

# Sunset Park AmeriCorps

EVALUATION REPORT

*NEW YORK STATE COMMISSION SUBGRANTEE: 2016-2019*

Sunset Park Health Council  
dba Family Health Centers at NYU Langone  
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## EXECUTIVE SUMMARY

### BACKGROUND

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The Sunset Park Health Council dba Family Health Centers at NYU Langone (FHC) operates the Sunset Park AmeriCorps program as part of its mission to address unmet community need in Sunset Park. Sunset Park is a diverse, densely populated, low-income neighborhood in Brooklyn, New York. The community has a very high percentage of residents of racial/ethnic minority status and, for decades, has been a first destination for waves of new immigrants and refugees from around the world. English proficiency is a major barrier for residents and Sunset Park has one of the lowest high school attainment rates in New York City. During the 2017-2018 grant year, 24 AmeriCorps members served in programs designed to improve community members' school readiness (3 members) and financial stability (21 members).

In compliance with AmeriCorps contractual regulations as a subcontract under the New York State Commission, the Sunset Park AmeriCorps program staff conducted a mixed-method process and outcomes evaluation using data collected in 2017-2018. The purpose of the evaluation was to assess areas of strength and opportunities for growth in Sunset Park AmeriCorps member support activities and members' impact on their programs and Sunset Park community members. The team was supported by internal FHC staff, including the Director of Community Benefit Evaluation and data analysts who brought expertise in goal alignment, assessment, data collection, analysis, and use to the efforts.

The following program process and outcomes components were assessed in this evaluation:

- Process: AmeriCorps members receive consistent, high-quality support from AmeriCorps staff, site supervisors, and other organization staff;
- Process: AmeriCorps members are reliable, effective program members; and
- Outcome: AmeriCorps members impact program participants' school readiness and financial literacy.

### CONCLUSIONS

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**Member Support and Preparation:** Overall, the support provided by AmeriCorps staff, site supervisors, and Team Day was well designed. It provided members with the needed support to develop and practice the skills to successfully complete projects and impact the community.

**Member Effectiveness:** 2017-2018 members' contributions were highly rated by supervisors. All members who were assessed were rated as meeting or exceeding requirements on their overall contribution to the program.

**Member Impact:** All members who were assessed were rated as meeting or exceeding requirements on their overall contribution to their programs. AmeriCorps members played a critical role in reaching and impacting at-risk, economically disadvantaged community members. In 2017-2018, members worked with the Parent-Child Home Program, enabling all 52 children to complete with 94% showing social-emotional and literacy gains. Members worked with 408 economically disadvantaged individuals to provide financial literacy services, and 69% demonstrated improved financial knowledge. Members often cited impacting individuals and the community as high points during their service.

**Barriers and Enablers to Successful Member Experience and Impact:** Member feedback indicates that clear expectations, opportunities for formal and informal feedback and communication, and interactive training activities on topics with clear alignment to their service, life or life after AmeriCorps goals made the difference between more and less meaningful supports. Strategic pairings of AmeriCorps members with needs, structured program training and implementation supports, and member’s ability to implement interventions with high fidelity supported successful implementation and participant impacts.

**Other Lessons Learned:** The evaluation questions covered many aspects of the member and participant activities and yielded useful actionable next steps, including new strategies to explore and insights into the alignment of our programs and outcomes and the Corporation for National Community Service priority areas.

## RECOMMENDATIONS

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- + Adjust the alignment of Sunset Park AmeriCorps service programs and the Corporation for National Community Service priority areas in the 2019-2022 application.
- + Continue to strengthen the evaluation and data-informed design of member and participant programming.
- + Hold “Office Hours” after Team Days and remind members and supervisors of opportunities for as-needed support from AmeriCorps staff.
- + Revise the process for and documentation tools used during scheduled check-ins with members and supervisors.
- + Incorporate member and supervisor questions and input into the annual Supervisor Handbook revisions and refresher training.
- + Continue to include members in Team Day topic selection, design, and facilitation, and share survey results with them and other session facilitators.
- + Explore more opportunities for members to support each other.

This report summarizes the findings and actions that will be taken as a result.

- Background and Purpose
- Results
- Conclusions and Recommendations
- References
- Appendices

## BACKGROUND

The Family Health Centers at NYU Langone is a subgrantee of the New York State Commission, operating the Sunset Park AmeriCorps program.

### COMMUNITY OVERVIEW

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Sunset Park is a diverse, densely populated low-income neighborhood located in southwest Brooklyn (total population 129,227). Demographically, Sunset Park has a very high percentage of residents of racial/ethnic minority status: 46% Latino, 36% Asian, 15% white, 2% Black, and 1% two or more races. For decades, the community has been a first destination for waves of new immigrants and refugees from around the world. Sunset Park has one of the highest foreign-born populations in NYC. More than half of residents (52%) were born outside of the United States. English proficiency is a major barrier for residents – four out of five Sunset Park residents over the age of five speak a primary language other than English at home, and more than half of residents (54%) speak English less than very well. The population is primarily low-income working class. Thirty percent of residents, including 46% of children, live below the federal poverty level. (American Community Survey 2012-2016).

Poverty and new immigrant status of both children and adults in Sunset Park significantly impact academic achievement. Parent’s ability to speak English is closely tied to their success and their children’s success in school. Limited English proficiency can limit job opportunities, earnings, access to health care, and the ability of parents to advocate for their child in school (Shields and Behrman 2004). Sunset Park has one of the lowest high school attainment rates in New York City. Almost half of adults over 25 in Sunset Park have less than a high school degree (47% in Sunset Park, compared with 19% citywide). (American Community Survey 2012-2016)

### MEMBER PREPARATION AND SUPPORT ACTIVITIES OVERVIEW

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Sunset Park AmeriCorps staff provide coaching and one-on-one support to members, including support with: the application process; role-specific skill-building; AmeriCorps logistics; and the life after AmeriCorps preparation and transition. Members also meet with their site supervisor at least once per week. Sunset Park AmeriCorps members also receive and facilitate Team Day trainings (scheduled every three weeks) to build knowledge, skills and networks to be used during and after service.

### MEMBER PLACEMENT ACTIVITIES OVERVIEW

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The Sunset Park AmeriCorps program utilizes a “Two-Generation” approach to support low-income families and children with significant barriers to financial stability and educational attainment. Barriers include lack of high school diploma, limited English proficiency, under- or unemployed, and income under 100% poverty level. Emerging research suggests when opportunities for children and parents are approached jointly, the benefits may be greater than the sum of the separate parts (JFF 2016). During 2017-2018, 24 AmeriCorps members provided financial literacy coaching and education, and early literacy programming to high-need community residents.

Twenty-one AmeriCorps members provided financial literacy workshops and supportive services to a wide range of high-need individuals seeking services for English literacy, high school equivalency classes, crisis management, concrete services, and workforce development. Members served in Family Health Center programs, as well as adult education and workforce development programs at two partner organizations – Turning Point and Brooklyn Workforce Innovations. Combined, the three organizations

work directly with over 500 adults with low educational attainment and/or limited work experience to gain the education, skills, and certifications necessary to improve their employment opportunities.

In 2017-2018, three members served in the Sunset Park Parent-Child Home Program. The participants in our Parent-Child Home Program (PCHP) are new immigrant parents with limited English (Spanish and Chinese speaking) and various risk factors, and their children between 2 to 4 years old. The program focuses on social and emotional development and literacy for children. The program is an evidence-based intervention that has been shown to bridge the achievement gap and reduce the income-based disparities in school readiness and educational attainment. Families receive biweekly home visits during which home visitors (AmeriCorps members) model positive parent-child interactions using books and educational toys that families keep. Extensive research has been conducted on the model, which is available on the National Center's website (<https://www.parent-child.org>).

## PURPOSE

The purpose of this evaluation is to assess areas of strength and opportunities for growth in Sunset Park AmeriCorps member support activities and members' impact on their programs and Sunset Park community members. The following program process and outcomes components were assessed in this evaluation:

- Process: AmeriCorps members receive consistent, high-quality support from AmeriCorps staff, site supervisors, and other organization staff;
- Process: AmeriCorps members are reliable, high-quality program members; and
- Outcome: AmeriCorps members impact program participants' school readiness and financial literacy.

The evaluation was designed to answer the following evaluation questions:

- Were member support and preparation activities designed and implemented to achieve successful outcomes?
- Did members' tasks, activities, and projects meet expectations?
- What impact did members' contributions have on program participants?
- What were the barriers and enablers that made the difference between successful and disappointing implementation and outcomes?
- What else was learned?

See [Appendix N](#) for the initial Sunset Park AmeriCorps logic model. The financial literacy curriculum and workshops were modified during the first year of the program.

## EVALUATION METHODS

The Sunset Park AmeriCorps staff conducted a mixed-method process and outcomes evaluation using data collected in 2017-2018. The team was supported by internal Family Health Centers staff, including the Director of Community Benefit Evaluation and data analysts who brought expertise in goal alignment, assessment, data collection, analysis, and use to the efforts.

The data sources, tools, and analysis plan were designed to answer the evaluation questions and strike a balance between rigor, feasibility, sustainability, and participant and staff assessment burden. The mixed-method plan leverages existing, validated tools already in use by programs, and uses supplemental data sources and tools as needed to answer evaluation questions. Designs and analysis vary by tool. Descriptive statistics, such as frequencies, were generated for quantitative data; analysis assessing individual change was used as appropriate. Narrative and qualitative data was analyzed for key themes.

The evaluation plan included twelve data sources:

- 1) AmeriCorps operations and administrative data
- 2) Member mid-point interviews ([Appendix A](#))
- 3) Member exit interviews ([Appendix B](#))
- 4) Supervisor mid-point interviews ([Appendix C](#))
- 5) Member performance evaluations ([Appendix D](#) and [Appendix E](#))
- 6) Team Day workshop surveys ([Appendix F](#) and [Appendix G](#))
- 7) Financial Literacy Workshop Survey: Checking + Savings ([Appendix H](#))
- 8) Financial Literacy Workshop Survey: Banking + Checking + Savings + Credit ([Appendix I](#))
- 9) Best Plus 2.0 Test ([Appendix J](#))
- 10) Tests for Adult Basic Education (TABE) – Reading ([Appendix K](#))
- 11) Tests for Adult Basic Education (TABE) – Math ([Appendix L](#))
- 12) Child’s Behavior Traits (CBT) ([Appendix M](#))

### ADMINISTRATIVE AND OPERATIONS DATA

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AmeriCorps operations and administrative data, such as recruitment and retention, was used as part of the evaluation plan. The data was managed and analyzed through AmeriCorps and in-house systems. Service programs enrollment and activity logs were also used. These items were monitored for all 24 members on an ongoing basis, with informal analysis used to review individual patterns and member-wide trends.

### MEMBER AND SUPERVISOR INTERVIEWS

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Family Health Centers staff revised member and supervisor interview protocols to assist with notetaking and data analysis. Closed-ended, Likert-scale ratings were added to the mid-point member and supervisor interview guides to capture AmeriCorps staff’s summative assessments of the interviewees’ comments for each question, and each category. The original developer of the tools is unknown. The revised guides were piloted in 2017-2018 with a sub-sample of members and supervisors. Data from the revised tools was used in this evaluation.

## **Member interviews**

AmeriCorps staff conducted mid-point and exit interviews using the revised guides. The mid and exit interview guides were designed to assess the quality of and member satisfaction with their site, preparation activities, support, and role.

The mid-point interview guide includes 23 questions organized under four categories: logistics, service activities, supervision, and goals. Most questions include two-point or four-point rating scales to record AmeriCorps staff's assessment of the member's responses (e.g. Yes – No; Exceptional – Acceptable – Needs Improvement – Unacceptable). Each section also includes two additional ratings completed by AmeriCorps staff during or immediately following the interview: overall rating (Exceptional – Acceptable – Needs Improvement – Unacceptable); and follow-up needed (No – No, but monitor – Yes, non-urgent – Yes, urgent). The tool was designed to be used during one-on-one interviews with each member. The initial plan was to use the revised protocols to document mid-point interviews with all 2017-2018 Sunset Park AmeriCorps members. Due to the Sunset Park AmeriCorps director staffing transition and vacancy, a convenience sample and group interviews were conducted. The mid-point tool was piloted with seven members through five interviews. All but one was a group interview. There were slight variations in the tool versions used, but this did not have a large impact on analysis. Frequencies were generated for each question and each category.

The revised exit interview guide consisted of 13 open-ended questions organized under four categories: host site, Sunset Park AmeriCorps program, personal experience/ reflection, and open items. The Sunset Park AmeriCorps director conducted seven exit interviews by phone and in person. The director summarized interviewee responses in the template. Three staff (two AmeriCorps staff and one non-AmeriCorps Family Health Centers staff) reviewed the responses and documented themes within each and across all exit interviews. The group collaboratively generated cross-reviewer themes through a group analysis session.

## **Supervisor interviews**

AmeriCorps staff conducted mid-point interviews with supervisors to assess the quality of and supervisors' satisfaction with member and support structure. The revised tool consists of 20 questions organized under four categories: AmeriCorps member, supervision and training, AmeriCorps staff and program, and member data and outcomes tracking. Likert-scales were added to this interview protocol to assist with notetaking and analysis. Due to director position vacancy, methods were altered from separate interviews with supervisors for each member, to three interviews with four supervisors. Frequencies were generated for the Likert-scale assessments completed by AmeriCorps staff using the revised protocol.

## **MEMBER PERFORMANCE EVALUATIONS**

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All members receive a formal performance evaluation one or two times per service term, depending on term length. Performance evaluations are completed by supervisors and reviewed with members. Two different versions of the tool were used during the 2017-2018 program cycle. The original developer of the performance evaluation tools is unknown. The performance evaluation forms use four-point Likert-scales to assess member skills and behaviors in core areas: overall performance; customer service and community participation; productivity and quality of work; leadership, judgement, problem solving; dependability and initiative; cooperation; and position knowledge and skill development.

Nineteen of 24 members had available assessments at the time of this evaluation report due to staggered start dates and part-time service. Sixteen AmeriCorps members were rated using form version

A, and three were rated using form version B. The most recent version of each member's evaluation was included in the analysis. Seven mid-term and 12 end-of-term performance evaluations were included in the analyses. Frequencies were generated for each question. Individual analyses were conducted for members who received a rating of two or lower on one or more question. The two form versions contained different four-point scales. Version B questions were aligned with the categories in version A. See [Appendix O](#) for question crosswalk.

## MEMBER TRAINING SURVEYS

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Surveys are distributed at the end of each Team Day training (offered every three weeks) to assess member satisfaction with workshop components. Sunset Park AmeriCorps staff designed the survey. Participants ranked each workshop component on a four- or five-point scale (unlabeled, number scale; one is the lowest rating, four or five the highest). This evaluation includes results from seven of 12 Team Days offered in 2017-2018. Total responses per workshop ranged from eight to 21, and typically all or most participants completed a survey. It was not possible to distinguish OCFS-funded AmeriCorps members' responses from other members' responses.

## FINANCIAL LITERACY PARTICIPANT KNOWLEDGE AND SKILLS GAIN ASSESSMENTS

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### **Self-reported knowledge and skills gains**

Family Health Centers staff adapted a retrospective pre/post tool provided by National Association of Community Health Centers (NACHC) to align with the topics and goals of two financial literacy workshops. Participants completed surveys at the end of each workshop and staff generated frequencies to assess participant self-reported gain between pre and post ratings. Analyses included gain on total pre and post scores, and gain on individual questions and topics. Seventy-five participants in seven workshops completed surveys.

### **Knowledge and skills tests**

Best Plus 2.0 is a knowledge and skills test for English as a Second Language (ESOL) students developed by Center for Applied Linguistics. It is a funder-mandated assessment in Family Health Centers ESOL classes. Most program participants completed the Best Plus 2.0 at least two times per program cycle (baseline and comparison to later test(s) taken). Student early or unexpected exit from the class were the primary reasons for missing post tests. The funder-mandated system defines and calculates gain (students moving to a higher level/ Measurable Skill Gain). The test score is converted to a scaled score/ grade equivalent, which is then converted to a federal NRS level. Gain analysis in this evaluation report includes students who had a post assessment taken during 2017-2018, and an earlier assessment from this or a previous time period to compare it to (baseline).

Test for Adult Basic Education (TABE) – Reading and Test for Adult Basic Education (TABE) – Math are reading and math knowledge tests developed by Data Recognition Corporation (DRC) and are funder-mandated for Family Health Centers' Adult Basic Education and High School Equivalency (ABE/HSE) classes. Most program participants complete the TABE – Reading and TABE – Math at least two times per program cycle (baseline and comparison to later test(s) taken). As with ESOL, students' early or unexpected exits from the program were the primary reasons for the absence of post test results. The funder-mandated system defines and calculates students moving to a higher level/ Measurable Skill Gain for all three tools. The test score is converted to a scaled score/ grade equivalent, which is then converted to a federal NRS level. Gain analysis in this evaluation report includes students who had a post assessment taken during 2017-2018, and an earlier assessment from this or a previous time period to compare it to (baseline).



## SCHOOL READINESS PARTICIPANT KNOWLEDGE AND SKILLS GAIN ASSESSMENT

Child’s Behavior Traits (CBT) is a 20-question observational assessment of child’s school readiness (cognitive abilities, task orientation, independence, social cooperation, and emotional stability). The Parent-Child Home Program, Inc. developed the tool. A trained program staff completes the assessment at the beginning and end of each program year for all participants (four assessments administered over the two-year program). Change between pre- and post- assessment total score in each one-year period constitutes gain. All 52 children received pre- and post- assessments in 2017-2018.

