Lifetime Achievement Award presented by the Serve Illinois Commission.

Need Justification

> *By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.* (National Governor's Association, 1990)

Since stating this goal 30 years ago, there have been national and international assessments of adult literacy to assess progress: the National Adult Literacy Survey (NALS,1992); the National Assessment of Adult Literacy (NAAL, 2003); and, the Program for the International Assessment of Adult Competencies (PIAAC 1, 2012; PIAAC 2, 2014; PIAAC 3, 2017). Unfortunately, data indicate we have not met the 1990 goal. In fact, combined data from PIAAC 2012/2014 compared to PIAAC 2017 indicate the overall average scores for U.S. adults were measurably unchanged in literacy, numeracy, and digital problem solving. Likewise, there were no statistically significant changes from 2012/2014 to 2017 in the percentages of adults performing at each proficiency level in any of the three PIAAC domains with 18-19% in the lowest level on the literacy scale; 28-29% in the lowest level on numeracy; and 23-24% in the lowest level in digital problem solving (U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC, U.S. PIAAC 2017, U.S. PIAAC 2012/2014).

Although reflecting on why there has not been more progress is beyond the scope of this report, there is consensus that living and working in today's society demand new skills – critical thinking, problem solving, and accessing and analyzing information. This is especially true for those who lack sufficient levels of formal education and/or English language proficiency, the target population served by the VOCAL AmeriCorps program host sites. As evidenced by this review, VOCAL members provide essential support and additional resources to these local adult and youth programs.

Evaluation Design
To begin, the following documents were reviewed:

VOCAL* AmeriCorps Goal
The goal of the VOCAL program is to assist community and faith-based agencies in providing increased services to low literate adults in their communities and juveniles residing in the IYCs through a three-pronged approach that consists of (1) one-to-one and small group tutoring of low literate adults by AmeriCorps members; (2) recruitment of volunteers to serve as one-to-one and small group tutors; and (3) a member training and development program that instills in participants a lifelong ethic of service and provides them with the training and experience they would need should they pursue positions in the public sector, specifically in adult education.

LVI VOCAL AmeriCorps Logic Model
(appended)

VOCAL AMERICORPS ECONOMIC DEVELOPMENT PROGRAM
THEORY OF CHANGE

(Backward mapping begins with Long-Term Goal)

1. Long-Term Goal: Long Term Employment that provides increased income and higher standard of living.
2. Mid-Term Goal: Entry level employment
3. Short-Term Goal: Increased literacy & development of Job Search strategies
4. Attend Literacy, GED, ESL Classes and/or Job seeking training; job clubs
5. Enroll in Program

Assumptions that may impact enrollment /success
- Students address potential barriers that may impact attendance (child care; transportation, etc.)
- Students' motivation/commitment; belief in benefit of program participation
- Host sites market the program
- LVI VOCAL & host sites develop employment program for low literate adults

VOCAL AMERICORPS EDUCATION PROGRAM
THEORY OF CHANGE

(Backward mapping begins with Long-Term Goal)

1. Long-Term Goal: Enroll in post-secondary education
2. Mid-Term Goal: Increased positive attitude toward education; less negative behavior
3. Short-Term Goal: Increased reading & math level by at least one grade level
4. Attend reading & math tutoring classes & participate in Life Skills Activities
5. Enroll in Program

Assumptions that may impact enrollment /success
- Youth request tutors
- Youth receive approval from IYC to participate
- Youth are incarcerated at the IYC long enough to demonstrate progress
- LVI & IYC Teachers Promote the Program
- LVI VOCAL Recruits & Trains Volunteer Tutor

Given the VOCAL AmeriCorps program has not completed the current grant cycle and is currently applying for an additional grant, a formative evaluation format provides a basis for considering not only what's working but also potential program modifications to inform future planning.

Therefore, this report considers the following process and outcome evaluation questions submitted in the grant application.

Process Questions:
1. Were the activities as described in the member descriptions and program plan carried out as planned?
2. Were the desired number of AmeriCorps members recruited?
3. Were the member retention standards of the CNCS met?
4. Were all members properly trained to carry-out their tutoring and recruitment assignments?
5. Were the desired number of students enrolled and tutors recruited?
6. Did the infrastructures of the various host sites support the services of the members?
7. Did the infrastructure and staffing patterns of LVI sufficiently support the needs of the members and host sites?

Outcome Questions:
1. Did the adult learners improve in their reading ability to the level anticipated?
2. How much change occurred?
3. Were there specific tutoring practices used by VOCAL members as compared to the community volunteers that caused the reading ability change?

Data Sources
Analyses of relevant quantitative and qualitative data include: LVI program reports that aggregate member and host site process and outcome data; host site visit reports; member training calendars, post-training surveys, and year end surveys; host site year-end surveys and member performance evaluations; and interviews with host site supervisors and LVI staff.

PROCESS QUESTIONS

1. Were the activities as described in the member descriptions and program plan carried out as planned?

The VOCAL program design includes three service models that align with the following performance measures.

PM1: Adult Basic and English as a Second Language Education - Employment.
Members at 22 host sites conducted 1:1 and small group basic literacy or ESL tutoring and classroom instructional support. Members also recruited or supported community volunteers to do the same. Standardized assessments documented learner progress.

PM2: Job Placement Services
Members at 8 sites supported structured job seeking training and peer assisted job clubs to support student goals of securing part-time/full-time employment or career advancement options.

PM3: Tutoring for Special Population Youth – K-12 Success
Members at 4 IYC Youth Centers conducted 1:1 academic tutoring for incarcerated youth. Members also recruited or supported community volunteers to do the same. As with adult learners in PM1, progress was documented through standardized assessments.

Additional VOCAL program initiatives implemented at host sites included:

Volunteer Recruitment & Support Programs
VOCAL members developed and implemented strategies to recruit and support volunteer tutors as a means of building ongoing capacity at the host sites. Sites reported members conducted 1:1 and group orientations for potential volunteers; facilitated tutor training; often served as mentors for new volunteers; and organized recognition events to celebrate the service and accomplishments of tutors and students.

Community Development Initiatives
Members collaborated with site staff to develop partnerships with local community organizations to provide additional services and resources in support of the VOCAL program components. The 133 established partnerships included relationships with legal aid groups, community and 4-year colleges, social and human service providers, public libraries and faith-based organizations among others.

Marketing/Outreach
VOCAL program marketing and outreach activities were conducted by members assigned to the Literacy Volunteers of Illinois AmeriCorps coordinating office, the Chicago Citywide Literacy Coalition and Literacy Works. These members conducted community outreach to specifically promote the VOCAL AmeriCorps program as well as the need for more community volunteers to support adult literacy initiatives throughout the state. Strategies included email campaigns, updated postings to websites, attendance at volunteer fairs and literacy coalition meetings, and the distribution of over 13,000 information/promotional flyers.

Kewanee Community Programs
In FY18 and FY19, half-time, quarter-time, and minimum-time members supported a variety of community programs in Kewanee Illinois, a town with 22.8% of the population living in poverty. (U.S. Census Quick Facts https://www.census.gov/quickfacts/kewaneecityillinois)

These VOCAL members
- supported after school tutoring/enrichment activities in Kewanee schools through the Sunshine Community Service Center;
- facilitated children's reading circles in the public library;
- assisted YMCA staff in after school physical activity programs and community-based child engagement activities;
- provided tutoring/instructional support for GED and Pre-GED students at Abilities Plus, a not-for-profit organization located in Kewanee serving individuals with disabilities.
- conducted adult ESL classes at Blackhawk Community College's Community Education Center (CEC), located in Kewanee.

Member activities were clearly structured to support the VOCAL performance measures with 62% of sites providing Basic Skills and/or ESL instruction, 28% conducting workforce/job placement services, and 10% engaged in the additional initiatives described above. Implementation of these program activities was verified via qualitative data including anecdotal information collected at site visits conducted by LVI staff and interviews conducted by the external evaluator with three experienced VOCAL site managers. Finally, quantitative data from a survey of host site supervisors (n=11) also informed the range of activities performed by members. Based on survey data, 1:1 tutoring was the most common member activity, followed by tutor recruitment activities. The least common activity was supporting employment services but this may be more a reflection of fewer host sites engaged in this aspect of the program as well as the limited survey sample size. Data is summarized in the chart below.

Percent of survey sites reporting members engaged in each activity

1:1 Tutoring	82%
Tutor Recruitment	73%
Student Intake	64%
Data Collection	64%
Program or Agency Newsletter	64%
Tutor Training Inservice	55%
Classroom Assistance	45%
Tutor Training – Initial	36%
Volunteer Recruitment other than tutors	27%
Employment Services	18%

2. Were the desired number of AmeriCorps members recruited?

LVI's extensive experience managing national service programs prepared the VOCAL program manager to recruit a diverse, qualified pool of applicants each year. Local outreach included advertising in newspapers throughout the state, partner agency newsletters, and college campus publications. This was supplemented by social media postings and accessing the AmeriCorps national recruiting system to reach an even broader pool of

potential members. Given VOCAL's history of providing national service, specifically AmeriCorps programs, throughout Chicago, nearby suburbs, and downstate Illinois, current and past host sites were described as effective referral sources. Participating host sites have a vested interest and were therefore highly motivated to identify and refer potential members. Likewise, current and prior VOCAL members who truly understand the program, and the commitment needed to successfully complete a term of service, were most qualified to identify and refer candidates.

As a result of this multi-pronged recruitment strategy, LVI reports enrolling 135 VOCAL members. However, there is a discrepancy with CNCS reporting a total of 129 members. This difference of six slots occurs in calculating the PY17 enrollment. CNCS calculation of 34 enrolled fails to account for slot conversions which added 1 minimum-time, 2 reduced-time and 3 quarter-time members. LVI utilizes the slot conversion option to allow flexibility needed to meet the changing program demands at host sites. Slot distribution is illustrated below.

Year	FT	PT	Reduced PT	QT	MT	Kewanee
PY17	15	14	2	3	6	0
PY18	17	14	0	0	7	11
PY19*	22	13	0	3	6	13

*2 pre-enrolled members never started service in PY19

In spite of the slot calculation discrepancy, CNCS Enrollment Rate Calculation Reports indicate average enrollments met or exceeded expectation each year: PY2017 at 106.2%; PY2018 at 100%; PY2019 at 109.5%. This is an improvement over the 2014-2016 years when enrollment was below 100% in two of the three years. Although recruitment each year is always impacted by factors beyond LVI's control, clearly the agency was proactive in addressing some of the recruitment challenges identified in the prior cycle.

LVI also continued its practice of recruiting a diverse member corps as illustrated in the following charts (data based on the 91 members who successfully completed the program).
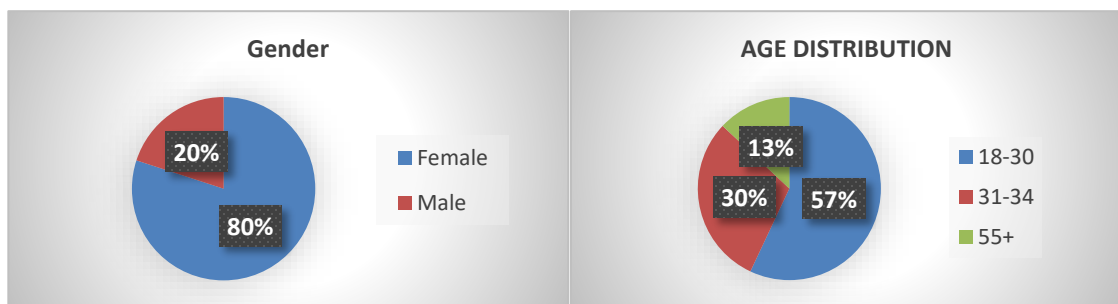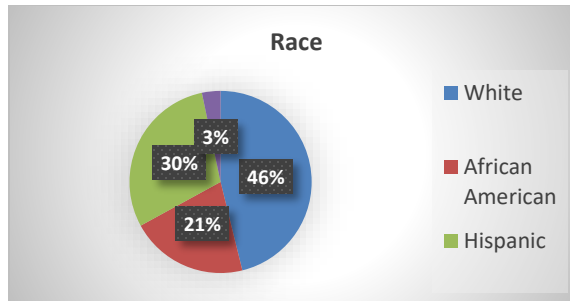
A comparison chart provides additional information on shifts in the corps.
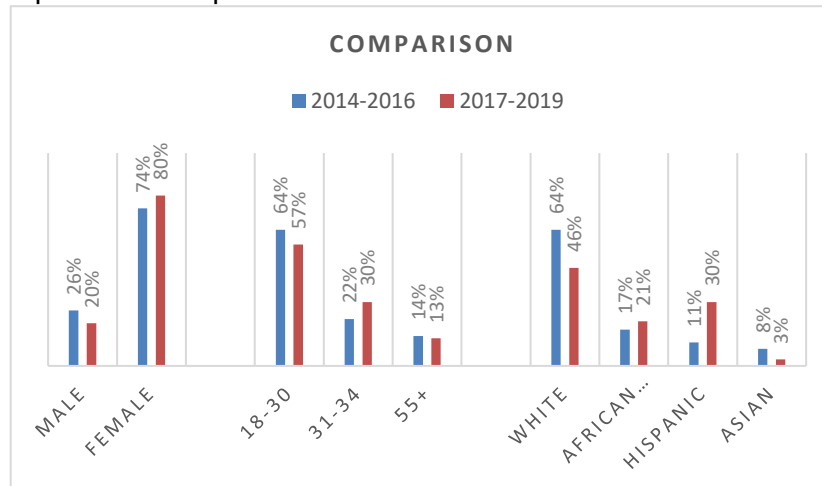
Female members continue to dominate the corps which is consistent with national data of 68% female. Although there was an increase in percentage of members age 31-34, the VOCAL corps appears younger than the national average with a higher percentage of members in the 18-30 age range compared to the national mean age of 34 years (AmeriCorps Alumni Outcomes, 2016 https://www.nationalservice.gov/sites/default/files/evidenceexchange/FR_AmeriCorpsAlumniOutcomesFinalTechReport.pdf).