### Data Source and Evaluation Question Alignment

Staff synthesized (triangulated) results across tools to answer the evaluation questions and identify actions.

DATA SOURCES	EVALUATION QUESTIONS				
	Were member support and preparation activities designed and implemented to achieve successful outcomes?	Did members’ tasks, activities, and projects meet expectations?	What impact did members’ contributions have on program participants?	What were the barriers and enablers that made the difference between successful and disappointing implementation and outcomes?	What else was learned?
Administrative and operations data	X	X		X	X
Member and supervisor interviews	X	X	X	X	X
Member performance evaluations	X	X	X	X	X
Member training surveys	X	X	X	X	X
Financial literacy participant knowledge and skills gain assessments			X	X	X
School readiness participant knowledge and skills gain observational assessment			X	X	X

## RESULTS

The results in this section are organized by data source. Results are triangulated and tied to the guiding evaluation questions in the Conclusions and Recommendations section.

### ADMINISTRATIVE AND OPERATIONS DATA

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The Sunset Park AmeriCorps program had full member enrollment for the 2017-2018 program year. The program had a high percentage of returning members (42%). Program retention was 84.6%. This is slightly lower than the previous year's retention (90%). Two members left for cause. They both served up to four terms, but did not finish the 1700 commitment in their last month of service. Another member found employment after four weeks of service and exited from service.

The Sunset Park AmeriCorps director transitioned to a new role and the position was vacant for five months in the 2017-2018 program year. AmeriCorps staff, supervisors, and other Family Health Centers staff worked to minimize the impact on members and supervisors. The 2017-2018 evaluation plan included developing, piloting, and revising several evaluation tools. The tool development, piloting process, and samples reached were altered due to the staffing transition and vacancy, particularly the interviews and member training surveys.

#### Strengths, Limitations, and Opportunities

The retention, enrollment, and other administrative and operations data represented the full 2017-2018 cohort and the team plans to continue to leverage this data for ongoing monitoring and evaluation activities.

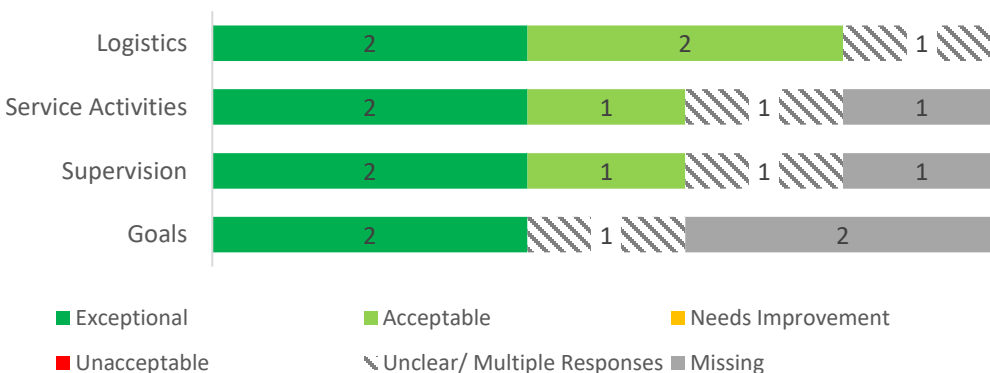
### MEMBER AND SUPERVISOR INTERVIEWS

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#### Member Interviews

AmeriCorps staff used the revised interview protocols to document structured notes during mid-point and/or exit interviews with 10 of 24 AmeriCorps members. Seven members participated in mid-point interviews and seven participated in exit interviews. Five mid-point interviews were documented using the revised protocol; four of the five interviews were group interviews. In three of five mid-point interviews OCFS-funded members and members funded by other sources participated; responses could not be separated. Exit interviews were completed one-on-one between AmeriCorps members and the Sunset Park AmeriCorps director. Overall, across mid- and exit- interviews, members were satisfied with their tasks and logistics of their placements, and support from their site supervisors.

Preliminary member mid-point interview data suggests members had high-quality logistics, service activities, supervision and goals.



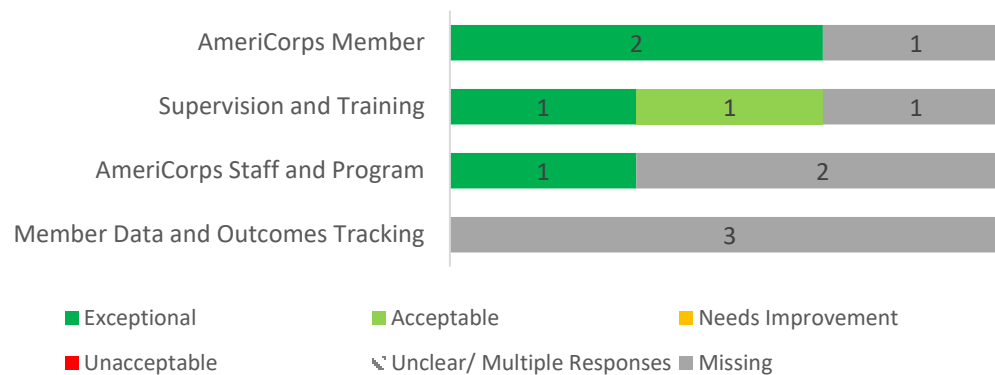
The AmeriCorps staff's Likert-scale interview notes suggest that members were serving in meaningful and appropriate roles and tasks at their sites. The data also suggests that the members interviewed were receiving adequate support and training from their supervisors. Member goals-related data is limited due to missing or unclear data. In several of the interviews, AmeriCorps staff circled more than one response to document variation in member responses. These responses were excluded from the analysis (as indicated in unclear/multiple responses).

The seven member exit interviews contributed useful insights into host sites, Sunset park AmeriCorps staff, and growth opportunities. All members reported receiving adequate training, support and feedback from their supervisor and colleagues at their host sites. Required program documentation and travelling between sites required some acclimation. Similar themes emerged in Team Day survey data, but it is unclear whether they are isolated to a few members or broader-reaching. Other potentially emerging themes regarding opportunities to improve or continue successful practices include: regular site supervision; continued/more opportunities for skill building (such as communicating with frustrated participants, office etiquette, and technology skills); and continued/ more opportunities to learn from and share skills with other members.

### Supervisor interviews

AmeriCorps staff conducted interviews with four of 13 supervisors. These supervisors support seven OCFS-funded members and two other AmeriCorps members.

Preliminary mid-point supervisor interview data suggests high-quality member contributions and supervisor support.



It is premature to draw themes from the supervisor interviews based on the very limited amount of data collected using the interview tools in 2017-2018. The information – once documented in a consistent format for the full supervisor group – will be useful for program planning and evaluation.

### Strengths, Limitations, and Opportunities

The mid-point member and supervisor interview protocol development and pilot were impacted by the staffing transition. The analyses and results do not include all members or supervisors; results are suggestive, rather than representative of all OCFS-funded Sunset Park AmeriCorps members. Switching to group interviews and aggregate notetaking on the template also further reduced the availability of some interview data due to inconclusive or missing notes. Sunset Park AmeriCorps staff, including the new director, and Family Health Centers discussed the strengths and challenges highlighted during these pilots. Process and content amendments will be made prior to use in the 2018-2019 cycle to ensure improved ability to document and analyze the data. For example, following the interviews, AmeriCorps staff reported confusion about the Likert-scale definitions. Staff plan to use the protocol during individual interviews with each member. Staff will consider opportunities for more robust analyses, such

as comparing member and supervisor responses per member-supervisor pair, and aggregating member responses across supervisors and program type. The team will also assess the feasibility of additional means to collect member feedback about support from Sunset Park AmeriCorps staff, such as an end-of-term member survey; having Sunset Park AmeriCorps staff ask these questions may impact members' candor.

## MEMBER PERFORMANCE EVALUATIONS

Nineteen of 24 members had performance evaluations available for analysis at the time of this report due to staggered start dates and varied service terms. The most recent version of each member's evaluation was included in the analysis. Seven mid-term and 12 end-of-term performance evaluations were included in the individual-level and aggregate analyses. Two different versions of the tools were used. Sixteen AmeriCorps members were rated using form version A (vA), and three were rated using form version B (vB).

Performance reviews were overwhelmingly positive. Fifteen of 19 members assessed (79%) met or exceeded requirements or were rated as good or excellent on all questions assessed (the two forms used different four-point scales). Twelve of 16 members assessed with version A met or exceeded requirements for all questions; all three members assessed with version B were rated as good or excellent for all questions assessed.

Performance Domain	Rating Summary
<b>Overall Contribution to Program</b>	<ul style="list-style-type: none"> <li>All members (19 of 19) met or exceeded requirements (vA) or were good or excellent (tool vB)</li> </ul>
<b>Customer Service and Community Participation</b>	3 areas assessed in vA; no questions direct match in vB <ul style="list-style-type: none"> <li>All 16 members assessed met or exceeded requirements in all 3 areas</li> </ul>
<b>Productivity and Quality of Work</b>	3 areas assessed in vA; no questions direct match in vB <ul style="list-style-type: none"> <li>14 of 16 members met or exceeded requirements in all 3 areas</li> <li>2 of 16 members received at least 1 rating of &lt;=2</li> </ul>
<b>Leadership, judgement, and problem solving</b>	9 areas assessed in vA, 3 areas assessed in vB <ul style="list-style-type: none"> <li>14 of 16 members met or exceeded requirements in all 9 areas (vA)</li> <li>All members rated using tool vB were rated as good or excellent in all areas</li> <li>2 of 16 members received at least 1 rating of &lt;=2</li> </ul>
<b>Dependability and Initiative</b>	6 areas assessed in vA, 3 areas assessed in vB <ul style="list-style-type: none"> <li>13 of 16 members met or exceeded requirements in all 6 areas (vA)</li> <li>All members rated using tool vB were rated as good or excellent in all areas</li> <li>3 of 16 members each had 2 areas in need of improvement</li> </ul>
<b>Cooperation</b>	5 areas assessed in vA, 3 areas assessed in vB <ul style="list-style-type: none"> <li>15 of 16 members met or exceeded requirements in all 5 areas (vA)</li> <li>All members rated using tool vB were rated as good or excellent in all areas</li> <li>1 of 16 members had 1 area in need of improvement</li> </ul>
<b>Position Knowledge and Skill Development</b>	7 areas assessed in v1, 3 areas assessed in v2 <ul style="list-style-type: none"> <li>14 of 16 members met or exceeded requirements in all 7 areas (v1)</li> <li>All members rated using tool v2 were rated as good or excellent in all areas</li> <li>2 of 16 members received at least 1 rating of &lt;=2 in this domain (v1)</li> </ul>

Four members were rated as needing improvement in at least one assessment question. The total number of “improvement needed” ratings varied by member (typically only a few questions, with one member needing improvement in almost half of the questions) ranging from a few 1, 2, 5, and 13 of 34 questions) and spanned all topic areas except Customer Service and Community Participation. There was little overlap between specific behaviors or skills they needed to improve, and all four members received an overall contribution to the program rating as meeting requirements or higher. The results, therefore, suggest overall successful accomplishment of projects, and opportunities for individualized support, rather than frequent or common barriers to success.

Member	Customer Service + Community count	Productivity + Quality count	Leadership+ Judgement+ Problem Solving count	Dependability + Initiative count	Cooperation count	Position Knowledge+ Skill Development count	Total count (excluding overall contribution)
A	0	0	2	2	0	1	5
B	0	2	5	2	1	3	13
C	0	1	0	0	0	0	1
D	0	0	0	2	0	0	2

### Strengths, Limitations, and Opportunities

Member performance evaluations have been a long-standing element of the Sunset Park AmeriCorps program. AmeriCorps staff informally reviewed results and analyzed them at the member-level prior to 2017-2018. Staff plan to continue formal data analysis and will review the process with supervisors to encourage consistent, quality documentation. Ideally, future analyses will include end-of-term performance evaluations for all members (using the same form). AmeriCorps staff will continue to examine recruitment processes for opportunities to streamline member start dates.

### MEMBER TRAINING SURVEYS

This evaluation report includes data from seven Team Days offered between 2/23/2018 and 7/20/2018. AmeriCorps staff, members, Family Health Centers staff, and staff from external organizations designed and facilitated the sessions. Total responses per workshop ranged from eight to 21, and typically all or most training participants completed a survey. Results include all members (OCFS-funded and other members).

Members rated the Team Day sessions very positively. The majority of sessions (23 of 28) received 85% positive ratings or higher (as indicated by a 4 or 5 out of 5, or 3 or 4 out of 4 on survey Likert-scale ratings). Five of 28 sessions received below 85% positive ratings; these sessions spanned different topics and facilitators. The facilitator’s organization, interactivity, and applicability of the topic to the member’s service, life, and/or career or education goals made the difference between more and less successful sessions based on open-ended responses.

Team Day Date	Activity Type/ Goal	4 out of 5 (or 3 out of 4)	5 out of 5 (or 4 out of 4)	Positive Rating %	Total Respondents
4/27/2018	Life/ Personal Development	33%	48%	81%	21
5/18/2018	Service	28%	50%	78%	18
6/29/2018	Unknown	17%	58%	75%	12
2/23/2018	Service	26%	32%	58%	19
7/20/2018	Ice breaker	25%	25%	50%	8

The training surveys included open-ended feedback organized into “Roses” (successes) and “Thorns” (challenges). “Rose” responses covered a range of areas, such as impact on community, role-specific tasks, skill building, and opportunities for relationship building and networking. For example:

[I] got a student an internship and was able to get two students to understand long division

A child I recently started visiting again is now becoming more comfortable and greets me with a hug versus hiding behind mom.

[The] program year ended for PCHP so we have been hearing how all the families are grateful for their times with me and really saw a big change in their parenting. Makes me feel like I have been doing well.

Meet new people/ connections. Learning to navigate social media.

I continue to build strong relationships with network professionals

“Thorns” responses often focused on role-specific tasks (such as balancing documentation and direct work with community members), keeping up with AmeriCorps hours, and participant outcomes that were less than desired. For example:

I feel a little stressed and overwhelmed with work

Not sure if I’m doing enough hours

A student constantly gets to school three hours late and doesn’t see a problem, no matter what anyone says

Both the “Roses” and “Thorns” highlight members’ commitment to high-quality work and service, and impacting financial literacy and school readiness for Sunset Park community members.

### Strengths, Limitations, and Opportunities

The analysis does not represent all Team Days offered in 2017-2018 (earlier surveys were not available for formal analysis due to the staffing transition). The previous AmeriCorps director informally reviewed earlier surveys, and staff assume that the sessions received similar response distributions to the February – July 2018 sessions. The surveys were anonymous, to encourage candor, which made it impossible to distinguish OCFS-funded members from other members results. In addition, the lack of text quantifiers in the response scales could contribute to inconsistency across survey participants. The survey tool is being revised for the 2018-2019 program year and will include the following modifications: member funding source; better-defined (and consistent) text based three- and four-point Likert scales, such as Very Satisfied – Very Dissatisfied; question(s) assessing members’ intended use of the information; and participant coding of “Roses” and “Thorns” responses for more efficient and accurate analysis.

## FINANCIAL LITERACY PARTICIPANT KNOWLEDGE AND SKILLS GAIN ASSESSMENTS

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During this time, 408 economically disadvantaged individuals received financial literacy services. The programs use different assessment tools with different administration schedules (such as baseline and post, baseline and re-assessments based on number of instructional hours, and so forth). The average rate of skill gain was 69%, with a program-specific rates ranging from 65%-75%. This was close to the anticipated 70% improved financial literacy knowledge target, and exceeded the anticipated total number of participants reached (260 anticipated and 408 actual).

### Strengths, Limitations, and Opportunities

The Best Plus 2.0 and Tests for Adult Basic Education are widely used tools and central components to adult education programming. Leveraging these tools for the AmeriCorps evaluation plan helped reduce participant and staff assessment burden. The Financial Literacy Workshop survey is a retrospective pre/post and relies on participant self-reported gains. This design provides more opportunity for participant bias (such as reporting more positive gains than actually achieved) than direct knowledge and skills tests. Staff chose the design to best align with the workshop context and length. Program staff advised that a conventional pre/post survey design could be an undue burden to participants (English language learners of varying levels). AmeriCorps staff will continue to assess the potential to include more rigorous tools and designs.

## SCHOOL READINESS PARTICIPANT KNOWLEDGE AND SKILLS GAIN ASSESSMENT

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All 52 children participating in the Parent-Child Home Program received pre- and post- assessments in 2017-2018. All 52 families completed the 2017-2018 program. Ninety-four percent of children demonstrated social emotional and literacy gains (assessed using the Child's Behavior Traits assessment).

CBT Score	Pre	Post	Change
Average	2.4	3.1	.7
Range	1.4 - 3.4	2.2 - 3.9	

Pre/Post Change	#	%
Decrease	2	4%
No change	1	2%
.1 to > 1	38	73%
1 to > 2	11	21%
2 to > 3	0	0%
3 to > 4	0	0%

### Strengths, Limitations, and Opportunities

The Child's Behavior Traits is a funder-mandated assessment tool to measure child gains in the Parent-Child Home Program. As with the Best Plus 2.0 and TABE, using assessment tools already embedded in program operations reduces staff and participant assessment burden.

## CONCLUSIONS

Conclusions drawn from the 2017-2018 results are organized by the guiding evaluation questions:

- Were member support and preparation activities designed and implemented to achieve successful outcomes?
- Did members' tasks, activities, and projects meet expectations?
- What impact did members' contributions have on program participants?
- What were the barriers and enablers that made the difference between successful and disappointing implementation and outcomes?
- What else was learned?