Race shifts within the 2017-2019 VOCAL corps include fewer White and more Hispanic members compared to the prior cycle with a slight increase in percent of African American members. Although significance of these changes was not tested, the changes in the VOCAL corps membership is informative and can contribute to future planning.   The diversity of the corps is an important consideration when striving to most effectively meet the needs of host sites and the target populations each serves.

3   Were the member retention standards of the CNCS met?

Based upon CNCS Retention Rate Calculation Reports, average retention rates were 73.5% in PY17; 81.6% in PY18; and 82.6% in PY19. However, the discrepancy in slot calculation noted above also impacts accurate retention calculations, especially for PY17.

LVI reports 108 members successfully completed the program during this 3-year cycle. Using LVI enrollment of 133 participating members (135 – 2 who never started the program) yields a retention rate of 81%. Using CNCS enrollment of 129 members and 108 completing would yield an average retention rate of 84%. Pre-enrolling members who never actually start the program impacts retention reports.

Each year, LVI experiences members leaving due to health issues for themselves or family members or other legitimate reasons that allow for a pro-rated award. However, in this 3-year cycle the majority of members who exited the program early did so to accept employment. The expanded economic climate during this cycle has presented job opportunities, including entry level positions, that may have influenced more members to exit service to accept positions to support themselves or their families.

4   Were all members properly trained to carry-out their tutoring and recruitment assignments?

Member training began with a 2-day orientation conducted by the LVI executive director and the VOCAL program coordinator. Specific site orientations were later conducted at the host sites where members were introduced to program staff and agency programs. Site supervisors explained agency policies and reviewed member duties at that time. Members also attended the 2-day *Tutor Training: Basic Literacy and ESL*. This 12- hour training is the standard model to introduce new volunteers to adult tutoring and is widely accepted in programs throughout Illinois including the VOCAL host sites. Ongoing training was scheduled at LVI on the first Friday of each month. Topics included:

- Active & Emphatic Listening
- Career Networking & Building Business Relationships
- Surviving & Thriving in your Life & Career
- Goal Setting: Getting Clear & Setting Your Intention
- Learning to Achieve: Best Practices for Working with ESL and LD Learners
- Advance Presentation Skills & Workshop Building
- Stress Management 101: Vowing to Not Burn Out
- Classroom Games for Growth
- MBTI Survey & Training
- Vibrant Engaging Teaching
- Working With Mult-Level Groups
- Business Side of Non-Profits
- Life After AmeriCorps

All full-time members were expected to attend these VOCAL trainings but attendance was optional for half-, quarter-, and minimum-time members.

Members completed an evaluation form after each monthly session. A sample of these member training evaluations from each program year was reviewed to assess member satisfaction. Given the evaluation format was slightly modified year to year or questions tailored to address the specific training topic, analysis was limited to comparing the set of consistent questions asked on each form. Overall training experiences were very positive with 95-100% of members rating the trainings as extremely helpful to fairly helpful depending on the specific topic. In addition, 85-100% reported the training was useful for their service or specifically the training would enable them to do something different when teaching or tutoring. In general members were positive in describing the trainings as well organized, allowing adequate time for questions and discussion, and agreeing the time was well spent. Finally, members also participated in staff training conducted at their host sites and LVI encouraged sites to support member registration fees to attend local conferences.

5   Were the desired number of students enrolled and tutors recruited?

VOCAL exceeded the projected number of adult learners served and projected number receiving job search services in PY17 and PY19 but fell short of the projection in PY18. Actual numbers of incarcerated youth served exceeded projections each year.

	Adult Learners	Job Search	Incarcerated Youth
PY17 Projection	1,400	250	300
PY 17 Actual	1,985	759	302
PY 18 Projection	2,100	500	300
PY 18 Actual	1,712	496	383
PY19 Projection	2,100	500	300
PY19 Actual	2,630	763	350
Total Served	**6,327**	**2,018**	**1,035**

In spite of missing the PY18 adult learner and job search projection, the total enrolled over the 3-year cycle exceeded expectations by enrolling an additional 727 adult learners, 768 participants in job search services, and 135 additional incarcerated youth.

Members at 22 host sites supported Basic Education and/or English as a Second Language instruction by providing 1:1 and small group tutoring, classroom instructional support and material preparation as well as support and mentoring for local community volunteers at their sites. In addition, members at 8 of these host sites also supported the job services programs that included preparing resumes, completing job applications, participating in mock interviews and planning effective job searches.

Members assigned to one of the four Illinois Youth Centers provided 1:1 and small group tutoring structured to meet the individual academic needs of each student while also supporting the program to recruit senior volunteers which fosters a positive inter-generational aspect to the VOCAL program at these sites. A total of 1,300 community volunteers were recruited: 615 in PY17; 440 in PY18; and 245 in PY19. It is noted that the PY19 tutor recruitment was under-reported due to a line missing after Tutors Recruited on the new report forms. As a result, some sites skipped this report line in PY19.

6   Did the infrastructures of the various host sites support the services of the members?

The LVI Executive Director and the VOCAL program manager established and maintained a close relationship with each site. Routine phone and email communication as well as visits to each site confirmed sites were providing the resources and support necessary to assure a positive experience for the VOCAL members. In extensive interviews with three established host sites, program supervisors openly discussed challenges associated with managing members they may or may not have recruited themselves or members with minimal work experience. They were also candid about their own agency challenges such as staff turnovers, decreased funding, and similar challenges common to community agencies providing literacy and job search programs. However, it was clear such issues were mentioned in the context of expressing appreciation for LVI and the VOCAL member support as an additional resource that mitigates those challenges.

Finally, feedback on the Member End-of-Year Program Survey confirms members felt host sites provided resources and support needed for a positive service experience.
(Ratings based on 5 point Likert Scale: 5=strongly agree to 1=strongly disagree)

- I have ample opportunities to contribute to the VOCAL program – 4.5
- I feel my talents and skills were put to good use at the host site – 4.4
- The roles and responsibilities of my position were clearly defined by the host site – 4.4
- I had access to the materials needed to perform effectively – 4.5
- If I needed advice or guidance concerning my work someone was available to help – 4.4
- I felt I was adequately informed about students, volunteers, policies, programs and the community being served at my site – 4.5

7   Did the infrastructure and staffing patterns of LVI sufficiently support the needs of the members and host sites?

Managing the VOCAL program began each year with a comprehensive process developed by LVI to vet potential new host sites. The _Call for Host Sites_, a document that clearly yet succinctly describes the program goals and member benefits, as well has host site obligations and fiscal commitments, is widely distributed and can also be accessed on LVI's web site. Interested sites then complete an application that provides the information necessary for the LVI team to determine if the site is a suitable fit. Finally, selected sites co-sign an Agreement with LVI that clearly defines the AC member's role but also delineates the host site and LVI obligations.