### MEMBER SUPPORT AND PREPARATION

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**Overall, the support provided by AmeriCorps staff, site supervisors, and Team Day was well designed. It provided members with the needed support to develop and practice the skills to successfully impact the community.**

**ENROLLMENT AND RETENTION.** The program had a high percentage of returning members (42% in 2017-2018), which we attribute to the member preparation and support structure. The program was fully enrolled and retained 84.6% of members. While this retention is lower than 2016-2017, two members left for cause in the final month of their service.

**PREPARATION AND SUPPORT FROM AMERICORPS STAFF.** There were staffing transitions on the AmeriCorps staff team during 2017-2018, but overall, members reported receiving the support they needed. Members at the same site as AmeriCorps staff saw it as an advantage to getting informal support.

**PREPARATION AND SUPPORT FROM SITE SUPERVISOR.** Members were satisfied with their tasks and logistics of their placements, and support from their site supervisors. The following components contributed to members' sense of preparation and support: alignment between their daily tasks and Member Position Description; having a clear sense of supervisor's expectations; receiving direct feedback and having opportunities to ask questions during scheduled and unscheduled supervision/support. There were three seemingly isolated challenges reported by members: irregular or inconsistent supervision meetings, balancing paperwork and service to families, and having slow times at their site and not having a sense of what to work on next.

**TEAM DAY TRAININGS: (GROUP SUPPORT FROM AMERICORPS STAFF AND MEMBERS).** Members rated the Team Day sessions very positively. The majority of sessions received 85% positive ratings or higher. The facilitator's organization, interactivity, and applicability of the topic to the member's service, life, and/or career or education goals made the difference between more and less successful sessions.

### MEMBER EFFECTIVENESS

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**2017-2018 members' contributions were highly rated by supervisors. All members who were assessed were rated as meeting or exceeding requirements on their overall contribution to the program.**

Most members met or exceeded requirements in all behaviors and skills assessed under the following topic areas:



- Customer service and community participation
- Productivity and quality
- Leadership, judgment, and problem solving
- Dependability and initiative
- Cooperation
- Position knowledge and skill development

Members also expressed pride in and satisfaction with task-specific accomplishments and collaborating with colleagues through various means, including as “Roses” in Team Day surveys.

## MEMBER IMPACT

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**All members who were assessed were rated as meeting or exceeding requirements on their overall contribution to their programs. AmeriCorps members played a critical role in reaching and impacting at-risk, economically disadvantaged community members.**

**AmeriCorps members played a critical role in reaching at-risk children and families, and increasing children’s social emotional development and literacy.** In 2017-2018, all 52 children completed the Parent-Child Home Program and 94% showed social emotional and literacy gains. Ultimately, each family involved gained the support and skills to improve school-readiness. The program did not meet its anticipated target enrollment (62 families) due to a reduction in program-specific funding for the PCHP program. However, we had a higher-than-anticipated retention of families, and therefore were just two children below our anticipated program completion target (52 actual versus 54 anticipated). The program exceeded anticipated social and/or emotional and literacy gains (49 actual versus 40 anticipated for both).

**AmeriCorps members played a critical role in reaching economically disadvantaged community residents and improving their financial knowledge.** In 2017-2018, 408 economically disadvantaged individuals received financial literacy services, and an average of 69% demonstrated improved financial knowledge. This was close to the anticipated 70% improved financial literacy knowledge target, and exceeded the anticipated total number of participants reached (260 anticipated and 408 actual).

Members often cited impacting individuals and the community as high points during their service. For example, the following quote was a “Rose” a member listed in a Team Day survey:

*[The] program year ended for PCHP so we have been hearing how all the families are grateful for their times with me and really saw a big change in their parenting. Makes me feel like I have been doing well.*

Strategic (and vigilant) member recruitment and intentional pairing of AmeriCorps members with program and program participants’ needs contributed to success. Parent-Child Home Program’s structured program and assessment implementation training and supports contributed to high-fidelity implementation (which contributed to participant outcomes). School-readiness participants showed remarkable gains, exceeding program targets with 49 out of 52 (94%) children showing gain compared to the target of 75%.

## OTHER LESSONS LEARNED

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The evaluation questions covered many aspects of the member and participant activities and yielded useful actionable next steps, including new strategies to explore and insights into the alignment of our programs and outcomes and the Corporation for National Community Service priority areas.

## RECOMMENDATIONS

The team identified the following action items to leverage strengths and promote high quality, consistent programs and impacts through this evaluation:

- ✦ **Adjust the alignment of Sunset Park AmeriCorps service programs and the Corporation for National Community Service priority areas in the 2019-2022 application.** While we met most of the output and outcome targets in each priority area (school readiness and economic security), evaluation activities yielded insights into modifications. Parent-Child Home Program will continue to be aligned with school readiness, and an additional validated tool already being used by the program will be added to the measurement suite to demonstrate program impact on parenting skills. Aligning the adult education and workforce programs with job readiness and employability (instead of financial literacy) and academic enrichment and support services for at-risk high school students with the education priority area will result in better alignment between service program and participant need.
- ✦ **Continue to strengthen the evaluation and data-informed design of member and participant programming.** The program will more formally assess the impact service experiences have on members' sense of community, self-efficacy, and career or education skills or plans in 2018-2019. The program will revise evaluative tools to continue to improve our ability to consistently use data to monitor quality, yield actionable answers, and support continuous improvements. AmeriCorps staff piloted three member and supervisor interview tools in 2017-2018. Final revisions, based on the pilots, will be made and the tools will be used in 2018-2019. The Team Day survey was revised to better align with goals and to more efficiently yield usable results. It was launched in fall 2018 and data management plans were streamlined for quicker analysis. The results will be shared with session facilitators (staff, external, and members) after each Team Day to highlight strengths and areas in need of improvement, and inform future offerings. A Department of Community Based Programs Orientation post-training survey and site supervisor training survey will be included in the 2018-2019 evaluation plan. The team is assessing the feasibility and utility of implementing an end of term survey.
- ✦ **Hold "Office Hours" after Team Days and remind members and supervisors of opportunities for as-needed support from AmeriCorps staff.** AmeriCorps staff will remind supervisors and Members about opportunities for unscheduled/ informal check-ins during orientations, trainings, Team Days, and through email. "Office hours" immediately following Team Day will be held, which may be particularly useful for Members who are placed at different sites from AmeriCorps staff.
- ✦ **Revise the process for and documentation tools used during scheduled check-ins with members and supervisors.** Members and supervisors will have three formal check-ins starting in 2018-2019. The first will be used to establish relationships and check-in on how the member is doing – all members at a site will meet together, meeting with supervisors will be one-on-one. The second check-in will be more structured, one-on-one interviews using revised interview tools. The third and final formal check-in will be one-on-one exit/service close-out interview using an interview view guide.
- ✦ **Incorporate member and supervisor questions and input into the annual Supervisor Handbook revisions and refresher training.** Taking these steps will ensure that supervisors continue to: understand the alignment between AmeriCorps goals and member roles at their sites; are aware of expectations, such as having regularly scheduled, in-person supervision meetings with members; are using the correct forms and data collection tools; and have

opportunities to collaboratively brainstorm solutions to any common questions or challenges, such as balancing paperwork and participant interactions, ensuring steady flow of tasks that members can navigate on their own, and preparing members for new tasks and projects.

- ✦ **Continue to include members in Team Day topic selection, design, and facilitation, and share survey results with them and other session facilitators.** These strategies will help ensure the relevance of topics and quality of sessions, and will help members practice career skills. Build in refreshers on AmeriCorps related tasks and goals, such as using the education award and OnCorps system.
  
- ✦ **Explore more opportunities for members to support each other.** Many of our placements require bilingual speakers, which are in high demand. Because of this, member start dates have varied, making it more challenging to create cohorts. Members value opportunities to interact and collaborate with other members, and these opportunities provide a meaningful support mechanism. Staff will continue to adapt recruitment strategies to help ensure alignment of member start times, as well as strategies to best support members with misaligned start times.

## REFERENCES

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## APPENDICES

<a href="#">Appendix A</a>	Member Mid-Point Interview Guide
<a href="#">Appendix B</a>	Member Exit Interview Guide
<a href="#">Appendix C</a>	Supervisor Interview Guide
<a href="#">Appendix D</a>	Member Performance Evaluation Version A
<a href="#">Appendix E</a>	Member Performance Evaluation Version B
<a href="#">Appendix F</a>	Member Training Survey Sample A
<a href="#">Appendix G</a>	Member Training Survey Sample B
<a href="#">Appendix H</a>	Financial Literacy Workshop Survey A
<a href="#">Appendix I</a>	Financial Literacy Workshop Survey B
<a href="#">Appendix J</a>	Best Plus 2.0 Test Sample
<a href="#">Appendix K</a>	Tests for Adult Basic Education (TABE) – Reading Sample
<a href="#">Appendix L</a>	Tests for Adult Basic Education (TABE) – Math Sample
<a href="#">Appendix M</a>	Child’s Behavior Traits (CBT) Assessment
<a href="#">Appendix N</a>	Sunset Park AmeriCorps Logic Model
<a href="#">Appendix O</a>	Evaluation Methodology Additional Details

# APPENDIX A: MEMBER MID-POINT INTERVIEW GUIDE



## Site Evaluation Tool

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Member(s): \_\_\_\_\_

AmeriCorps Staff: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

### LOGISTICS

1. Does the member:

Have a dedicated workspace?  Yes  No

Have a phone/voicemail and email address?  Yes  No

Have a place to eat?  Yes  No

OVERALL RATING	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED	No	No, but monitor	Yes, non-urgent	Yes, urgent

### AmeriCorps Member Interview

#### SERVICE ACTIVITIES

2. Overall, how satisfied are you with this term of service so far? Why or why not?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
3. Overall, how satisfied are you with your placement? Why or why not?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
4. Overall, how satisfied are you with the tasks and your role so far? Why or why not?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
5. What kind of tasks and projects have you been working on?	Exceptional	Acceptable	Needs Improvement	Unacceptable
6. What does a typical week look like? How much time do you typically spend on each of these?	Exceptional	Acceptable	Needs Improvement	Unacceptable

Rev. February 2018 1

## SERVICE ACTIVITIES

7. Do your daily tasks match your AmeriCorps Member Position Description?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Why or why not?				
Discuss prohibited activities (see last page)				
8. Are you aware of the Prohibited Activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
9. Do any of your daily tasks include any of the Prohibited Activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
10. Do you have a clear idea of your supervisor's expectations?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Why or why not?				
11. Are there any tasks that you need support from your supervisor or us?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
12. How is your schedule set?	Exceptional	Acceptable	Needs Improvement	Unacceptable
13. If you work with another AmeriCorps member, how are tasks divided?	Exceptional	Acceptable	Needs Improvement	Unacceptable
NA				
14. How do you resolve immediate problems?	Exceptional	Acceptable	Needs Improvement	Unacceptable
15. Who do you go to with questions?	Exceptional	Acceptable	Needs Improvement	Unacceptable
OVERALL RATING				
	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED				
	No	No, but monitor	Yes, non-urgent	Yes, urgent

## SUPERVISION

16. Overall, how satisfied are you with your site supervision?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
17. What is your supervision schedule like?	Exceptional	Acceptable	Needs Improvement	Unacceptable
18. What do you discuss in supervision?	Exceptional	Acceptable	Needs Improvement	Unacceptable
OVERALL RATING				
	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED				
	No	No, but monitor	Yes, non-urgent	Yes, urgent

---

**GOALS**

19. What are 1-2 goals you have for during this term of service?

20. What are 1-2 goals you have for after this AmeriCorps term?

21. Is there any support or opportunities that you would like that you are not currently getting to help you work toward these goals?  Yes  No

22. Is there anything that might get in the way of you completing this AmeriCorps term?  Yes  No

23. Are there any resources you would like to be connected to to reduce any barriers or help you continue to have a smooth experience?  Yes  No

OVERALL RATING	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED	No	No, but monitor	Yes, non-urgent	Yes, urgent



# APPENDIX B: MEMBER EXIT INTERVIEW GUIDE

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## Sunset Park AmeriCorps Member Exit Interview

AmeriCorps Member Name:

Host Site:

Date:

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### Host Site

- Did your job duties turn out to be as you expected?
- Did you receive enough training to do your job effectively?
- Do you feel that you received adequate support and feedback?
- What frustrations did you feel in your position? Why?

### Sunset Park AmeriCorps Program

- How can the Program Staff better support members throughout the year?
- How can the Site Supervisors better support members throughout the year?
- Were Team Days useful? How could they improve?
- What could we do to improve this program for next year's members?

### Personal Experience/Reflection

- This last year, can you share any opportunities where you had to learn and grow?
- Did you gain new skills/experience through your service?
- What was the most interesting/ rewarding experience you had while volunteering?
- What are your post-AmeriCorps plans for your education/career/etc.?

### Open Items

- Is there anything you want to add or highlight before we conclude the exit interview? -
- .....

Host site supervisors sometimes request to see AmeriCorps Member Exit Interviews in order to improve support and training to future members. Can Sunset Park AmeriCorps share your responses with your supervisor upon request?

By checking this box I agree to have my responses shared with my supervisor upon request.

By checking this box I do not agree to have my responses shared with my supervisor upon request.

*Thank you for taking time to fill out this exit interview! Your feedback will be taken into consideration to make appropriate changes to continue to improve the Sunset Park AmeriCorps Member Experience.*

# APPENDIX C: SUPERVISOR INTERVIEW GUIDE



**FAMILY  
HEALTH  
CENTERS**  
AT NYU LANGONE

## Site Evaluation Tool

### Supervisor Interview

#### AMERICORPS MEMBER

1. Overall, how satisfied are you with the member so far?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
2. What kind of tasks and projects has the member been working on?	Exceptional	Acceptable	Needs Improvement	Unacceptable
Discuss prohibited activities (see last page)				
24. Are you aware of the Prohibited Activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
25. Do any of the member's daily tasks include any of the Prohibited Activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
3. Are there any strengths the member has demonstrated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
4. Are there any scheduling, lateness or absence issues?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
5. Are there any areas the member needs to develop to be (more) successful in the placement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
6. Do you have any concerns about the AmeriCorps member?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
<b>OVERALL RATING</b>	Exceptional	Acceptable	Needs Improvement	Unacceptable
<b>FOLLOW-UP NEEDED</b>	No	No, but monitor	Yes, non-urgent	Yes, urgent



## Site Evaluation Tool

### SUPERVISION + TRAINING

7. What is the supervision structure? How often do you check in with the member? Formal, scheduled weekly or biweekly or more fluid?	Exceptional	Acceptable	Needs Improvement	Unacceptable
8. What, if any training, did you provide to the member to get them up to speed on role?	Exceptional	Acceptable	Needs Improvement	Unacceptable
9. How do you provide the member with feedback?	<input type="checkbox"/> Supervision <input type="checkbox"/> Evaluations <input type="checkbox"/> Other:			
10. Is there another staff person that the member can ask questions to when you are out?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
OVERALL RATING	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED	No	No, but monitor	Yes, non-urgent	Yes, urgent

### AMERICORPS STAFF + PROGRAM

11. Overall, how satisfied are you with the support from us?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
12. Do you have any concerns about the AmeriCorps program?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
13. Are you willing to help recruit AmeriCorps members for placements at your site?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
OVERALL RATING	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED	No	No, but monitor	Yes, non-urgent	Yes, urgent



# Site Evaluation Tool

## MEMBER DATA + OUTCOMES TRACKING

14. What are participant outcomes for the activities the member is working on?

15. Do you currently have a consistent/ reliable system to track member activities? (e.g. number and type of events participated in, number of participants served, etc.)  Yes  No

If so, where stored; how easy to share?

16. Do you currently have a consistent/ reliable system to track to track member impact? (e.g. outcomes participants have as a result of activities member facilitates, etc.)  Yes  No

If so, where stored; how easy to share?

17. Are there any areas the member needs to develop to be (more) successful in the placement?  Yes  No

18. Do you have any concerns about the AmeriCorps member?  Yes  No

OVERALL RATING	Exceptional	Acceptable	Needs Improvement	Unacceptable
FOLLOW-UP NEEDED	No	No, but monitor	Yes, non-urgent	Yes, urgent

# APPENDIX D: MEMBER PERFORMANCE EVALUATION VERSION A



## Sunset Park AmeriCorps Member Performance Review

The *Member Performance Review* assesses Sunset Park AmeriCorps member performance, strengths and weaknesses, and other comments at mid-term and end of term.

Reviews are required by AmeriCorps and must be included in the member's file.

The Mid Term (MT) Review must occur within 30 days of the half-way point of a member's service.

The End of Term (EOT) Review must occur on the last day of service or within 30 days past their exit date.

### Evaluation Objectives:

1. To clarify the mutual objectives and expectations of the AmeriCorps Member, Site Supervisor, and Program Coordinator/Director.
2. To have a dialogue with all parties regarding what the Member has accomplished and what are areas for growth, as well as to discuss possible deviations from initial expectations.
3. To openly discuss any existing issues and establish goals and guidelines for areas of growth.

Member Name	[REDACTED]		
Start Date	[REDACTED]	Expected End Date	[REDACTED]
Placement Site	[REDACTED]		
Program Director Name	[REDACTED]		
Site Supervisor Name (1 <sup>st</sup> )	[REDACTED]		
MID-TERM REVIEW		END OF TERM REVIEW	
Review Date:	[REDACTED]	Review Date:	[REDACTED]
Hours Completed To-Date:	[REDACTED]	Hours Completed To-Date:	[REDACTED]
Is the member on schedule to complete by the expected end date? (Y or N)	[REDACTED]	Is the member on schedule to complete by the expected end date? (Y or N)	<input checked="" type="checkbox"/>
List the names of individuals providing input for this review in the following box.	List the names of individuals providing input for this review in the following box.		
[REDACTED]		[REDACTED]	

Please rate the AmeriCorps member's performance using the following scale:

**Unsatisfactory Performance**

1

There are significant performance problems, reflected by an inability to perform minimum position responsibilities. A Reassessment of Member's role and capacities needed. Dialogue with Program Coordinator/Director has ensued/will ensue.

**Performance Improvement Needed**

2

Performance is not at the level of desired competency for the position. Improvements are identified

**Meets All Performance Standards**

3

Performs all position tasks with consistent quality and minimal supervision

**Exceeds Performance Standards**

4

Consistently performs position responsibilities above standards.

1 – Unsatisfactory 2 – Improvement needed 3 – Meets requirements 4 – Exceeds Requirements

SECTION –1 Position Knowledge and Skill Development	Mid-Term Review	End of Term Review
1. Position Knowledge	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
2. Willingness to take on New Projects	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
3. Written and verbal communication skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
4. Ability to work with clients/patients	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
5. Ability to work with supervisor	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
6. Ability to effectively communicate with co-workers and staff	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
7. Ability to make appropriate referrals	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

SECTION – 2 Cooperation	Mid-Term Review	End of Term Review
8. Flexibility / Ability to adapt to change	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
9. Ability to respond to constructive criticism	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
10. Ability to cooperate	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
11. Reliability	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
12. Ability to respond to constructive criticism	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



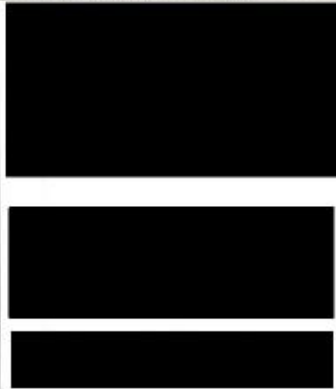
<b>SECTION – 3 Dependability and Initiative</b>	<b>Mid-Term Review</b>	<b>End of Term Review</b>
13. Punctuality	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
14. Attendance	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
15. Follows Instructions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
16. Ability to work independently	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
17. Ability to take initiative	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
18. Commitment to increasing own knowledge and expertise	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>SECTION – 4 Leadership, Judgment and Problem Solving</b>	<b>Mid-Term Review</b>	<b>End of Term Review</b>
19. Ability to solve problems	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
20. Ability to Follow up and Complete Tasks and Position Assignments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
21. Ability to Make Appropriate Decisions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
22. Ability to Recognize Limitations and/or Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
23. Willingness to Serve and Assist Customers, Clients, Public and Staff	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
24. Influences Positive Behavior in Others	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
25. Consistently Adheres to Policies and Procedures	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
26. Ability to maintain written records	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
27. Demonstration of leadership	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

SECTION – 5 Productivity and Quality of Work	Mid-Term Review	End of Term Review
28. Ability to Effectively Prioritize Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
29. Efficiently Completes Job Responsibilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
30. Maintenance of Work Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4


SECTION – 6 Customer Service and Community Participation	Mid-Term Review	End of Term Review
31. Knowledgeable of Community Resources and Disseminates Information to Customers, Clients, Public and Staff	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
32. Networks with other Community Organizations or Service Providers	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
33. Promotes Agency Services and its Mission	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

34. Overall contribution to program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
-------------------------------------	---	--

Additional Comments	Mid Term Comments	End of Term Comments
In my opinion, this member's greatest strengths have been:	1.  2.  3.	



Additional Comments	Mid Term Comments	End of Term Comments
In my opinion, the member needs to improve in the following areas:	1.  2.  3.	1.  2.  3.

<b>Other Comments for Mid-Term</b>	
<b>Other Comments for End of Term</b>	

**End-of-Term ONLY**

**\*\*FILLED OUT BY AMERICORPS DIRECTOR\*\***

25. Did the member fulfill contracted minimum hours? YES  NO
26. Will the member be eligible to receive a full or partial education award? YES  NO
27. Reason for exiting the program (check one)?  
 Successful Completion  
 Compelling Personal Circumstance(s)  
 Released from Service (exited for cause, select one)  
 Disciplinary action       Inability to live on stipend  
 Personal reasons       Other \_\_\_\_\_
28. Has the member satisfactorily completed all remaining assignments?  
YES  NO
29. Has the member fulfilled all other program requirements, including those agreed upon in the Member Contract?  
YES  NO
30. Will the member be eligible to enroll for another term of service?  
YES  NO

**Mid-Term Review Signatures**

Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

AmeriCorps Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**End of Term Review Signatures**

Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

AmeriCorps Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*\*Member's signature is an indication of receipt, not agreement. For differences of opinion in scoring or comments, the member may submit a supplemental response for their file.*

**APPENDIX E: MEMBER PERFORMANCE EVALUATION VERSION B**



**Sunset Park Opportunity Corps  
Member Performance Review**

The *Member Performance Review* assesses Sunset Park Opportunity Corps member performance, strengths and weaknesses, and other comments at mid-term and end of term. Reviews are required by AmeriCorps, and must be included in the member's file. The mid-term review must occur within 30 days of the half-way point of a member's service. The end of term review must occur within 30 days prior to their expected exit date. This form is required and must be used continuously for both reviews.

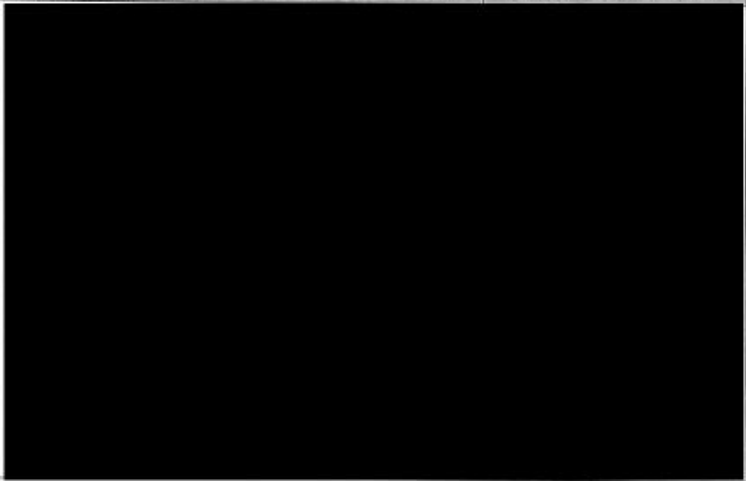
Member Name	[REDACTED]
Start Date	Expected End Date
Placement Site	[REDACTED]
Program Director Name	[REDACTED]
Site Supervisor Name (1 <sup>st</sup> )	[REDACTED]
Site Supervisor Name (2 <sup>nd</sup> )	[REDACTED]
<b>END OF TERM REVIEW</b>	
Review Date:	
Hours Completed To-Date:	
Is the member on schedule to complete by the expected end date? (Y or N)	■
List the names of individuals providing input for this review in the following box.	
[REDACTED]	

Please rate the Opportunity Corps member's performance using the following scale:

1-POOR      2-FAIR      3-GOOD      4-EXCELLENT

Performance Indicators	End of Term Review			
1. Flexibility / Ability to adapt to change	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
2. Reliability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
3. Ability to take initiative	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4
4. Ability to solve problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
5. Ability to respond to constructive criticism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
6. Ability to work with supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
7. Ability to work with other site staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
8. Ability to work with other members	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
9. Ability to work with clients/patients	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
10. Ability to work independently	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
11. Ability to convey appropriate information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4

Performance Indicators		End of Term Review
12. Ability to make appropriate referrals		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
13. Ability to maintain written records		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
14. Commitment to increasing own knowledge and expertise		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
15. Demonstration of leadership		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
16. Overall contribution to program		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
17. (User Defined)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
18. (User Defined)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
19. (User Defined)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
20. (User Defined)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Additional Questions	End-Term Review	
21. In my opinion, this member's greatest strengths have been:		
22. In my opinion, the member needs to improve in the following areas:		

Performance Indicators	End of Term Review
23. Other comments for End of Term:	

**End-of-Term ONLY**

**\*\*FILLED OUT BY AMERICORPS DIRECTOR**

25. Did the member fulfill contracted minimum hours (300,450, 675, 900,1700)?  
YES  NO
26. Will the member be eligible to receive a full or partial education award? YES  NO
27. Reason for exiting the program (check one)?  
 Successful Completion  
 Compelling Personal Circumstance(s)  
 Released from Service (exited for cause, select one)  
 Disciplinary action                       Inability to live on stipend  
 Personal reasons                               Other \_\_\_\_\_
28. Has the member satisfactorily completed all remaining assignments?  
YES  NO
29. Has the member fulfilled all other program requirements, including those agreed upon in the Member Contract?  
YES  NO
30. Will the member be eligible to enroll for another term of service?  
YES  NO

**End of Term Review Signatures**

Member's Signature: _____	Date: _____
Site Supervisor's Signature: _____	Date: _____
AmeriCorps Program Director's Signature: _____	Date: _____

*\*\*Member's signature is an indication of receipt, not agreement. For differences of opinion in scoring or comments, the member may submit a supplemental response for their file.*

# APPENDIX F: MEMBER TRAINING SURVEY SAMPLE A

14

June 29, 2018

Personality, Public Health & Social Determinants of Health AmeriCorps Team Day

Please rate each activity:

1 = ☹ very unsatisfied to 5 = ☺ Very satisfied;  
Or N/A did not attend

1. Ice Breaker- Word Association Game

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

2. Personality Day Quizzes

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

3. RePlay Health game- (Public Health)-

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

4. Unnatural Causes video and discussion

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

What was the best part of today (if it was not stated above)?



TURN OVER →

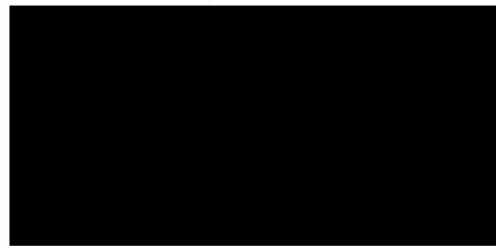
June 29, 2018

What would you like to see in the next few Team Days that we haven't done yet?



**Roses and Thorns:**

*Success and challenge that has happened to you at your service site*





26

## TEAM DAY SURVEY

LIFE AFTER AMERICORPS 6/7/2018

Rate each activity on a scale of 1-4, with 1 being the worst & 4 being the best.

### Icebreaker – Whodunit

1            2            3            ④

### Resume & Interview Workshop

1            2            3            ④

### Social Media Workshop

1            2            3            ④

### Jeopardy Review Game

1            2            3            ④

What was your favorite part of the day and why?

[Redacted]

What could we have done better?

[Redacted]

What are your suggestions for future Team Days?

[Redacted]

Rose -

Thorn -



# APPENDIX H: FINANCIAL LITERACY WORKSHOP SURVEY A

## Financial Literacy Workshop Survey: Checking + Savings

Workshop Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator(s): \_\_\_\_\_

Circle one answer for each question.

**BEFORE** the workshop, how familiar were you with:

1) Bank checking accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

2) Bank savings accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

3) How to compare different banks?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

-----

**AFTER** the workshop, how familiar are you with:

4) Bank checking accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

5) Bank savings accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

6) How to compare different banks?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

Revised 6/18/2018

# APPENDIX I: FINANCIAL LITERACY WORKSHOP SURVEY B

---

## Financial Literacy Workshop Survey: Banking + Checking + Savings + Credit

Workshop Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator(s): \_\_\_\_\_

Circle one answer for each question.

**BEFORE** the workshop, how familiar were you with:

1) Bank checking accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

2) Bank savings accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

3) How to compare different banks?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

4) Credit cards?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

5) How to compare different credit cards?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

**More questions on the back** →

Revised 6/18/2018

**AFTER** the workshop, how familiar are you with:

6) Bank checking accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

7) Bank savings accounts?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

8) How to compare different banks?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

9) Credit cards?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar

10) How to compare different credit cards?

1	2	3	4	5
Not at all familiar	Not very familiar	Somewhat familiar	Mostly familiar	Very familiar



PRINT-BASED VERSION  
EXAMINEE TEST BOOKLET

Student Last Name: _____	Date: _____
Student First Name: _____	
Registration #: _____	
Administrator Last Name: _____	
Administrator First Name: _____	
Class: _____	Start time: _____
Site: _____	End time: _____

Locator Score: \_\_\_\_\_ Continued with (circle): D1 D2 D3 Locator only

From the BEST Plus 2.0 Score Management Software:	
Scale Score: _____	SPL: _____
NRS Level: _____	



## LOCATOR

#	Introduction/Setup/Questions	Listening	Complexity	Communication	Total
W	<i>I'm going to ask you some questions. Are you ready?</i>				
W1	Where are you from?	0 1 2	0 1 2 3 4	0 1 2 3	
W2	Where do you live now?	0 1 2	0 1 2 3 4	0 1 2 3	
W3	How long have you lived in the United States?	0 1 2	0 1 2 3 4	0 1 2 3	
W4	What do you like about living in _____?	0 1 2	0 1 2 3 4	0 1 2 3	
W5	Do you work?	0 1 2	0 1 2 3 4	0 1 2 3	
W6	Tell me something about what you do every day.	0 1 2	0 1 2 3 4	0 1 2 3	
Say:	Now I will take a minute to add the numbers.				<i>Total (Questions W1 – W6)</i>

Reminder: A score of 0 in Listening Comprehension requires a score of 0 for Language Complexity and Communication.

Sum the scores for questions W1 through W6 in the box at the bottom of the column.

### DOUBLE CHECK YOUR ADDITION!

If the total is 12 or less, stop the test and go to the Wind-Down below.

If the total is between 13 and 27, go to Form D Level 1.

Otherwise, copy total to top of next page and go on to question W7.

### Wind-Down

*We've come to the end of the test. Thank you very much for talking with me today!*

**Note:** If it seems necessary and appropriate in order to end the test on a positive note, engage the examinee in a bit of small talk by asking a simple question or two that he or she can easily answer. After the examinee answers, thank him or her again for talking with you.

## LOCATOR

#	Introduction/Setup/Questions	Listening	Complexity	Communication	Total
<i>Total from W1 – W6 (previous page)</i>					
<b>W7</b>	<i>In the United States most grandparents don't live with their children and grandchildren. What about your family? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3	
<i>Total (Questions W1 – W7)</i>					

Sum the scores for questions W1 through W7 in the box above.

**DOUBLE CHECK YOUR ADDITION!**

If the total so far is 33 or less, go to Form D1.

If student scored 0 on question W7, go to Form D1.

Otherwise, go on to question W8.

<b>W8</b>	<i>Some people in the U.S. move frequently for many reasons. In other countries people move less frequently. What are some advantages and disadvantages of moving? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3	
-----------	--	-------	-----------	---------	--

*Say:* Just a minute while I find the next questions.

*Locator Score (Questions W1 – W8) =* \_\_\_\_\_

Sum the scores for all 8 questions. This is the Locator Score.

**DOUBLE CHECK YOUR ADDITION!**

Use the following chart to determine whether to administer Form D Level 1, D Level 2, or D Level 3 next.

Locator Score	Administer Next
0 – 12	Do not go on
13 – 40	Form D Level 1
41 – 50	Form D Level 2
51 or above	Form D Level 3

BEST Plus 1.0 Form D Examiner Test Booklet  
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## BEST Plus 2.0 Form D Level 1

#	Introduction/Setup/Questions	Listening	Complexity	Communication
1	<i>Let's think about buying food.</i>			
1.1	Tell me about this picture.	0 1 2	0 1 2 3 4	0 1 2 3
1.2	<i>I usually buy food at _____.</i> Where do you buy your food?	0 1 2	0 1 2 3 4	0 1 2 3
1.3	Do you like shopping for food?	0 1 2	0 1 2 3 4	0 1 2 3
2	<i>Now let's talk about living in an apartment or a house.</i>			
2.1	Tell me about this picture.	0 1 2	0 1 2 3 4	0 1 2 3
2.2	<i>I live in an apartment/a house.</i> What about you?	0 1 2	0 1 2 3 4	0 1 2 3
2.3	What are some good things about where you live? ... Tell me more.	0 1 2	0 1 2 3 4	0 1 2 3

## BEST Plus 2.0 Form D Level 1

#	Introduction/Setup/Questions	Listening	Complexity	Communication
3	<i>Now we're going to talk about cars.</i>			
3.1	Tell me about this picture.	0 1 2	0 1 2 3 4	0 1 2 3
3.2	<i>I like/don't like driving in _____ (this area)</i> What about you?	0 1 2	0 1 2 3 4	0 1 2 3
3.3	What do you like better, driving a car or riding the bus?	0 1 2	0 1 2 3 4	0 1 2 3
4	<i>Let's talk about watching TV.</i>			
4.1	Tell me about this picture.	0 1 2	0 1 2 3 4	0 1 2 3
4.2	<i>I watch/don't watch a lot of television.</i> What about you?	0 1 2	0 1 2 3 4	0 1 2 3
4.3	Do you like watching TV?	0 1 2	0 1 2 3 4	0 1 2 3

### Wind-Down

*We've come to the end of the test. Thank you very much for talking with me today!*

**Note:** If it seems necessary and appropriate in order to end the test on a positive note, engage the examinee in a bit of small talk by asking a simple question or two that he or she can easily answer. After the examinee answers, thank him or her again for talking with you.