Since most of the current host sites have been with the program multiple years, the LVI staff initially focus on supporting new sites or those with fewer years of experience with the VOCAL program. Orientation for new sites includes sharing the _Site Supervisor Manual_ that defines program goals and regulations as well as resource materials and reporting forms.   Site visits are scheduled with these new and less experienced host sites first with follow-up training and/or resources provided as needed. However, the VOCAL management team also recognizes the importance of monitoring experienced sites as well to assure continued compliance with all VOCAL policies and procedures. Initial contact with these sites is primarily via phone and email and by monitoring feedback from members at the monthly member meetings. This allows the VOCAL management team to respond to any issues or concerns raised by site supervisors or members at these more experienced sites. Site visits are then scheduled with these experienced sites as well. The LVI team also publishes _VOCAL NEWS_, a monthly newsletter, that is distributed to all members and sites. This has been an effective means of connecting sites by sharing program highlights and activities across all sites.

In interviews, the LVI Executive Director was very candid regarding two key challenges to managing the AmeriCorps VOCAL program. First, there was turnover in staff hired to manage the VOCAL program resulting in her assuming direct management of the program in addition to her other responsibilities. Although she expressed concern regarding potential impact on the program during these periods of transition between program managers, site and member feedback on surveys were consistently positive regarding LVI support of the program.

The second key challenge is managing the program with level funding through the 3-year cycle. Although direct member costs for the living allowance and health insurance increase each year, CNCS funding is level for all three years. Obviously other operating costs increase year by year too. Unfortunately, passing on additional costs to the host sites by increasing placement fees has not always been a viable option. Given these programs also struggle with diminished funding from state and local sources, some sites could not afford the increased placement fee and reluctantly dropped out of the program.

In conclusion, it appears LVI infrastructure and resources are sufficient to manage the AmeriCorps program primarily due to the commitment of the Executive Director, the staff, and the Board of Directors who all agree the VOCAL program is an important LVI initiative that is making a difference for the adults, youth, and communities served.

OUTOME QUESTIONS

1. **Did the adult learners improve in their reading ability to the level anticipated?**

   Although this outcome question only addresses adult learners' reading progress, it is assumed the intent was to review adult **and** youth learners' academic progress as reported by the host sites as well as progress for those participating in the Job Placement program component.

   Coordinating data collection across all host sites has been a challenge. Capacity to collect and report data varies from site to site depending upon staff expertise, database management resources, and requirements to report data to multiple funders per agency. To improve VOCAL data collection and reporting, LVI initiated a review of the Progress Reports provided to sites to report mid and year end data. The following comments summarize this review of the existing forms:

   - Date clarification: the *Mid-Year Progress Report* header requested data from September 1 to February 28 each year; the *Final Progress Report* dates were *March 1 to August 31*. Although the intention of the second data report was to only collect data from the second half of the year, the title *"Final Progress Report"* was confusing and resulted in some sites reporting full year data while others responded to the March to August dates and accurately reported only second half of year data.

   - Assessment instruments: Both mid and year-end reports asked for number of students post-tested on the SORT, TABE, or BEST. However, the BEST test had been phased out and replaced by the BEST Plus 2.0. In addition, some host sites routinely use the BEST Literacy and the CASAS assessments, neither of which were options listed on the form.

   - Accurate progress reporting: Requesting student progress based only upon grade level equivalents is outdated based on federal and state standards that have transitioned to reporting improvement based upon National Reporting Standard (NRS) benchmarks. Given most host sites comply with the new national reporting procedures, the report needed to reflect relevant options to report progress.

Based upon an internal review with staff and interviews with program site supervisors, LVI introduced a revised reporting format for PY19. To avoid the confusion caused by titling the second report as Final, the reports were labeled Progress Report #1 and Progress Report #2. The relevant dates of September to February on the first report and March to August on the second report clarified that sites were to only report data from those periods and allow LVI to aggregate the data for the full year.

To address various standardized assessment instruments used, the revised reports simply asked for the number of students post-tested with a standardized assessment. Knowing how many students were assessed with a specific instrument did not seem necessary as long as the site was using an approved standardized instrument. In addition, LVI recognized asking sites to report student progress based only on grade level equivalents did not align with current national and state reporting policies and procedures. Therefore, the revised format collects data on the number of students who demonstrate progress based upon grade level equivalents, national reporting benchmarks, or student performance level standards, each an official measure of progress depending upon which standardized assessment is selected by the program.

Finally, the revised format recognizes that student progress is not always adequately reflected by standardized testing. Sites were given the opportunity to also report students who demonstrated progress based upon an alternative assessment approved by the agency, e.g. transition to a higher class level, improved academic skills (reading, writing, math) documented by student portfolio, etc.

A pilot test of the revised reporting format was implemented in PY19.

OUTCOMES

PM1:   Adult Basic and English as a Second Language Education - Employment.

Adults demonstrate academic progress	PY17	PY18	PY19
Projection	840	1,260	1,260
Actual	1,198	892	1,288

VOCAL exceeded the projected number of adults demonstrating academic progress in PY17 and PY19 with 60% and 49% respectively meeting that expectation. Although fewer learners than projected demonstrated progress in PY18, it is noted that 49% of all enrolled did so.

PM2: Job Placement Services

Adults placed in jobs	PY17	PY18	PY19
Projection	250	500	500
Actual	759	496	763

Again, VOCAL exceeded projections in PY17 and PY19 but not in PY18. Comparing the total adults securing employment to total enrolled each year yields a success rate of 50% in PY17 and 55% in PY18 and 19.

PM3: Tutoring for Special Population Youth – K-12 Success

Youth demonstrate academic progress	PY17	PY18	PY19
Projection	180	200	200
Actual	184	257	212

VOCAL exceeded projections in all three years with 60% of all enrolled youth demonstrating academic progress in PY17 and 66% doing so in PY18 and 19

2. How much change occurred?

Addressing the extent of change that occurred is a challenge given the expected changes are not specified. However, data do provide insight into changes as described by host sites and members. First, the VOCAL impact on host sites was reported on the host site supervisor survey (n=11). On a scale of 1-10 with ten being the highest rating, sites were asked to evaluate the member's contribution to their program. The average response (7.8) is a strong indication that member support positively impacted the hosts sites and their ability to provide quality programs.

The member year-end survey suggests the VOCAL experience also impacted members as evidenced by the positive response to the second half of the following statement: *I enjoyed my service experience with AmeriCorps and <u>am likely to continue serving my community through public service employment or as a volunteer.</u>* Average response was 4.6 on the scale with 5.0 indicating strongly agree. Clearly serving in the VOCAL AmeriCorps program developed, or reinforced, a commitment to service. Developing this ethic of service is certainly a goal of all AmeriCorps programs.

Finally, Great Stories submitted by members document changes for adult and youth program participants. Some changes might be described as small while others undoubtedly impacted their lives significantly. Examples of youth and/or adult changes mentioned in many of the members' Great Stories include:

- Increased academic skills and/or English language proficiency.
- Competence using public transportation.
- Completing 8th academic grade requirements.
- Passing the GED.
- Enrollment in post-secondary education program.
- Becoming a U.S. citizen.
- Securing a first job.
- Finding temporary housing following an eviction.
- Opening a bank account.

While it is not possible to know how these changes will impact participants' lives in the long term, accomplishing these initial short term goals provides the foundation needed to set and meet additional goals that will further impact their lives.

3. Were there specific tutoring practices used by VOCAL members as compared to the community volunteers that caused the reading ability change?

Site reports did not differentiate tutoring practices employed by VOCAL members vs. community volunteers. However, the extensive interviews with three experienced program supervisors did indicate a primary difference. The VOCAL tutors received more extensive initial training from LVI including a 2-day *Tutor Training* program. Monthly member meetings provided additional training and the opportunity for members to receive individual support to improve their tutoring as needed. As a result, VOCAL tutors were considered more skilled assessing students' individual needs and implementing evidenced-based tutor strategies. Although this is based on feedback from only three site supervisors, it is not unreasonable to assume most sites would recognize AmeriCorps member training prepared them to be more skillful tutors and qualified them to mentor the less experienced community volunteers.

Recommendations

1. Continue the review of the revised Progress Report #1 and Progress Report #2 introduced in PY19. Correcting specific omissions noted on the forms as well as soliciting additional feedback from host sites will serve to improve and standardize data reporting across all sites.
2. Clarify/update the process and outcome evaluation questions originally submitted with the grant application to assure these questions clearly guide future program reviews.
3. Solicit feedback from host sites to understand the outcome discrepancies in a specific program year; i.e. PY 18 in this 3-year cycle.
4. Explore budget options to effectively manage increased program expenses given the 3-year cycle of level funding; collaborate with sites to examine options to meet increased placement fees rather than dropping out of the program
5. Continue the progress recruiting a diverse corps that was demonstrated in this 3-year cycle, particularly increasing African American members.
6. Consider Survey Monkey as a simple method of collecting survey data from busy site supervisors as was done in prior years.

In conclusion, VOCAL AmeriCorps has benefited from LVI's extensive experience managing successful national service programs.

APPENDICES

- Logic Model

- Program Calendars: PY17-18-19

- Progress Report #1 and #2

- Year-End Host Supervisor Survey

- Post-training Member Survey

- Year-End Member Survey

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
There is a high incidence of low literacy in Illinois, with nearly 1 in 4 adult lacking the necessary skills to fully participate as an effective worker, parent and/or community member. Additionally, there are nearly 500,000 individuals over the age 25 who lack a high school diploma. Adult literacy programs advise that they have waiting lists for service, and that AmeriCorps members can help them to satisfy service needs.	14.5 MSYs/15 Members: Twelve full-time and three part-time. Twelve service sites, primarily in the Chicago-area.	Provide one-to-one & small group tutoring & classroom instruction in reading and math to economically disadvantaged adults Measure: 2,100 will enroll	1 to 1.5 hours of tutorial instruction will be provided on a weekly basis for at least 26 weeks. 3 hours of classroom instruction will be provided over a 12-week period Measure: 1,680 adults (75% of tiose who enroll) will complete participation in one activity or the other.	Learners will increase their reading skills by at least one grade level as measured by a standardized test. Measure - 1,260 (75%)	Greater participation in community and civic activities. Higher citizenship rates among ESL learners. Greater involvement among parents with their children's education.	Participants will transition into adult secondary or post-secondary education which will lead to greater employment opportunities and economic advancement

LVI Logic Model
Page 1 of 3

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Federal programs are increasingly requesting that program serving adults include in their program delivery economic development activities. Programs note that residents have a need for such services, but that they currently lack the resources to fully satisfy need. Utilizing AmeriCorps members to serve as job coaches and para-professional employment counselors can help to satisfy the need.	5.5 MSYs/7 Members: Four (4) full-time members and three (3) half-time members.	Provide job seeking training, job search coaching, and peer-assisted job clubs to economically disadvantaged adults Measure: 500 economically disadvantaged individuals will seek services.	24 hours of structured job seeking training (duration to be determined by site); individual job search coaching, as needed; peer-assisted job clubs. Measure: 500 will receive services.	Participants will learn how to- 1.) accurately fill out job applications, 2.) under-stand what jobs need resumes and develop one; 3.) how to conduct a job search on their own. Measure: 400 will have increased knowledge as evidenced through a survey/questionnaire	Participants will find employment. Measure: 275 will be placed in jobs	Participants will have increased income and a higher standard of living.

LVI Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Sixty percent of the youth residing in the Illinois Youth Center have skills below the 7th grade level, and lack an awareness of essential life skills needed to be successful after their release. The most effective delivery of these services is one-to-one, which can most effectively be done through AmeriCorps members and trained tutor/mentors.	6 MSYs/12 Members: Three (3) full-time members, four (4) half-time members and five (5) minimum-time members.	Provide one-to-one tutoring to youth residing in five Illinois Youth Centers (secure detention facilities for youth under the age of 21). Measure: 300 incarcerated youth.	1 to 1.5 hours of one-to-one tutoring will be provided twice a week to youth in the IYCs. Duration will be three (3) months which is the average stay of incarcerated juveniles. Measure: 225 will remain in the program for the full three months.	Youth will increase their reading and math levels by at least one grade. Measure: 150 youth (50%). Youth will show mastery of at least one new life skill. Measure: 180 (60%).	Greater participation in class. Positive attitudes towards further education. Less "tickets" for negative or aggressive behavior. Improved self-esteem.	No return "visits" to the IYC as a parole violator or re-offender. Enrollment in post-secondary education programs.