## BEST Plus 20 Form D Level 2

#	Introduction/Setup/Questions	Listening	Complexity	Communication
1	<i>Now let's talk about work we need to do around the home.</i>			
1.1	Tell me about this picture.	0 1 2	0 1 2 3 4	0 1 2 3
1.2	At home, I _____ (list a chore) every day. What job do you do every day at home?	0 1 2	0 1 2 3 4	0 1 2 3
1.3	Which job is easier for you, taking out the trash or vacuuming?	0 1 2	0 1 2 3 4	0 1 2 3
2	<i>Now I'm going to ask you about cars.</i>			
2.1	I like/don't like driving in _____ (this area) What about you?	0 1 2	0 1 2 3 4	0 1 2 3
2.2	A lot of people in the United States complain about bad drivers. How do drivers in _____ (this area) compare to drivers where you're from? ... Tell me more.	0 1 2	0 1 2 3 4	0 1 2 3
2.3	The car is an essential part of American society. Do you think cars are as important in other countries as they are in the United States? ... Why?/Why not? ... Tell me more.	0 1 2	0 1 2 3 4	0 1 2 3

## BEST Plus 2.0 Form D Level 2

#	Introduction/Setup/Questions	Listening	Complexity	Communication
3	<i>Now I'm going to ask you about family and school.</i>			
3.1	Children in my neighborhood go to _____ (name of school). Where do children in your neighborhood go to school?	0 1 2	0 1 2 3 4	0 1 2 3
3.2	How can parents help their children be good students?	0 1 2	0 1 2 3 4	0 1 2 3
3.3	Some people say that the family is a child's most important teacher. What are some important lessons you learned from your family? ... Tell me more.	0 1 2	0 1 2 3 4	0 1 2 3
4	<i>Let's think about buying food.</i>			
4.1	I usually buy food at _____. Where do you buy your food?	0 1 2	0 1 2 3 4	0 1 2 3
4.2	Some people say that fruits and vegetables in the United States look beautiful but don't taste good. Do you agree? ... Why?/Why not? ... Tell me more.	0 1 2	0 1 2 3 4	0 1 2 3
5	<i>Let's talk about living in the community.</i>			
5.1	I _____ (live/don't live) near a park. What about you?	0 1 2	0 1 2 3 4	0 1 2 3
5.2	Do you like to go to parks?	0 1 2	0 1 2 3 4	0 1 2 3

### Wind-Down

*We've come to the end of the test. Thank you very much for talking with me today!*

**Note:** If it seems necessary and appropriate in order to end the test on a positive note, engage the examinee in a bit of small talk by asking a simple question or two that he or she can easily answer. After the examinee answers, thank him or her again for talking with you.

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## BEST Plus 2.0 Form D Level 3

#	Introduction/Setup/Questions	Listening	Complexity	Communication
1	<i>Let's talk about eating healthy food.</i>			
1.1	<i>My favorite food is _____ What's your favorite food?</i>	0 1 2	0 1 2 3 4	0 1 2 3
1.2	<i>There are probably differences between eating habits in the United States and in your culture. Which eating habits seem healthier to you? ... Why? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3
1.3	<i>In the United States, some people say eating chicken soup will help a sick person feel better. What foods do you think are good to eat when you're sick? ... Why do you say that?</i>	0 1 2	0 1 2 3 4	0 1 2 3
2	<i>Now let's talk about people in the community who help us, such as police and firefighters.</i>			
2.1	<i>I know someone who is a _____ (firefighter, police officer, nurse, etc.) What about you?</i>	0 1 2	0 1 2 3 4	0 1 2 3
2.2	<i>The police have jobs that can be dangerous, but they provide an important service in helping the community. Do you believe being a police officer is a good career? ... Why?/Why not? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3
2.3	<i>In some ways, the jobs of firefighters and police are the same, but in many ways their jobs are different. How are their jobs the same? ... How are they different?</i>	0 1 2	0 1 2 3 4	0 1 2 3

## BEST Plus 2.0 Form D, Level 3

#	Introduction/Setup/Questions	Listening	Complexity	Communication
3	<i>Let's talk about the weather.</i>			
3.1	<i>I like _____ (sunny, rainy, cloudy, etc.) weather. What weather do you like?</i>	0 1 2	0 1 2 3 4	0 1 2 3
3.2	<i>What do you like to do on rainy days? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3
3.3	<i>Before a storm some people buy a lot of food, water, and batteries. Do you think it is important for people to prepare for storms? ... Why?/ Why not? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3
4	<i>Let's talk about watching TV.</i>			
4.1	<i>I watch/don't watch a lot of television. What about you?</i>	0 1 2	0 1 2 3 4	0 1 2 3
4.2	<i>Some people think watching TV is a waste of time, while others think it can be educational. What do you think? ... Why?</i>	0 1 2	0 1 2 3 4	0 1 2 3
5	<i>Now I'm going to ask you about family and school.</i>			
5.1	<i>Children in my neighborhood go to _____ (name of school). Where do children in your neighborhood go to school?</i>	0 1 2	0 1 2 3 4	0 1 2 3
5.2	<i>In the United States, parents are often actively involved in their children's education. In some countries, parents are not as involved in education issues. Which way do you think helps children the most? ... Why? ... Tell me more.</i>	0 1 2	0 1 2 3 4	0 1 2 3

### Wind-Down

*We've come to the end of the test. Thank you very much for talking with me today!*

**Note:** If it seems necessary and appropriate in order to end the test on a positive note, engage the examinee in a bit of small talk by asking a simple question or two that he or she can easily answer. After the examinee answers, thank him or her again for talking with you.

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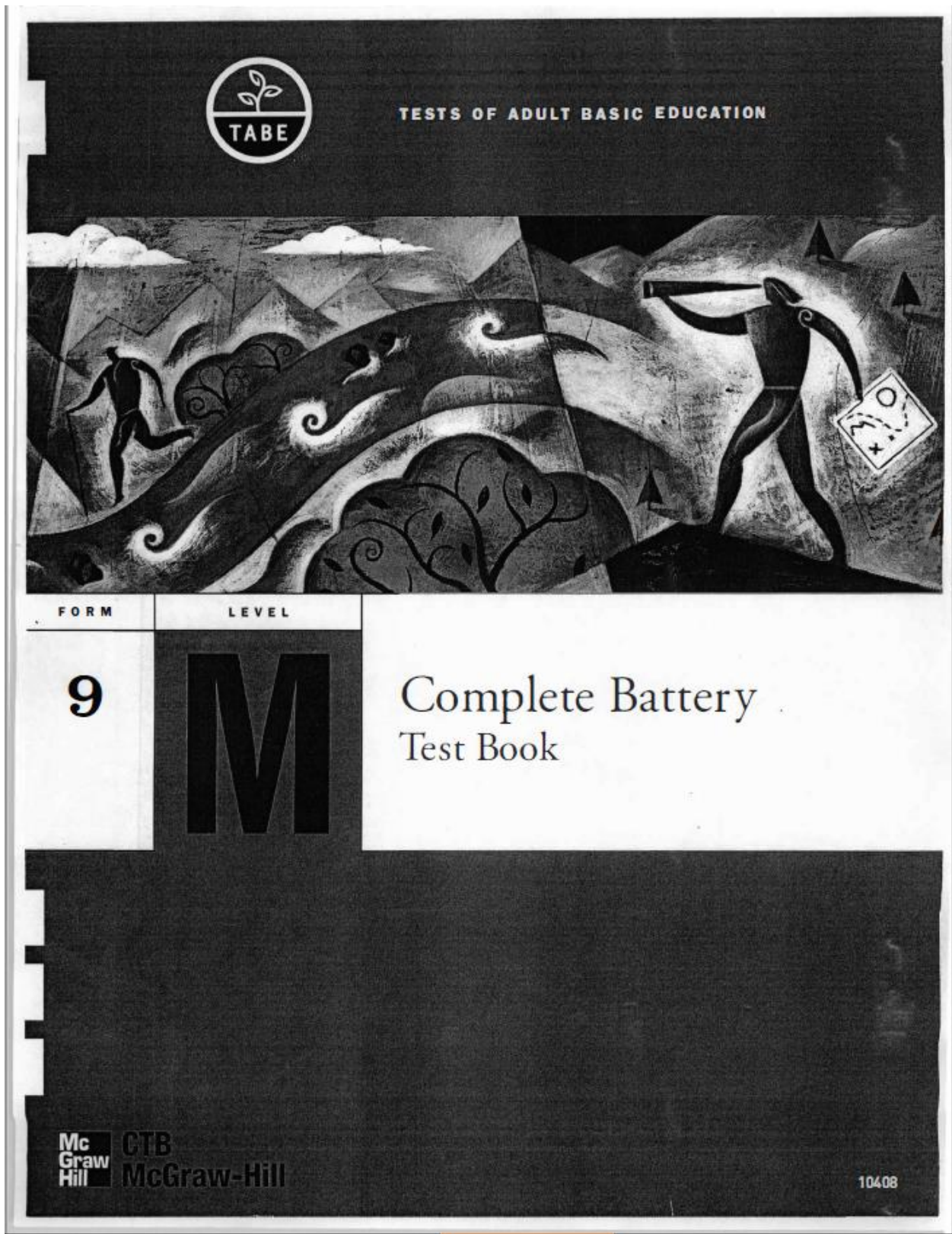
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July 2016







Here is a passage about soccer. Read the passage. Then do Numbers 1 through 7.

Although soccer has a long history, the exact origin of the game cannot be pinpointed. A form of it was played in China around 400 b.c. The ancient Greeks and Romans also played a game similar to soccer. In all these games, players controlled the ball with their feet, which is why it is called football in many countries around the world.

The sport became very fashionable in nineteenth-century England. By 1900, football associations had been established in many countries in Europe and South America. In 1904, the *Federation Internationale de Football Association* (FIFA) was established in order to organize the many soccer associations around the globe. The sport was officially included in the Olympic Games in 1908. In 1930, FIFA organized the first World Cup competition, held in Uruguay. Only thirteen nations participated that year. Since then the World Cup has grown to include thirty-two nations from around the world.



- 1 Which of these statements best describes the main idea of the passage?
- A The first World Cup competition was played in 1930.
  - B Soccer is called football in many nations.
  - C Soccer is a worldwide sport with a long history.
  - D A kind of soccer was played long ago in China.

- 2 In many countries, soccer is called football because
- F it is so similar to American football
  - G players control the ball with their feet
  - H it was originally called football in England
  - J FIFA decided this was the best name for the game

- 3 How does the reader know that the popularity of soccer has grown?
- A Soccer has been played for centuries.
  - B Soccer is a game played by kicking a ball down the field through a goal.
  - C The game is overseen by the *Federation Internationale de Football Association*.
  - D Thirty-two nations now compete in the World Cup, though it began with only thirteen.

- 4 Which of these statements is an opinion?
- F Soccer is a great sport.
  - G Soccer is an Olympic event.
  - H Soccer is a game played in England.
  - J Soccer is called football in many nations.

- 5 According to the passage, which of these statements is true?
- A Most people enjoy watching sporting events.
  - B Soccer is a popular game to play and to watch.
  - C Soccer is played in many countries around the world.
  - D Soccer is the most-watched event at the Summer Olympics.

- 6 The purpose of this passage is to
- F get readers to play the game of soccer
  - G tell readers that sports are important
  - H prepare readers to watch the World Cup competition
  - J provide readers with a short history of soccer

- 7 Which of these happened last?
- A A form of soccer was played in China.
  - B The first World Cup competition was held in Uruguay.
  - C A soccer-like game became popular in England.
  - D Football associations were established in Europe and South America.

Susan is applying for a job as an auto mechanic. Read her letter. Then do Numbers 8 through 11.

3567 Seward St., Apt. #107  
Lincoln, Nebraska 68506  
August 23, 2002

Mr. Michael B. Dutton, Manager  
Harper Truck and Auto Repair  
4707 Carter Street  
Omaha, Nebraska 68132

Dear Mr. Dutton:

I read your advertisement for a Class II mechanic at Harper Truck and Auto Repair in Sunday's *Lincoln Journal*. I am interested in applying for this position.

I have worked as a mechanic on large trucks for many years. I have experience in the repair, replacement, and rebuilding of most engine parts, including those of military vehicles. I know how to perform computer-assisted tests on various systems. Most recently, I have started testing and repairing vehicle frames. I would appreciate the opportunity to bring my experience to Harper Truck and Auto Repair.

My résumé is enclosed for your consideration. I look forward to hearing from you.

Sincerely,

*Susan A. Thomas*

Susan A. Thomas

8 What has Susan enclosed with her letter?

- F her résumé
- G an auto test
- H a completed application
- J the newspaper advertisement

9 What is Susan's newest skill?

- A rebuilding engine parts
- B repairing vehicle frames
- C working on military vehicles
- D using computers to test engines

10 According to Susan's letter, she has worked mainly on

- F trucks
- G frames
- H computer systems
- J military vehicles

11 What does Susan hope that Mr. Dutton will do after reading the letter?

- A come to Lincoln
- B read her résumé
- C return the letter to her
- D advertise in the *Lincoln Journal* again

Kaya is interested in taking computer classes. Read the flier that she picked up from Bayside Center. Then do Numbers 12 through 18.

## Bayside Center

### Looking to improve your computer skills?

Bayside Center is offering free computer classes this spring.  
Enjoy learning how to use a computer for work or at home.

Dr. Juan Moreno, author of several well-known computer manuals, will teach the classes. These are beginning computer classes focusing on basic computer skills. Classes will meet for seven weeks beginning April 2.

#### Class schedule:

Monday and Wednesday 6:00 p.m. to 7:30 p.m.  
or  
Tuesday and Thursday 6:30 p.m. to 8:00 p.m.



**Week 1:** Introduction to Computers  
**Week 2:** Word Processing I  
**Week 3:** Word Processing II\*  
**Week 4:** Introduction to E-mail  
**Week 5:** Introduction to the Internet  
**Week 6:** Special Project\*\*  
**Week 7:** Review and Conclusion

\*You must take Word Processing I or receive permission from the instructor to take this class.

\*\*You must have taken the previous weeks' classes to take this class.

### REGISTER TODAY!

Class size is limited to 20 students.

Call 555-3579 to register.

For more information, call Bayside Center at 555-4132.

- 12** What is this flier mostly about?
- F** a special project for one computer class
  - G** computer classes focusing on advanced skills
  - H** a series of computer classes at Bayside Center
  - J** a schedule of speakers coming to Bayside Center

- 13** How is Week 4 different from Week 3?
- A** A new topic is presented in Week 4.
  - B** Students will search for information on the Internet in Week 4.
  - C** A special project will be completed in Week 4.
  - D** Class will not be held at the Bayside Center in Week 4.

- 14** If Kaya takes the computer class on Mondays and Wednesdays, at what time will her classes begin?
- F** 6:00 p.m.
  - G** 6:30 p.m.
  - H** 7:30 p.m.
  - J** 8:00 p.m.

- 15** Which of these will Kaya probably learn during the first week of class?
- A** how to send an e-mail
  - B** how to fix a computer
  - C** how to turn on the computer
  - D** how to find a site on the Internet

- 16** Which of these statements from the flier most encourages readers to take the classes?
- F** Classes will meet for seven weeks beginning April 2.
  - G** For more information, call Bayside Center at 555-4132.
  - H** Enjoy learning how to use a computer for work or at home.
  - J** These are beginning computer classes focusing on basic computer skills.

- 17** The flier states that class size is limited to 20 students in order to
- A** encourage people to register early
  - B** discourage people from registering
  - C** let people know who their classmates will be
  - D** inform people about how popular the classes are

- 18** The computer classes are best for someone who
- F** has taught computer classes
  - G** is only beginning to use a computer
  - H** has read Dr. Moreno's computer manuals
  - J** already knows how to use a computer well

Here is a Web page about walking for good health. Read the information. Then do Numbers 19 through 23.

Address: <http://www.>

Back Forward Stop Home Print Mail go

## Good Health

*Reducing your health risk is as easy as a walk in the park . . . every day.*

Our research has shown that walking, as a fitness activity, can help you gain some important health benefits. Some of the recommendations below may work for you, and some may not. Just remember that none of these suggestions is intended to replace your doctor's advice.

### Tips for Walking Toward Good Health

**Get Ready**

1. Wear comfortable shoes and appropriate clothes.
2. If you have health problems, talk to your doctor.
3. Plan a route and start walking.

**Get Moving**

1. Start by walking short distances.
2. Walk at a comfortable pace.
3. Breathe deeply as you walk.

**Get Fit**

*Once you can walk a few miles easily:*

1. Increase your speed.
2. Walk up hills to strengthen your legs.
3. Walk 30 to 45 minutes every day.

### Health Benefits of Walking

- Reduced blood cholesterol
- Lower blood pressure
- Increased endurance
- Increased bone strength
- Reduced risk of certain cancers

Exercise Links: [Walking for Weight Loss](#) | [Support Groups](#) | [Exercise and Disabilities](#) | [Power Walki](#)



19 This Web page is mostly about how walking

- A can strengthen your muscles
- B can improve your health
- C increases bone strength
- D should be part of your daily routine

20 According to the Web page, if you walk up hills, you will

- F lose some weight
- G strengthen your legs
- H reduce your risk of cancer
- J lower your blood pressure

21 The author uses the phrase "easy as a walk in the park" to show that reducing your health risks is

- A not difficult
- B not interesting
- C sometimes tiring
- D good for everyone

22 According to the Web page, if you wanted to get fit, about how many minutes per day should you walk?

- F 15 to 20
- G 20 to 25
- H 30 to 45
- J 40 to 60

23 Which of these is not listed as a health benefit of walking?

- A increased endurance
- B increased flexibility
- C reduced blood cholesterol
- D reduced risk of certain cancers

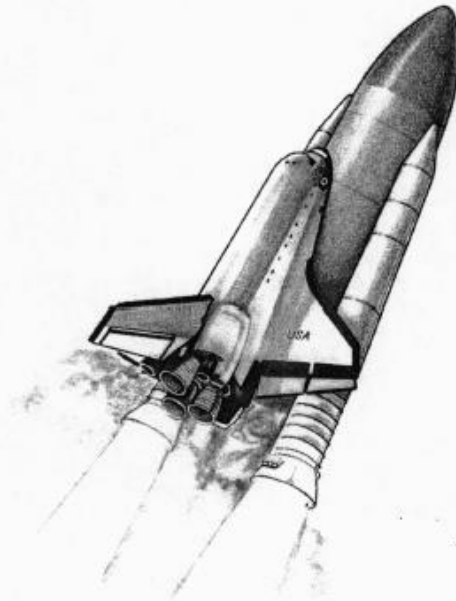


Read this information about Sally Ride. Then do Numbers 24 through 28.