LVI Logic Model
Page 3 of 3

Literacy Volunteers of Illinois
Program Calendar
VOCAL AmeriCorps
2016/2017

September 9th
Friday

Member Orientation

9:00 a.m. – 5:00 p.m.
Swiss Family Roombinson

September 23rd
Friday

Tutor Training: Basic Literacy and ESL

9:00 a.m. - 4:00 p.m.
Swiss Family Roombinson

September 30th
Friday

Tutor Training: Basic Literacy and ESL

9:00 a.m. - 4:00 p.m
Swiss Family Roombinson

October 7th
Friday

Active and Emphatic Listening
Career Networking and Building
 Business Relationships

9:00 a.m. – 4:00 p.m
Swiss Family Roombinson

October 8th
Saturday

New Readers for New Life Conference

9:00 a.m. - 4:00 p.m
UIC Center for Literacy

October 12th

National Service Day
Springfield Convention Center

7:00 a.m - 7:00 p.m.
Springfield, IL

November 4th
Friday

Surviving and Thriving in Your Life
 and Career
Goal Setting: Getting Clear and Setting
 Your Intentions

9:00 a.m. - 4:00 p.m.
Roombin Hood

November 6th
Sunday

SCRABBLE for Literacy Challenge
 (LVI Annual Fundraiser)

1:00 p.m. - 6:00 p.m.
Grossinger's Honda

November 11th
Friday

Day of Service
 Serving Those Who Served

TBA

December 1st
Thursday

Quarterly Member Meeting
True Colors

1:00 p.m. – 5:00 p.m.
Swiss Family Roombinson

Holiday Party

5:30 p.m. - 7:30 p.m
LitLounge

December 2nd
Friday

Quarterly Member Meeting
Program and Member Updates

9:00 a.m. - 4:30 p.m.
Swiss Family Roombinson

January 6th
Friday

Best Practices for Working with
ESL and LD Learners

9:00 a.m. – 4:00 p.m.
Swiss Family Roombinson

January 16th
Monday

MLK Day of Service

Multiple Locations

February 3rd *Friday*	Advance Presentation Skills and Workshop Building	9:00 a.m. - 4:00 p.m WutheRoom Heights
March 3rd *Friday*	**Quarterly Member Meeting** Updates and Facilitated Discussions	9:00 a.m. - 5:00 p.m. Swiss Family Roombinson
March 4th – 11th	**National AmeriCorps Week**	
March 6th	Volunteer Information and Recruitment Fair *Service Day for AmeriCorps Week*	9:00 am – 4:00 pm. Thompson Center
April 1st *Friday*	Stress Management 101: Vowing to Not Burn Out Classroom Games for Growth	9:00 a.m - 4:00 p.m. WutheRoom Heights
April 11th *Tuesday*	First day of Passover	
April 14th	Good Friday	
April 16th	Easter Sunday	
April 22nd *Saturday*	*On the Road to Literacy* *Tutor and Adult Learner Conference*	9:00 a.m.- 3:00 p.m. UIC Center for Literacy
April 23rd – 29th	*National Volunteer Week* *sponsored by the Points of Light Foundation*	
May 6th *Friday*	Life After AmeriCorps	9:00 a.m. – 4:00 p.m. Swiss Family Roombinson
June 3rd *Friday*	**Quarterly Member Meeting** Updates and Facilitated Discussions	9:00 a.m. – 5:00 p.m. Swiss Family Roombinson
July *TBA*	*Tailgate and White Sox Game*	
August 25th	*End of the Year Celebration*	

Full-time members are required to attend all listed activities
(except for the religious days listed which are FYI only).

Part-time are expected to attend the member meetings and the activities that
are bold-faced and may register for as well as attend any of the listed activities

Literacy Volunteers of Illinois
Program Calendar
VOCAL AmeriCorps
2017/2018

September 11th *Monday*	**Member Orientation**	9:00 a.m. – 5:00 p.m. Swiss Family Roombinson
September 15th *Friday*	**Tutor Training: Basic Literacy and ESL**	9:00 a.m. - 4:00 p.m. Swiss Family Roombinson
September 22nd *Friday*	**Tutor Training: Basic Literacy and ESL**	9:00 a.m. - 4:00 p.m Swiss Family Roombinson
October 6th *Friday*	Best Practices for Working with ESL and LD Learners	9:00 a.m. – 4:00 p.m Swiss Family Roombinson
October 12th *Thursday*	**National Service Day** ***Springfield Convention Center***	7:00 a.m - 7:00 p.m. *Springfield, IL*
November 3rd *Friday*	Surviving and Thriving in Your Life and Career Goal Setting: Getting Clear and Setting Your Intentions	9:00 a.m. - 4:00 p.m. Island of Dr. MoRoom
November 5th *Sunday*	SCRABBLE for Literacy Challenge (LVI Annual Fundraiser)	1:00 p.m. - 6:00 p.m. Grossinger's Honda
November 10th *Friday*	**Day of Service** ***Serving Those Who Served***	TBA
December 7th *Thursday*	**Quarterly Member Meeting** *True Colors*	1:00 p.m. – 5:00 p.m. Roombinson Crusoe
	Holiday Party	5:30 p.m. - 7:30 p.m Exchequer Restaurant
December 8th *Friday*	**Quarterly Member Meeting** *Program and Member Updates*	9:00 a.m. - 4:30 p.m. Roombinson Crusue
January 5th *Friday*	Stress Management 101: Vowing to Not Burn Out Classroom Games for Growth	9:00 a.m. – 4:00 p.m. Swiss Family Roombinson
January 15th *Monday*	**MLK Day of Service**	Multiple Locations

February 2nd *Friday*	Advance Presentation Skills and Workshop Building	9:00 a.m. - 4:00 p.m Island of Dr. MoRoom
March 2nd *Friday*	**Quarterly Member Meeting** Updates and Facilitated Discussions	9:00 a.m. - 5:00 p.m. Swiss Family Roombinson
March 11th-17th	**National AmeriCorps Week**	
March 12th *Monday*	Volunteer Information and Recruitment Fair *Service Day for AmeriCorps Week*	9:00 am – 4:00 pm. Thompson Center
March 30th *Friday*	Good Friday First day of Passover	
April 1st	Easter Sunday	
April 6th	Member Choice	9:00 a.m. - 4:00 p.m.
April 15th – 22nd	*National Volunteer Week* *sponsored by the Points of Light Foundation*	
April 21st *Saturday*	*On the Road to Literacy* *Tutor and Adult Learner Conference*	9:00 a.m.- 3:00 p.m. UIC Center for Literacy
May 4th *Friday*	Member Choice	9:00 a.m. – 4:00 p.m. Swiss Family Roombinson
June 1st *Friday*	**Quarterly Member Meeting** Updates and Facilitated Discussions	9:00 a.m. – 5:00 p.m. Swiss Family Roombinson
July *TBA*	*Tailgate and White Sox Game*	
August 24th	*End of the Year Celebration*	

Full-time members are required to attend all listed activities
(except for the religious days listed which are FYI only).