*"Our future lies with today's kids and tomorrow's space exploration."  
—Dr. Sally K. Ride*

Sally Ride was the first American woman to go into space. She flew into space on June 18, 1983. This was only part of her long career with the National Aeronautics and Space Administration (NASA). Here are some important dates in Sally Ride's life and career.

- 1977 — Ride is among 8,000 people who apply to NASA.
- 1978 — Ride earns a Ph.D. in astrophysics and becomes one of six women selected as astronaut candidates.
- 1979 — Ride becomes a shuttle mission specialist.
- 1983 — Ride becomes the first American woman in space as a member of a space shuttle *Challenger* mission.
- 1984 — Ride serves on her second *Challenger* mission.
- 1986 — Ride joins a team investigating the space shuttle *Challenger* explosion.
- 1994 — Ride publishes *The Third Planet: Exploring the Earth from Space*.



- 4 The purpose of the information is to
- F tell people about Sally Ride's life
  - G teach people about space exploration
  - H persuade people to become astronauts
  - J tell people about one event in Sally Ride's life
- 5 Which of these pairs of words best describes Ride's professional career?
- A average, typical
  - B uneventful, boring
  - C simple, entertaining
  - D successful, eventful
- 6 Before going into space, Sally Ride
- F published a book
  - G toured schools for NASA
  - H earned a Ph.D. in astrophysics
  - J investigated the *Challenger* explosion

- 27 The information states that in 1979, Ride became a shuttle mission specialist. *Specialist* means about the same as
- A expert
  - B creator
  - C captain
  - D inventor

- 28 Which of these statements probably explains why Ride helped investigate the space shuttle *Challenger* explosion?
- F She was an exceptional astronaut candidate.
  - G She had become the first woman in space.
  - H She had written a book about the *Challenger*.
  - J She was knowledgeable about the *Challenger*.

Here is a travel guide about the Great Smoky Mountains. Read the guide. Then do Numbers 29 through 34.

### Enjoy the Great Smoky Mountains in Autumn!

Autumn is especially beautiful at Great Smoky Mountains National Park. As summer comes to an end, the leaves trade their green for a variety of colors. Just imagine the colors—bright orange, blazing red, deep purple, and golden yellow. There is nothing quite like autumn in the Smoky Mountains, and you do not want to miss it. The best time to enjoy the changing leaves is between late September and early November. Make your reservations now before starting your adventure!

*For information and reservations, contact:*

**Great Smoky Mountains National Park**

Web site: [www.smokyadventure.org](http://www.smokyadventure.org)

Phone: (222) 555-2323

**Fall Foliage Hotline**

National Forest Service: (800) 555-1232



- 29 The purpose of this travel guide is to
- A advertise a new Web site
  - B describe the colors of the autumn leaves
  - C provide information about the National Forest Service
  - D persuade people to visit the Great Smoky Mountains National Park

- 30 The guide says that autumn is a beautiful time. What does the word *autumn* mean?
- F fall
  - G colors
  - H change
  - J seasons

- 31 Which of these can not be found in this travel guide?
- A a description of the leaves
  - B a phone number for the National Forest Service
  - C the cost of a trip to the Great Smoky Mountains
  - D the Web site address

- 32 According to the travel guide, what should you do before visiting the Great Smoky Mountains?
- F call the hotline
  - G make reservations
  - H take pictures of leaves
  - J watch the leaves change color

- 33 The travel guide says that the leaves trade their green for a variety of colors. Which of these words means the opposite of *variety* as it is used here?
- A mixture
  - B sameness
  - C selection
  - D freshness

- 34 According to the guide, what is the difference between summer and autumn in the Great Smoky Mountains National Park?
- F The park is more beautiful in summer.
  - G It is easier to make reservations in summer.
  - H People rarely visit the park in autumn.
  - J Leaves turn many bright colors in autumn.

Here is a registration form for a child care center. Study the form. Then do Numbers 35 through 39.

Family Center Child Care Registration Form	
555-6723 or 555-1357	
<b>Child Information</b>	
Name _____	
Birthday _____ Age _____ (Circle one) Female Male	
Address _____	Telephone number _____
<b>Parent or Guardian Information</b>	
<b>Mother's/Guardian's Name</b> _____	
Home address _____	Telephone number _____
Work address _____	Telephone number _____
<b>Father's/Guardian's Name</b> _____	
Home address _____	Telephone number _____
Work address _____	Telephone number _____
<b>Emergency Contact (if parent/guardian cannot be reached)</b> _____	
Home address _____	Telephone number _____
Work address _____	Telephone number _____
<b>Emergency Information</b>	
<b>Child's doctor</b> _____	Telephone number _____
<b>Child's allergies</b> _____	
<b>Child's current medicines</b> _____	
Please provide the names and telephone numbers of persons other than parent(s) or guardian(s) who have permission to pick up the child from the center.	
Name _____	Telephone number _____
Address _____	Relationship to child _____
Name _____	Telephone number _____
Address _____	Relationship to child _____
<b>Signatures</b>	
Parent/Guardian _____	Date _____
Parent/Guardian _____	Date _____
Director of Family Center _____	Date _____

- 35 The main purpose of this form is to
- A find out the child's medical history
  - B find out the child's age and birthday
  - C have the parents' signatures and work numbers on file
  - D collect contact and emergency information about the child

- 36 Aside from parents or guardians, how many other people may pick a child up from the child care center?
- F one
  - G two
  - H three
  - J four

- 37 The form requires information about the parents or guardians of each child. *Guardian* means about the same as
- A doctor
  - B friend
  - C owner
  - D protector

- 38 The Yearwoods want to enroll their children in the child care program. They will need to fill out one form for
- F each child
  - G each parent
  - H the entire family
  - J the emergency contact

- 39 Which of these is an opinion about the child care registration form?
- A The form is easy to fill out completely.
  - B Several addresses are required on the form.
  - C Emergency information is requested on the form.
  - D A parent's or guardian's signature is required on the form.

Read this story about Mei Ling and her trip home to the United States from China.  
Then do Numbers 40 through 44.

## What Was It Like?

Mei Ling settled into her seat on the airplane. She was flying home to San Francisco after attending her cousin's wedding in Beijing. The captain of the flight spoke on the intercom and said, "We will be cruising at an altitude of 39,000 feet. We should have a smooth flight and land in San Francisco in approximately thirteen hours. Please sit back and enjoy the flight."

Mei Ling shifted in her seat. She doubted that she would be able to enjoy sitting for thirteen hours. She looked out her window. She began to think about her great-grandparents. They had left China in the 1800s, seeking a better life in America. What had their journey been like? Mei Ling would be able to make the trip from Beijing to San Francisco in about one day. Her great-grandparents, anxious to arrive in America, had spent weeks on board a large, overcrowded ship.

She continued to think about her great-grandparents. Because they were allowed to bring only one trunk on the ship, they had to choose carefully which items to bring with them. The rest of their belongings had to remain in China.

Mei Ling thought about her great-grandparents repeatedly during the flight. When she finally fell asleep, she even dreamed about them. She was awakened by the captain's voice on the intercom once again. "Please fasten your seatbelts. We are preparing to land at San Francisco International Airport. Local time is 11:36 a.m. Thank you for flying with us, and welcome to San Francisco." Although she had enjoyed her visit with her relatives in Beijing, Mei Ling was glad to be home.





- 40 The purpose of Mei Ling's trip to Beijing was to
- F find a job
  - G meet new friends
  - H learn about historic places
  - J attend a family celebration

- 41 Choose the best summary of the passage.
- A A young woman goes to China to visit her relatives.
  - B A young woman wishes her great-grandparents were there with her.
  - C A young woman falls asleep during her long flight to San Francisco.
  - D A young woman compares her journey with her great-grandparents' journey in the 1800s.

- 42 How many pieces of luggage were Mei Ling's great-grandparents allowed to bring on their journey?
- F one carry-on bag
  - G two suitcases per person
  - H one trunk for both of them
  - J two suitcases and one carry-on bag

- 43 From the story, you can conclude that Mei Ling is
- A afraid of flying
  - B curious about the past
  - C eager to move to Beijing
  - D interested in American history

- 44 Read this sentence from the passage:  
*Mei Ling shifted in her seat.*
- The author probably included this detail to show that Mei Ling was
- F afraid
  - G concerned
  - H uninterested
  - J uncomfortable



Read this passage about heat stroke. Then do Numbers 45 through 48.

Heat stroke is a serious medical emergency resulting from overheating of the body. People lose fluids through sweat. Fluid loss can lead to heat exhaustion. Heat exhaustion can lead to heat stroke. Taking breaks from the heat and drinking plenty of water can prevent heat stroke. Recognizing the symptoms and providing early treatment can save someone's life. The information given here will help identify and treat heat stroke.

**Causes**

- exposure to high temperatures
- long exposure to high humidity
- loss of body fluids

**Symptoms**

- headache
- confusion or anger
- no sweat
- hot, dry skin
- rapid heart rate
- possible unconsciousness
- body temperature of 105°F or higher

**Treatment**

- call for emergency help immediately
- go to a cool place
- soak in a cool bath
- use fans and ice packs

- 45 This passage is mostly about
- A the causes of heat stroke
  - B how the body loses fluids
  - C how to recognize and treat heat stroke
  - D the most dangerous symptoms of heat stroke

- 46 Which of these could lead to heat stroke?
- F having a headache
  - G resting in a cool place
  - H spending a short time in a cold place
  - J spending a long time in a humid place

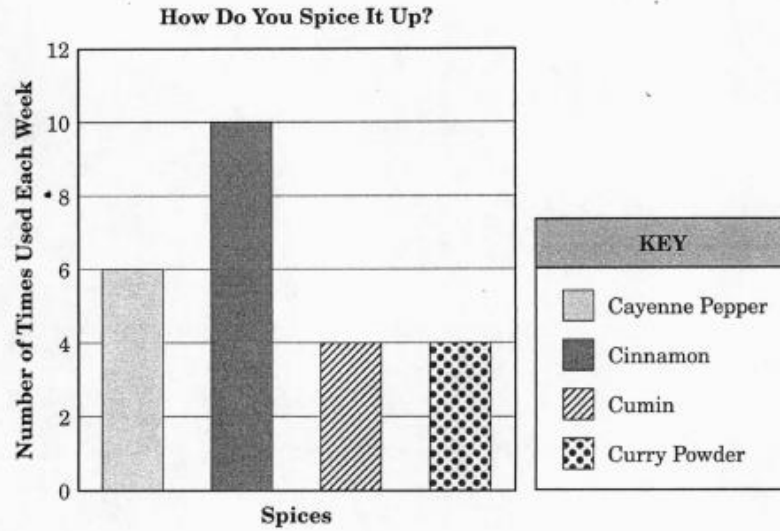
- 47 Which of these might be symptoms of heat stroke?

- A a rapid heart rate and chest pain
- B a rapid heart rate and a severe stomachache
- C a body temperature of 103°F, a headache, and a sore throat
- D a body temperature of 106°F, hot and dry skin, and a headache

- 48 If you must work outside for a long period of time on a hot day, how can you prevent heat stroke?


- F Go for a long walk.
- G Work as quickly as possible.
- H Take frequent breaks from the heat.
- J Take a cool bath before you go outside.

*Get Cooking* magazine surveyed its readers about the spices they use in their cooking each week. Here are the results. Study the graph. Then do Numbers 49 and 50.



- 49** According to the graph, which of these spices do *Get Cooking* readers use most often?
- A cumin
  - B cinnamon
  - C curry powder
  - D cayenne pepper

- 50** Which of these spices is used more than four but fewer than eight times per week?
- F cumin
  - G cinnamon
  - H curry powder
  - J cayenne pepper

 <b>TESTS OF ADULT BASIC EDUCATION</b>		NAME      LAST                      FIRST                      MI	
		EXAMINER	
		SCHOOL OR PROGRAM	
Complete Battery		TEST DATE	FEMALE <input type="radio"/>
FORMS	LEVEL	MONTH      DAY      YEAR	MALE <input type="radio"/>
<b>9</b>	<b>10</b>	<b>M</b>	TEST FORM
			9 <input type="radio"/> 10 <input type="radio"/>
ID NUMBER			

## Reading

### DIRECTIONS

1. Do *not* tear the perforated strip off the edge of this answer sheet.
2. Fill in all information at the top of the answer sheet.
3. Mark all answers on the answer sheet. For each item, fill in the space that goes with the answer you choose. Fill in the space completely, and make your mark heavy and dark.
4. Do *not* erase on this answer sheet. If you make a mistake, or if you wish to change an answer, cross out your first answer with an X and mark the correct answer space. If you change an answer and then decide that your first answer was correct, cross out the second answer also, and circle the first answer.

### Test 1 Reading

A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	6 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	13 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	20 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	27 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	34 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	41 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	48 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>
B <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	7 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	14 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	21 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	28 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	35 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	42 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	49 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>
1 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	8 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	15 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	22 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	29 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	36 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	43 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	50 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>
2 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	9 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	16 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	23 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	30 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	37 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	44 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	
3 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	10 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	17 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	24 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	31 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	38 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	45 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	
4 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	11 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	18 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	25 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	32 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	39 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	46 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	
5 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	12 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	19 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	26 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	33 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	40 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>	47 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	



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SCOREZE® 77552

**to the Examiner: Directions for Scoring TABE Forms 9 and 10 SCOREZE® Answer Sheets**

After the testing session has been completed, tear off the perforated strip and open the answer sheet.

Answers for Form 9 appear on Page 2 of this answer sheet. If the examinee took Form 9, a mark should appear in the circle at the top of Page 2.

Answers for Form 10 appear on Page 3 of this answer sheet. If the examinee took Form 10, a mark should appear in the circle at the top of Page 3.

Answer marks that appear in white spaces are correct answers. If a mark in a white space has been crossed out and then circled, the item is correct. If the mark has been crossed out but not circled, the item is incorrect.

Any item that has more than one answer marked, with no answer crossed out, is considered nonvalid.

Count the number of correct answers for each test. Write the number-correct score on the appropriate line on the answer sheet. Refer to the Forms 9 and 10 Norms Book to convert number-correct scores to other scores.

Record the converted scores in the appropriate spaces on the answer sheet.

030175

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**TABLE 9 COMPLETE BATTERY LEVEL M**  
**Table 12 Reading**

				Reference Group					
				ABE—All			ABE—Juvenile		
NC	SS	SEM	GE	P	NCE	S	P	NCE	S
50	702	97	9.9+	99	99	9	99	99	9
49	651	54	9.9+	96	88	9	98	91	9
48	613	34	9.9+	90	78	8	92	79	8
47	593	27	9.9+	85	72	7	86	73	7
46	578	23	9.6	79	67	7	80	68	7
45	567	21	9.0	74	64	6	75	65	6
44	557	19	8.3	70	61	6	70	61	6
43	549	18	7.8	66	59	6	66	59	6
42	542	18	7.4	62	57	6	63	57	6
41	535	17	6.8	59	55	5	59	55	5
40	528	16	6.4	55	53	5	55	53	5
39	522	16	6.2	52	51	5	52	51	5
38	517	16	5.9	49	50	5	49	50	5
37	511	15	5.7	46	48	5	46	48	5
36	506	15	5.5	44	47	5	43	47	5
35	501	15	5.3	41	45	5	41	45	5
34	496	15	5.2	39	44	4	39	44	4
33	491	15	5.1	37	43	4	36	43	4
32	487	15	5.0	35	42	4	35	42	4
31	482	15	4.8	33	41	4	33	41	4
30	478	15	4.6	32	40	4	31	40	4
29	473	15	4.4	30	39	4	30	39	4
28	469	15	4.4	29	38	4	28	38	4
27	464	15	4.1	27	37	4	27	37	4
26	459	16	3.9	25	36	4	25	36	4
25	455	16	3.8	24	35	4	24	35	4
24	450	17	3.6	23	34	4	23	34	4
23	445	17	3.5	21	33	3	21	33	3
22	440	18	3.3	20	32	3	20	32	3
21	434	19	3.2	19	31	3	19	31	3
20	428	20	2.9	17	30	3	17	30	3
19	422	22	2.8	16	29	3	16	29	3
18	415	23	2.5	15	28	3	15	28	3
17	408	26	2.5	14	27	3	13	27	3
16	400	29	2.3	12	26	3	12	25	3
15	390	33	2.2	11	24	3	11	24	3
14	379	40	2.1	10	23	2	9	22	2
13	364	52	1.9	8	21	2	8	20	2
12	343	72	1.7	7	18	2	6	17	2
11	306	109	1.3	4	14	1	4	12	1
10	255	161	0	2	5	1	1	3	1
9	255	161	0	2	5	1	1	3	1
8	255	161	0	2	5	1	1	3	1
7	255	161	0	2	5	1	1	3	1
6	255	161	0	2	5	1	1	3	1
5	255	161	0	2	5	1	1	3	1
4	255	161	0	2	5	1	1	3	1
3	255	161	0	2	5	1	1	3	1
2	255	161	0	2	5	1	1	3	1
1	255	161	0	2	5	1	1	3	1
0	255	161	0	2	5	1	1	3	1



Sample A

$$12 + 7 =$$

- A 19
- B 15
- C 10
- D 20
- E None of these

**STOP**

1

$$\begin{array}{r} 152 \\ + 134 \\ \hline \end{array}$$

- A 288
- B 286
- C 222
- D 386
- E None of these

3

$$4 + 538 =$$

- A 542
- B 534
- C 512
- D 578
- E None of these

2

$$\begin{array}{r} 11 \\ 31 \\ + 42 \\ \hline \end{array}$$

- F 83
- G 82
- H 74
- J 94
- K None of these

4

$$\begin{array}{r} 467 \\ - 55 \\ \hline \end{array}$$

- F 392
- G 412
- H 411
- J 402
- K None of these



5

893 + 8 =

- A 901
- B 982
- C 891
- D 1,781
- E None of these

9

607  
+ 360

- A 967
- B 960
- C 900
- D 1,067
- E None of these

6

44  
× 4

- F 154
- G 168
- H 166
- J 176
- K None of these

10

32  
× 7

- F 226
- G 219
- H 214
- J 224
- K None of these

7

91 + 32 =

- A 96
- B 114
- C 123
- D 143
- E None of these

11

565 - 123 =

- A 432
- B 352
- C 452
- D 443
- E None of these

8

60 × 6 =

- F 366
- G 360
- H 120
- J 606
- K None of these

12

210 × 2 =

- F 422
- G 420
- H 430
- J 405
- K None of these



13

$\$13.40 - \$9.00 =$

- A \$12.50
- B \$4.40
- C \$4.00
- D \$5.60
- E None of these

17

$569 - 257 =$

- A 212
- B 217
- C 302
- D 313
- E None of these

14

$\begin{array}{r} 90 \\ - 12 \\ \hline \end{array}$

- F 78
- G 102
- H 82
- J 88
- K None of these

18

$88 \times 10 =$

- F 80
- G 881
- H 880
- J 88
- K None of these

15

$\begin{array}{r} 12 \\ \times 22 \\ \hline \end{array}$

- A 2,424
- B 480
- C 264
- D 284
- E None of these

19

$\frac{1}{2} - \frac{1}{2} =$

- A 0
- B 1
- C  $\frac{2}{4}$
- D  $\frac{1}{4}$
- E None of these

16

$\begin{array}{r} 17.4 \\ + 3.6 \\ \hline \end{array}$

- F 2.1
- G 20.0
- H 21.0
- J 22.0
- K None of these

20

$804 \div 4 =$

- F 200 R 4
- G 110 R 4
- H 21
- J 201
- K None of these

21

$23.7 + 0.4 =$

- A 24.1
- B 23.74
- C 23.11
- D 27.7
- E None of these

25

$$\begin{array}{r} 472 \\ - 298 \\ \hline \end{array}$$

- A 174
- B 184
- C 274
- D 176
- E None of these

22

$$2 \overline{)150}$$

- F 7 R 1
- G 85
- H 75
- J 75 R 1
- K None of these

26

$$\begin{array}{r} 518 \\ \times 50 \\ \hline \end{array}$$

- F 2,950
- G 29,500
- H 2,590
- J 25,900
- K None of these

23

$$\frac{2}{3} - \frac{1}{3} =$$

- A  $\frac{1}{6}$
- B  $\frac{1}{3}$
- C  $\frac{1}{2}$
- D 1
- E None of these

27

$$\begin{array}{r} \$1,000 \\ - 445 \\ \hline \end{array}$$

- A \$665
- B \$655
- C \$645
- D \$555
- E None of these

24

$$\begin{array}{r} 7.52 \\ + 1.9 \\ \hline \end{array}$$

- F 8.16
- G 8.42
- H 7.71
- J 9.42
- K None of these

28

$$5 \overline{)135}$$

- F 27
- G 21
- H 28
- J 26
- K None of these

29

$$\frac{3}{6} - \frac{2}{6} =$$

- A 1  
 B  $\frac{1}{4}$   
 C  $\frac{5}{6}$   
 D  $\frac{1}{6}$   
 E None of these

33

$$\frac{3}{4} + \frac{1}{4} =$$

- A  $\frac{3}{16}$   
 B  $1\frac{1}{4}$   
 C  $\frac{4}{8}$   
 D 1  
 E None of these

30

$$\begin{array}{r} 0.8 \\ \times 4 \\ \hline \end{array}$$

- F 1.2  
 G 32.0  
 H 0.32  
 J 3.2  
 K None of these

34

$$\begin{array}{r} 1.09 \\ \times 0.5 \\ \hline \end{array}$$

- F 0.545  
 G 5.45  
 H 54.5  
 J 545.0  
 K None of these

31

$$\frac{1}{6} + \frac{3}{6} + \frac{1}{6} =$$

- A  $\frac{5}{18}$   
 B  $\frac{4}{6}$   
 C  $\frac{5}{6}$   
 D  $1\frac{4}{6}$   
 E None of these

35

$$3\overline{)7}$$

- A  $1\frac{4}{7}$   
 B  $2\frac{3}{1}$   
 C  $3\frac{2}{3}$   
 D  $2\frac{1}{3}$   
 E None of these

32

$$7\overline{)806}$$

- F 122 R 6  
 G 115 R 1  
 H 116  
 J 119  
 K None of these

36

$$27 - 6.43 =$$

- F 20.57  
 G 21.57  
 H 20.67  
 J 21.67  
 K None of these

37

$$\frac{1}{2} + \frac{1}{4} =$$

- A  $\frac{1}{8}$
- B  $\frac{2}{6}$
- C  $\frac{3}{4}$
- D 1
- E None of these

38

$$\begin{array}{r} 2\frac{7}{10} \\ - \frac{9}{10} \\ \hline \end{array}$$

- F  $2\frac{2}{10}$
- G  $1\frac{8}{10}$
- H  $1\frac{1}{10}$
- J  $2\frac{8}{10}$
- K None of these

39

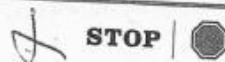
$$26 \overline{)5,278}$$

- A 2,300
- B 230
- C 23
- D 2,030
- E None of these

40

$$\frac{5}{9} + \frac{1}{3} =$$

- F  $\frac{5}{27}$
- G  $\frac{1}{2}$
- H  $\frac{8}{9}$
- J  $\frac{2}{3}$
- K None of these





Sample A

Which of these expressions has the same value as the expression in the box?

$10 + 3$

$3 + 10$

A

$10 - 3$

B

$13 - 3$

C

$7 + 3$

D

STOP 

1 Which of these numbers is a common factor of 18 and 42?

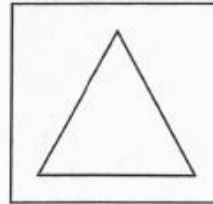
- A 4
- B 6
- C 7
- D 9

2 Which group of numbers is missing from this number pattern?

8, 10, 12, 14, 16, 18, 20, 22

- F 14, 16, 18
- G 15, 17, 19
- H 15, 18, 20
- J 16, 18, 20

3 Which of these figures appears to have the same shape as the figure in the box?



A



C



B



D

The Columbus Folk Festival was held at the State Fairgrounds this weekend. The attendance for two years is shown in the table below. Study the table. Then do Numbers 4 through 7.

Columbus Folk Festival Attendance

Day	Last Year	This Year
Friday	2,116 ✓	2,078
Saturday	2,598	3,252
Sunday	3,022	3,618

4 What was the attendance at the folk festival on Friday last year?

- F 2,078
- G 2,116
- H 3,618
- J 4,194

5 What was the total attendance at the folk festival this year?

- A 8,948
- B 7,734
- C 5,848
- D 4,194

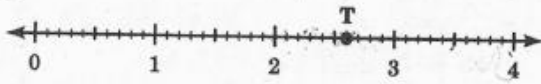
6 According to the information in the table, which day had the highest attendance at the folk festival?

- F Sunday, last year
- G Saturday, last year
- H Friday, this year
- J Sunday, this year

7 According to the information in the table, which of these statements about attendance is true?

- A The attendance on Saturday decreased from last year to this year.
- B The lowest attendance for both years was on Friday.
- C The attendance on Sunday was lower this year than last year.
- D The attendance on each day increased this year compared with last year.

- 8 What is the correct value for Point T on the number line?



F  $2\frac{1}{10}$

G  $2\frac{3}{5}$

H  $3\frac{2}{5}$

J  $3\frac{4}{5}$

- 9 What two figures below are the same size and shape?



P



Q



R



S

- 10 Which of these fractions equals one half ?

F  $\frac{2}{6}$

G  $\frac{3}{6}$

H  $\frac{2}{2}$

J  $\frac{2}{1}$

The chart shows the cost of automobile parts and the repair time for each of the services at Abe's Auto Repair. Study the chart. Then do Numbers 11 through 13.

Abe's Auto Repair		
Service	Parts	Repair Time
Oil Change	\$9.95	$\frac{1}{2}$ hour
Tire Repair	\$10.95	$\frac{1}{2}$ hour
Brakes	\$229.95	3 hours
Shocks	\$189.95	2 hours
Engine Rebuilding	\$1,545.00	10 hours
Prices of parts do not include \$40.00 per hour labor charge.		
Specials		
Monday:	Engine Rebuilding	\$45.00 off parts
Wednesday:	Oil Change	No labor charge
Saturday:	Brakes	\$300.00 complete with labor

11 What is the cost of parts for engine rebuilding if the car is serviced on Monday?

- A \$1,500.00
- B \$1,505.00
- C \$1,545.00
- D \$1,900.00

13 John took his car to Abe's Auto Repair on Monday for an oil change. What was the total amount he paid for parts and labor?

- A \$29.95
- B \$20.00
- C \$45.00
- D \$49.95

12 On which day of the week does Abe's Auto Repair offer the lowest price for brake repair?

- F Monday
- G Wednesday
- H Saturday
- J Sunday



A group of job applicants took a two-part employment test. The test results are given in the table. Study the table. Then do Numbers 14 through 16.

Test Scores

Name	Part 1	Part 2
Ms. Jones	87	72
Ms. Stewart	79	84
Mr. Caldwell	94	88
Ms. Kelly	91	83
Ms. Baker	85	85
Mr. Díaz	100	70
Mr. Graves	77	81
Average	87.6	80.4

14 About how many points higher is the average score for Part 1 than the average score for Part 2?

- F 2 points
- G 4 points
- H 6 points
- J 7 points

15 Which of these is the average of Mr. Graves' test scores for Part 1 and Part 2 of the test?

- A 78.5
- B 79.0
- C 81.0
- D 80.4

16 Ms. Stewart had a combined score of 163 points for Parts 1 and 2 of the test. Which of these job applicants had a lower combined total than Ms. Stewart?

- F Mr. Graves
- G Ms. Baker
- H Mr. Díaz
- J Ms. Kelly

17 Which of these figures shows a cone on top of a cube?



A



C

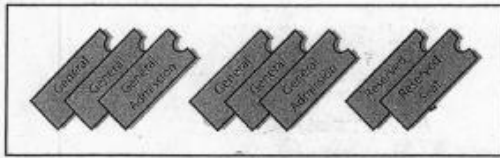


B



D

- 18 Which of these is a way to express the total number of tickets shown?



F  $(2 \times 3) + 2$

G  $2 \times (3 + 2)$

H  $(3 \times 2) + 3$

J  $2 + (2 + 3)$

- 19 Michelle is making a quilt out of fifty squares of colorful material. Fifty squares cost a total of \$26.12. About how much does each square cost?

A \$0.20

B \$0.50

C \$0.75

D \$1.00

- 20 What value of  $n$  makes both equations true?

$15 = 18 - n$ $5 = 15 \div n$
-------------------------------

F 3

G 5

H 15

J 18

- 21 The table shows the number of people entering a farmers market during a 3-hour period.

People at the Farmers Market

Hour	1	2	3
People	134	89	129

Rounding to the nearest ten, which set of numbers should be used to best estimate the total number of people who entered the market during the 3 hours?

A 140, 90, and 130

B 130, 80, and 120

C 130, 90, and 130

D 130, 90, and 120

- 22 What is the place value of the 6 in the number 96,745?

F tens

G hundreds

H thousands

J ten thousands

- 23 Dan has four one-dollar bills and five quarters. Fred has one five-dollar bill and two dimes. Which of these statements is true?

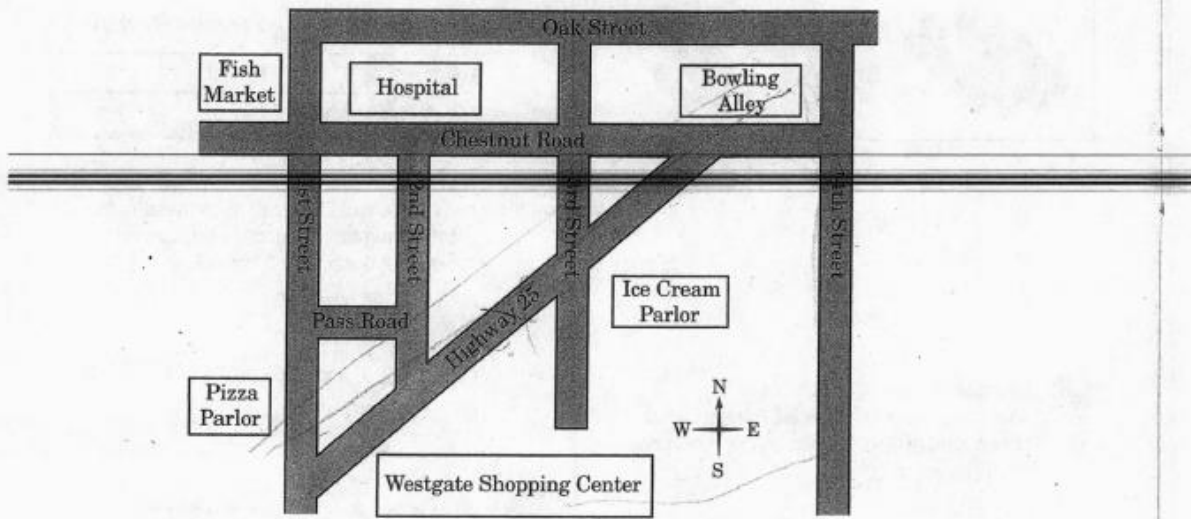
A Fred has more bills than Dan.

B Fred has more money than Dan.

C Fred has more money in bills than Dan.

D Fred has more money in coins than Dan.

The map shows the location of several places in a town. Study the map. Then do Numbers 24 through 26.



24 Which of these best describes the streets on which the Bowling Alley and Pizza Parlor are located?

- F skew
- G parallel
- H congruent
- J perpendicular

25 Which of these streets appear to run parallel to each other?

- A 1st Street and 4th Street
- B Highway 25 and 3rd Street
- C Chestnut Road and 4th Street
- D Oak Street and 1st Street

26 Toni and her friends are at the Bowling Alley. They want pizza for dinner. Highway 25 is closed for construction. Which of these routes could they take to get to the Pizza Parlor?

- F west on Chestnut Road to 2nd Street, then south on 2nd Street
- G east on Chestnut Road to 4th Street, then north on 4th Street
- H west on Chestnut Road to 2nd Street, then north on 2nd Street
- J west on Chestnut Road to 1st Street, then south on 1st Street

Blue Sky Airways offers flights from Philadelphia to other cities in the eastern time zone. Study the table. Then do Numbers 27 through 29.

Blue Sky Airways Round-Trip Flight Information

Flight	Origin	Destination	Price	Departs	Arrives
107	Philadelphia	Detroit	\$289	10:00 a.m.	11:45 a.m.
108	Philadelphia	Columbus	\$348	10:15 a.m.	12:05 p.m.
110	Philadelphia	Boston	\$169	11:05 a.m.	12:10 p.m.
111	Philadelphia	Orlando	\$362	9:30 a.m.	12:26 p.m.
155	Philadelphia	Mobile	\$389	3:15 p.m.	6:25 p.m.
161	Philadelphia	Miami	\$412	4:10 p.m.	8:05 p.m.

27 How long is the flight from Philadelphia to Orlando?

- A 2 hours and 26 minutes
- B 3 hours and 26 minutes
- C 2 hours and 56 minutes
- D 3 hours and 56 minutes

28 About how much does it cost for a round-trip ticket to Detroit plus a round-trip ticket to Boston?

- F \$300.00
- G \$600.00
- H \$500.00
- J \$800.00

29 Dan would like to know the total cost of a round-trip ticket between Philadelphia and London. He needs to stop in Boston to connect to the international flight. What additional information does Dan need to determine the total price of the trip?

- A flying time between Boston and London
- B ticket price between Philadelphia and Boston
- C arrival time in London
- D ticket price between Boston and London

The card below was included inside a *Parks and Recreation* magazine to encourage readers to subscribe for more issues. Study the information on the card. Then do Numbers 30 through 32.

**SUBSCRIBE TODAY**  
*Parks and Recreation*

1 Year \$17     2 Years \$34

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City and State \_\_\_\_\_

**30** Based on the rates for 1-year and 2-year subscriptions, what is the cost of a 3-year subscription to *Parks and Recreation* magazine?

- F \$17
- G \$30
- H \$51
- J \$68

**31** *Parks and Recreation* magazine publishes 12 issues per year. Which of these expressions can be used to find the cost per issue?