Part-time are expected to attend the member meetings and the activities that
are bold-faced and may register for as well as attend any of the listed activities

Literacy Volunteers of Illinois
Program Calendar
VOCAL AmeriCorps
2018/2019

September 14th
Monday

Member Orientation

9:00 a.m. – 5:00 p.m.
Swiss Family Roombinson

September 21st
Friday

Tutor Training: Basic Literacy and ESL

9:00 a.m. - 4:00 p.m.
Swiss Family Roombinson

September 28th
Friday

Tutor Training: Basic Literacy and ESL

9:00 a.m. - 4:00 p.m
Island of Dr. MoRoom

October 17th
Wednesday

National Service Day
Springfield Convention Center

6:30 a.m - 7:30 p.m
Springfield, IL

November 3rd
Saturday

SCRABBLE for Literacy Challenge
  (LVI Annual Fundraiser)

3:00 p.m. - 10:00 p.m.
Literacenter

November 12th
Monday

Day of Service
Serving Those Who Served

Multiple Locations

December 6th
Thursday

MBTI Survey and Training

1:00 p.m. – 5:00 p.m.
Island of Dr. MoRoom

Holiday Party

5:30 p.m. - 7:30 p.m
Exchequer Restaurant

December 7th
Friday

Quarterly Member Meeting
Program and Member Updates

9:00 a.m. - 4:00 p.m.
Island of Dr. MoRoom

January 4th
Friday

Vibrant Engaging Teaching ...

9:00 a.m. – 4:00 p.m.
TBA

January 21st
Monday

MLK Day of Service

Multiple Locations

February 1st
Friday

Working With Multi-Level Groups

9:00 a.m. - 4:00 p.m
Roombinson Crusoe

March 1st
Friday

Quarterly Member Meeting
 Updates and Facilitated Discussions

9:00 a.m. - 5:00 p.m.

March 10th

National AmeriCorps Week

March 11th *Monday*	Volunteer Information and Recruitment Fair *Service Day for AmeriCorps Week*	9:00 am – 4:00 pm. Thompson Center
March 23rd *Saturday*	**On the Road to Literacy** **Tutor and Adult Learner Conference**	9:00 a.m.- 3:00 p.m. UIC Center for Literacy
April 5th	*Business Side of Non-Profits*	9:00 a.m. - 4:00 p.m. Literacenter
April 7th – 13th	*National Volunteer Week sponsored by the Points of Light Foundation*	
April 19th *Friday*	Good Friday First day of Passover	
April 21st	Easter Sunday	
May 3rd *Friday*	**Life After AmeriCorps**	9:00 a.m. – 4:00 p.m. American Job Center
June 7th *Friday*	**Quarterly Member Meeting** Updates and Facilitated Discussions	9:00 a.m. – 5:00 p.m. Swiss Family Roombinson
July *TBA*	*Tailgate and White Sox Game*	
August 23rd *Friday*	*End of the Year Celebration*	

Full-time members are required to attend all listed activities
(except for the religious days listed which are FYI only).

Part-time members are expected to attend the member meetings and
the activities that are bold-faced and may register for
as well as attend any or all of the listed activities

<div align="center">

LITERACY VOLUNTEERS OF ILLINOIS
Volunteer Outreach for Community Action in Literacy

PROGRESS REPORT #1
SEPTEMBER 1, 2018– FEBRUARY 28, 2019

</div>

NAME OF SITE _____

NAME OF PERSON COMPLETING THIS REPORT _____

<div align="center">

ADULT BASIC & ENGLISH AS A SECOND LANGUAGE EDUCATION

</div>

Students Served

Do you serve students in the following categories:

- Low Literate Adult: Individuals with a reading level below 9th grade   Yes   No
- GED Student = Individual with a reading level of 9.0 or higher   Yes   No
- English as a Second Language (ESL or ESOL)   Yes   No

- Total number of students receiving instruction between
  September 1, 2018 and February 28, 2019. _____

<div align="center">

OUTCOME GOAL

</div>

60% of students receiving one-to-one, small group or classroom instruction will increase literacy skills

Student Progress: Standardized Assessments

- Number of students post-tested with a standardized assessment: _____
- Number who demonstrated progress (GLE, NRS, SPL) on standardized assessment: _____

Student Progress: Alternative Assessment

Some students may not have demonstrated progress on a standardized assessment but
have demonstrated progress as documented by an alternative assessment or measure approved by your agency, e.g. transition to higher class level, improved digital literacy, increased reading, writing, and/or math skills as documented by instructor assessment or student portfolio, successful passing of one or more GED subtests or successfully obtaining a GED or ASE credential, etc.

- Number of students demonstrating progress through an alternative assessment: _____

- Total students demonstrating progress on standardized **OR** alternative assessment: _____

<div align="center">

JOB PLACEMENT & TRAINING

</div>

Clients Served:

- Number of clients receiving services from September 1,2018 - February 28, 2019: _____

<div align="center">

Outcome Goal:

50% of those served will be placed in a job

</div>

- Number of job placements: _____

TUTOR PROGRAM SUPPORT

Tutors recruited from September 1, 2018 to February 28, 2019:

- Number who are: College Students _____

- Number age 50-65 _____

- Number over age 65 _____

Please list examples of tutor or program support provided by your member (s):

_____

_____

_____

MEMBER INFORMATION

Did Members collaborate with external partners: Yes _____   No _____
If, yes, Please list names of agencies.

_____

_____

_____

Please list examples of tutor or program support provided by your member(s).

_____

_____

_____

Please list Member training provided by your agency.

_____

_____

_____

Please list Member training provided by any external agency/partner

_____

_____

_____

Please attach any great stories that you would like to share about the work done by your member(s), especially relating to the impact the members' work had on your clients.

Please attach a site narrative addressing program accomplishments and challenges.

Please attach any other materials you would like to include (newsletters, flyers, etc.).

Please submit by March 24, 2019

<div align="center">

LITERACY VOLUNTEERS OF ILLINOIS
Volunteer Outreach for Community Action in Literacy

PROGRESS REPORT #2
MARCH 1, 2019 – AUGUST 31, 2019

</div>

NAME OF SITE _____

NAME OF PERSON COMPLETING THIS REPORT _____

<div align="center">

Please Report **ALL** students/clients served from March 1 to August 31

ADULT BASIC & ENGLISH AS A SECOND LANGUAGE EDUCATION

</div>

Students Served

Do you serve students in the following categories:
- Low Literate Adult: Individuals with a reading level below 9th grade   Yes   No
- GED Student = Individual with a reading level of 9.0 or higher   Yes   No
- English as a Second Language (ESL or ESOL)   Yes   No

- Total number of students receiving instruction between
  March 1 and August 31, 2019. _____

<div align="center">

OUTCOME GOAL

</div>

60% of students receiving one-to-one, small group or classroom instruction will increase literacy skills

Student Progress: Standardized Assessments

- Number of students post-tested with a standardized assessment: _____
- Number who demonstrated progress (GLE, NRS, SPL) on standardized assessment: _____

Student Progress: Alternative Assessment

Some students may not have demonstrated progress on a standardized assessment but
have demonstrated progress as documented by an alternative assessment or measure approved by
your agency, e.g. transition to higher class level, improved digital literacy, increased reading,
writing, and/or math skills as documented by instructor assessment or student portfolio, successful
passing of one or more GED subtests or successfully obtaining a GED or ASE credential, etc.

- Number of students demonstrating progress through an alternative assessment: _____

- Total students demonstrating progress on standardized OR alternative assessment: _____

<div align="center">

JOB PLACEMENT & TRAINING

</div>

Clients Served:
- Number of clients receiving services from March 1 to August 31, 2019: _____

<div align="center">

Outcome Goal:
50% of those served will be placed in a job

</div>

- Number of job placements: _____

TUTOR PROGRAM SUPPORT

Tutors recruited from March 1, 2018 to August 31, 2019:

- Number who are: College Students _____
- Number age 50-65 _____
- Number over age 65 _____

Please list examples of tutor or program support provided by your member (s):

_____

_____

_____

MEMBER INFORMATION

Did Members collaborate with external partners: Yes ____   No ____

If, yes, Please list names of agencies.

_____

_____

_____

Please list examples of tutor or program support provided by your member(s).

_____

_____

_____

Please list Member training provided by your agency.

_____

_____

_____

Please list Member training provided by any external agency/partner

_____

_____

_____

Please attach any great stories that you would like to share about the work done by your member(s), especially relating to the impact the members' work had on your clients.

Please attach a site narrative addressing program accomplishments and challenges.

Please attach any other materials you would like to include (newsletters, flyers, etc.).

Please submit by September 20, 2019

Q1 Did you recruit your member ... ?

on your own	7
–through LVI	4

Q2 Did you use the LVI provided job description ?

Yes	3
No	8

Q3 If you developed one on your own was it to ... ?

Broaden it	3
Narrow it	5

Q4 Was your member involved with ... ? (check all that apply)

One-to-One Tutoring	9
Classroom Assistance	5
Employment Services	2
Tutor Recruitment	8
Tutor Training - Initial	4
Tutor Training In-Service	6
Program or Agency Newsletter	7
Student Intake	7
Data Collection	7
Volunteer Recruitment (other than tutors)	3

Q5 In addition to the LVI training, did you provide your member(s) with additional training ?

Yes	9
No	2

Q6 If training was provided, what was the approximate number of hours ?
5 - 16 - 4 - On going. At least 13 to 15 - Mainly on-the-job training, and attended the ALRC conference - 60 - 10 - 20 - 12 - 9

Q7 What do you consider the biggest strength of the VOCAL program ?
- The services being provided and the ability to recruit volunteer tutors.
- The education award
- They provide volunteers to help with our Literacy Program.

- Providing members with PD
- Low cost for a .8 FTE employee.
- The member being with you every day.
- Training the next generation of adult education professionals
- The ability to get a person to help a program for a low cost to the program.
- VOCAL gives people who would not always think to do serious service, especially in literacy, an opportunity to try the field out and really do a lot of direct service.
- Giving work experience to young people

Q8 What do you consider to be weaknesses in the VOCAL program ?
- Volunteer engagement is often harmed when there is turnover in a staff role year after year
- I really didn't see any weaknesses on my side.
- A lack of adequate support during the recruitment process
- Inconsistency in the quality of VOCAL members.
- The pay for the AmeriCorps workers rules out most people.
- The quality of candidates can be very different - some work hard and have great focus and drive, and some are less motivated and very difficult to manage.
- High Placement Fee
- not sure

Q9 What do you feel is the greatest strength of AmeriCorps ?
- The outreach, services, and information being provided to clients to assist them with their career and personal goals.
- the low pay scale
- Providing volunteers for programming to help out programs.
- Offering members professional experiences through service
- Opportunity to develop skills in a particular service field.
- Flexibility
- Giving people work experience and training
- Other than the pay, members get decent benefits and training.
- AmeriCorps gives people a chance to experience service in a different capacity to what a lot of people experience. It grants perspective about differences in circumstances to those who perhaps have never considered it before.
- The enthusiasm of the members (most anyway)
- The contribution that the members make in their jobs!

Q10 On a scale of 1-10 with ten being the highest, how would you rate your member's contributions to your program ?

		THREE	SIX	SEVEN	EIGHT	NINE	TEN	TOTAL	WEIGHTED AVERAGE–
–		1	1	1	3	4	1	11	7.82

Literacy Volunteers of Illinois

The Business Side of Non-Profits
Friday, April 5, 2019

Training Evaluation

1.) Overall, how would you rate this training as a learning experience ?

☐ Extremely Helpful   ☐ Fairly Helpful   ☐ Not Very Helpful

2.) Was the length of the training -

☐ Too Long   ☐ Somewhat Long   ☐ Just Right   ☐ Too Short

3.) For you, was the level of subject matter ….

☐ Too Basic   ☐ Somewhat Basic   ☐ About Right   ☐ Too Advanced

4.) Was the pace of the workshop …

☐ Too Fast   ☐ Too Slow   ☐ Just Right

5.) Will the topics and materials presented be useful to you in service and/or beyond ?

Highly Likely   Somewhat Likely   Probably   Maybe   Probably Not

6.) Is there anything that would have made the training more interesting and/or useful ?

7.) Were there topics presented that you would like to learn more about ?

8.) Was something *not* covered that you wish had been covered ?

Literacy Volunteers of Illinois
Volunteer Outreach for Community Action in Literacy
(VOCAL)
Member Exit/Annual Interview

2018/2019

We would like to know how satisfied you were with your AmeriCorps experience. The information provided will be used to help us improve our interactions with members and the management of our program in the future. Please indicate your level of satisfaction in each of the areas listed below by placing a number in the box to the left of each statement. We are also interested in learning of any specific suggestions you have to improve our program and advice or words of encouragement you would like to pass on to next year's members. Thank you for being a part of the VOCAL program.

5	**4**	**3**	**2**	**1**
Agree Strongly	**Agree**	**Sometimes Agree**	**Disagree**	**Disagree Strongly**

_____ 1.   Members have ample opportunity to contribute to the VOCAL program.

I wish I could have been more involved in/with:

_____
_____
_____

_____ 2.   I feel that my talents and skills were put to good use at my host site.

I wish I could have had the opportunity to:

_____
_____
_____

_____3.   The role and responsibilities of my position were clearly defined at my host site.

I would have liked to have had more information about:

_____
_____
_____

_____4.   I had access to the materials I needed to perform my service effectively.

My ability to perform would have improved had I access to materials and equipment such as:

_____
_____
_____

_____ 5.   If I needed advice or guidance concerning my work someone was available to help.

My ability to perform would have improved if I could have gotten information about:

_____

_____

_____

_____ 6.   I felt I was adequately informed about students, volunteers, policies, programs, the community being served, and literacy, in general, at my site.

My ability to perform would have improved if I could have gotten information about:

_____

_____

_____

_____ 7.   I enjoyed my service experience with AmeriCorps and am likely to continue serving my community and/or country through public service employment or as a volunteer. I see myself being involved in the following way(s):

_____

_____

_____

8.   If I could offer one suggestion to improve the program, it would be:

_____

_____

_____

9.   If I could offer some advice to next year's members, it would be

_____

_____

_____

_____

_____

Signature_____