- A  $\$17 - 12$
- B  $\$17 + 12$
- C  $\$17 \times 12$
- D  $\$17 \div 12$


**32** José had a balance of \$307.24 in his checking account. Then he wrote two checks: one for a 1-year subscription to *Parks and Recreation* magazine, and one for a pair of hiking boots.

Check Number	Description	Amount
118	<i>Parks and Recreation</i>	\$17.00
119	Hiking boots	\$87.50

What is the new balance of his account?

- F \$102.74 ✓
- G \$202.74
- H \$222.74
- J \$411.74

Ralph bought a model 3371 refrigerator. Information about the refrigerator is given below. Study the information. Then do Numbers 33 and 34.

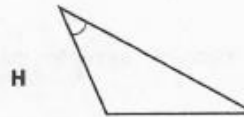
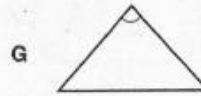


Model 3371
Price: \$695.00
Annual Operating Cost: \$180.00
Width: 36 inches Height: 60 inches

- 33 Which of these is the best estimate for the weight of the refrigerator?
- A 3 pounds
  - B 30 pounds
  - C 300 pounds
  - D 3,000 pounds
- 34 To connect the icemaker in the new refrigerator, Ralph bought an 8-foot long copper pipe. He used only 85 inches of the copper pipe. How many inches of pipe were left over?
- (12 inches = 1 foot)
- F 1 inch
  - G 11 inches
  - H 77 inches
  - J 96 inches

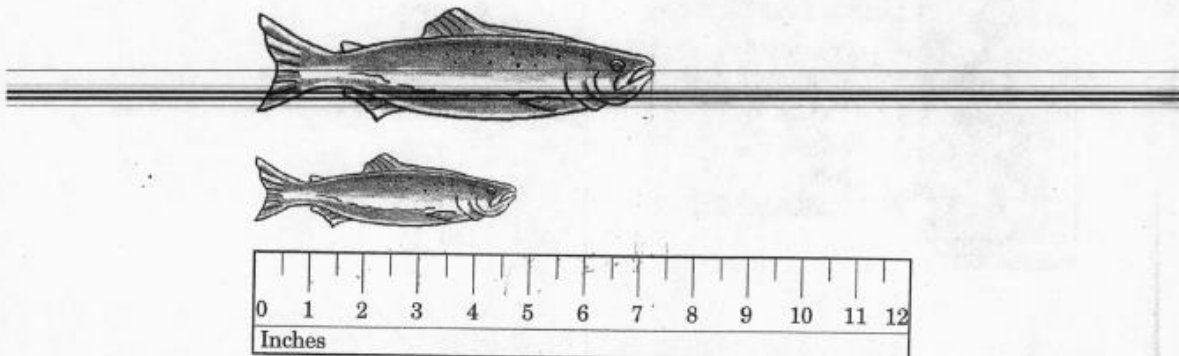
- 35 What unit would be used to measure the weight of a box of macaroni?
- A cups
  - B inches
  - C ounces
  - D liters

- 36 Which of these triangles is a right triangle?





Fishing regulations at a certain lake require the following: All fish caught that measure less than  $6\frac{1}{2}$  inches must be returned to the water. The diagram shows two fish being measured. Study the diagram. Then do Numbers 37 through 39.



NOTE: Ruler is not to scale.

37 About how much longer is the big fish than the small fish?

- A 2 inches
- B  $2\frac{1}{2}$  inches
- C 3 inches
- D  $3\frac{1}{4}$  inches

38 A fish was caught that measured  $5\frac{1}{4}$  inches. How many inches short of the minimum size requirement was the fish?

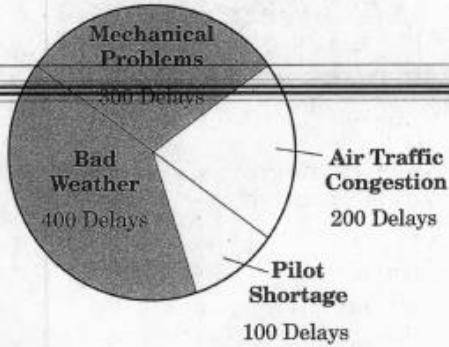
- F  $\frac{3}{4}$  inch
- G  $1\frac{3}{8}$  inches
- H  $1\frac{1}{4}$  inches
- J  $1\frac{3}{4}$  inches

39 The fishing regulations also state that a person may take home a maximum of 12 fish per day. Sheila took home 9 fish. What fraction of the limit is that?

- A  $\frac{1}{2}$
- B  $\frac{2}{3}$
- C  $\frac{7}{10}$
- D  $\frac{3}{4}$

The circle graph shows the causes of flight delays for the last 1,000 delayed flights at a busy airport. Study the graph. Then do Numbers 40 and 41.

Causes of Flight Delays



- 40 According to the graph, what is the most frequent cause of flight delays?
- F air traffic congestion
  - G pilot shortage
  - H mechanical problems
  - J bad weather
- 41 Which of these problems caused half of the total flight delays?
- A bad weather and mechanical problems
  - B mechanical problems and air traffic congestion
  - C air traffic congestion and pilot shortage
  - D pilot shortage and mechanical problems

- 42 What number goes in all the boxes to make both number sentences true?

$$22 \times \square = 22$$

$$\square + \square + 16 = 18$$

- F 0
- G 1
- H 2
- J 3

- 43 One family paid cash for a living room set and expects the furniture to last 5 years. What is the estimated average cost per year of this living room set?

★★★★★

**Bradley's Furniture**

*Spring Sale*

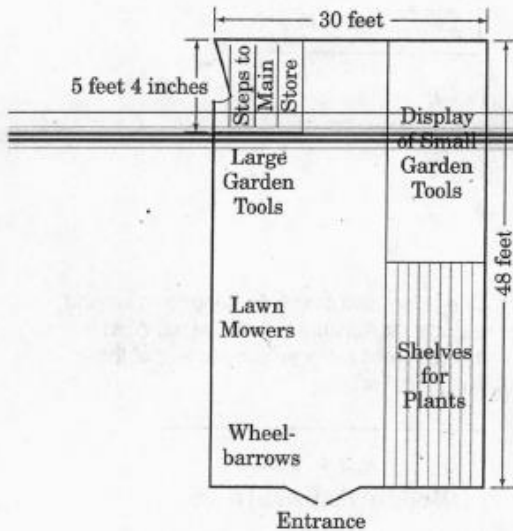
**5-Piece Living Room Set**  
Purchase Today for \$895!

**Finance Plan:**  
5% down and 12 easy  
monthly payments.\*

\*Each payment includes  
a \$14.00 finance charge.

- A \$50
- B \$180
- C \$500
- D \$895

Jack drew a plan to display the garden center items for Bolton's Home Center. Study the plan. Then do Numbers 44 and 45.



NOTE: Plan is not to scale.

44 The steps are 5 feet 4 inches wide. What is the length of the space left for the large garden tools, lawn mowers, and wheelbarrows on that side of the garden center?

- F 42 feet 4 inches
- G 42 feet 8 inches
- H 43 feet 4 inches
- J 43 feet 8 inches

45 What is the perimeter of the entire garden center?

- A 48 feet
- B 78 feet
- C 156 feet
- D 1,440 feet

The table shows input numbers that have been changed by a certain rule to get output numbers. Study the table. Then do Numbers 46 and 47.

Input	1	2	3	4
Output	2	4	6	8

46 If 14 is the input number, what will be the output number?

- F 7
- G 15
- H 16
- J 28

47 What is the rule used to change the input number to the output number?

- A multiply by 2
- B add 2, subtract 1
- C divide by 2
- D multiply by 2, add 1

48 What is another way to write  $\frac{1}{2}$ ?

- F 0.1
- G 0.2
- H 0.4
- J 0.5

Tom bought a bucket of 25 golf balls at the driving range. He was given 10 balls with black stripes, 5 with green stripes, 5 with red stripes, and 5 with blue stripes. Study the information about the golf balls. Then do Numbers 49 and 50.



49 What is the chance of picking a ball that does not have a red stripe?

- A  $\frac{1}{25}$
- B  $\frac{1}{5}$
- C  $\frac{1}{1}$
- D  $\frac{4}{5}$

50 Tom randomly chose a ball from the full bucket. Which of these statements is true?

- F Tom was equally likely to choose a red-striped ball as a blue-striped ball.
- G It was impossible for Tom to pick a ball with a red stripe first.
- H Tom chose a ball with a black stripe first.
- J A green ball was definitely chosen first.



TESTS OF ADULT BASIC EDUCATION

NAME		LAST	FIRST	MI
EXAMINER				
SCHOOL OR PROGRAM				
Complete Battery			TEST DATE	FEMALE <input type="radio"/>
FORMS	LEVEL		MONTH	DAY
9	10	M	YEAR	MALE <input type="radio"/>
ID NUMBER			TEST FORM	
			9 <input type="radio"/>	10 <input type="radio"/>

### Mathematics Computation and Applied Mathematics

#### DIRECTIONS

1. Do not tear the perforated strip off the edge of this answer sheet.
2. Fill in all information at the top of the answer sheet.
3. Mark all answers on the answer sheet. For each item, fill in the space that goes with the answer you choose. Fill in the space completely, and make your mark heavy and dark.
4. Do not erase on this answer sheet. If you make a mistake, or if you wish to change an answer, cross out your first answer with an X and mark the correct answer space. If you change an answer and then decide that your first answer was correct, cross out the second answer also, and circle the first answer.

#### Test 2 Mathematics Computation

A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	6 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	12 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	18 W <input type="radio"/> X <input type="radio"/> Y <input type="radio"/> Z <input type="radio"/>	24 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	30 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	36 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>
1 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	7 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	13 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	19 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	25 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	31 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	37 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>
2 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	8 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	14 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	20 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	26 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	32 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	38 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>
3 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	9 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	15 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	21 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	27 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	33 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	39 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>
4 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	10 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	16 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	22 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	28 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	34 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	40 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>
5 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	11 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	17 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	23 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	29 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	35 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	41 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>

#### Test 3 Applied Mathematics

A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	7 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	14 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	21 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	28 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	35 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	42 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	49 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>
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2 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	9 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	16 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	23 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	30 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	37 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	44 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	
3 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	10 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	17 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	24 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	31 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	38 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	45 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	
4 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	11 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	18 P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/>	25 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	32 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	39 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	46 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	
5 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	12 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	19 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	26 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	33 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	40 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	47 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	
6 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	13 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	20 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	27 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	34 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	41 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	48 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/>	



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SCOREZE® 77556

**To the Examiner: Directions for Scoring TABE Forms 9 and 10 SCOREZE® Answer Sheets**

1. After the testing session has been completed, tear off the perforated strip and open the answer sheet.
2. Answers for Form 9 appear on Page 2 of this answer sheet. If the examinee took Form 9, a mark should appear in the circle at the top of Page 2.
3. Answers for Form 10 appear on Page 3 of this answer sheet. If the examinee took Form 10, a mark should appear in the circle at the top of Page 3.
4. Answer marks that appear in white spaces are correct answers. If a mark in a white space has been crossed out and then circled, the item is correct. If the mark has been crossed out but not circled, the item is incorrect.
5. Any item that has more than one answer marked, with no answer crossed out, is considered nonvalid.
6. Count the number of correct answers for each test. Write the number-correct score on the appropriate line on the answer sheet. Refer to the Forms 9 and 10 Norms Book to convert number-correct scores to other scores.
7. Record the converted scores in the appropriate spaces on the answer sheet.





**TABLE 9 COMPLETE BATTERY LEVEL M**  
**Table 19 (continued) Total Mathematics Number Correct to Scale Score and GE**

NC	MATHEMATICS COMPUTATION																				
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
26	478	361	361	361	361	361	361	361	361	361	361	361	361	361	361	361	361	361	361	361	361
27	484	364	364	364	364	364	364	364	364	364	364	364	364	364	364	364	364	364	364	364	364
28	491	369	369	369	369	369	369	369	369	369	369	369	369	369	369	369	369	369	369	369	369
29	497	371	371	371	371	371	371	371	371	371	371	371	371	371	371	371	371	371	371	371	371
30	503	374	374	374	374	374	374	374	374	374	374	374	374	374	374	374	374	374	374	374	374
31	506	377	377	377	377	377	377	377	377	377	377	377	377	377	377	377	377	377	377	377	377
32	515	380	380	380	380	380	380	380	380	380	380	380	380	380	380	380	380	380	380	380	380
33	520	382	382	382	382	382	382	382	382	382	382	382	382	382	382	382	382	382	382	382	382
34	528	385	385	385	385	385	385	385	385	385	385	385	385	385	385	385	385	385	385	385	385
35	532	388	388	388	388	388	388	388	388	388	388	388	388	388	388	388	388	388	388	388	388
36	538	391	391	391	391	391	391	391	391	391	391	391	391	391	391	391	391	391	391	391	391
37	545	394	394	394	394	394	394	394	394	394	394	394	394	394	394	394	394	394	394	394	394
38	550	397	397	397	397	397	397	397	397	397	397	397	397	397	397	397	397	397	397	397	397
39	550	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
40	560	403	403	403	403	403	403	403	403	403	403	403	403	403	403	403	403	403	403	403	403
41	560	407	407	407	407	407	407	407	407	407	407	407	407	407	407	407	407	407	407	407	407
42	576	412	410	410	410	410	410	410	410	410	410	410	410	410	410	410	410	410	410	410	410
43	584	414	414	414	414	414	414	414	414	414	414	414	414	414	414	414	414	414	414	414	414
44	590	419	419	419	419	419	419	419	419	419	419	419	419	419	419	419	419	419	419	419	419
45	604	424	424	424	424	424	424	424	424	424	424	424	424	424	424	424	424	424	424	424	424
46	616	430	430	430	430	430	430	430	430	430	430	430	430	430	430	430	430	430	430	430	430
47	633	436	436	436	436	436	436	436	436	436	436	436	436	436	436	436	436	436	436	436	436
48	666	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450
49	695	470	470	470	470	470	470	470	470	470	470	470	470	470	470	470	470	470	470	470	470
50	716	485	485	485	485	485	485	485	485	485	485	485	485	485	485	485	485	485	485	485	485

**APPLIED MATHEMATICS**



Table 19 (continued) Total Mathematics Number Correct to Scale Score and GE

**MATHEMATICS COMPUTATION**

NC	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
0	419	420	433	440	447	454	461	469	476	483	490	497	504	511	520	527	534	541	548	555
1	329	330	338	343	347	350	354	358	364	368	372	376	380	384	388	392	396	400	404	408
2	240	241	243	245	247	249	251	253	255	257	259	261	263	265	267	269	271	273	275	277
3	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170
4	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
5	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
7	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
9	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
10	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
11	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
12	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
13	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
14	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
15	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
16	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
17	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
18	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
19	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
21	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
22	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
23	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
24	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
25	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

**APPLIED MATHEMATICS**

**TABLE 9 COMPLETE BATTERY LEVEL M**  
**Table 19 (concluded) Total Mathematics Number Correct to Scale Score and GE**

**MATHEMATICS COMPUTATION**

NC	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
26	478	448	462	450	462	480	409	473	477	481	465	460	494	490	504	509	518	524	537	560
27	484	451	445	462	466	469	472	476	480	484	488	492	497	501	505	510	515	520	527	548
28	491	450	462	465	469	473	478	482	485	489	493	497	501	505	509	513	517	521	525	544
29	497	458	461	465	470	475	479	483	487	491	495	499	503	507	511	515	519	523	527	547
30	503	461	464	468	471	475	478	482	486	489	493	497	501	505	509	513	517	521	525	547
31	509	464	467	471	474	478	481	485	489	492	496	500	504	508	512	516	520	524	528	548
32	515	467	470	474	477	481	484	488	492	496	500	504	508	512	516	520	524	528	532	552
33	520	469	473	476	480	483	487	490	494	498	502	506	510	514	518	522	526	530	534	554
34	524	472	475	479	482	485	489	492	496	500	504	508	512	516	520	524	528	532	536	556
35	532	475	478	482	485	489	492	496	500	504	508	512	516	520	524	528	532	536	540	560
36	536	478	482	485	489	492	496	500	504	508	512	516	520	524	528	532	536	540	544	564
37	544	481	485	488	492	495	499	502	506	510	514	518	522	526	530	534	538	542	546	566
38	552	484	488	491	495	498	502	505	509	513	517	521	525	529	533	537	541	545	549	569
39	558	487	491	494	498	501	505	509	512	516	520	524	528	532	536	540	544	548	552	572
40	562	490	494	497	501	504	508	511	515	519	523	527	531	535	539	543	547	551	555	575
41	568	494	497	501	504	508	511	515	519	522	526	530	534	538	542	546	550	554	558	578
42	574	497	501	504	508	511	515	519	522	526	530	534	538	542	546	550	554	558	562	582
43	580	501	504	508	511	515	519	522	526	530	534	538	542	546	550	554	558	562	566	586
44	586	505	508	512	515	519	522	526	530	534	538	542	546	550	554	558	562	566	570	590
45	592	509	512	516	519	522	526	530	534	538	542	546	550	554	558	562	566	570	574	594
46	598	513	516	520	523	527	530	534	538	542	546	550	554	558	562	566	570	574	578	598
47	604	517	520	524	527	531	534	538	542	546	550	554	558	562	566	570	574	578	582	602
48	610	521	524	528	531	535	538	542	546	550	554	558	562	566	570	574	578	582	586	606
49	616	525	528	532	535	539	542	546	550	554	558	562	566	570	574	578	582	586	590	610
50	622	529	532	536	539	543	546	550	554	558	562	566	570	574	578	582	586	590	594	614

**A P P L I E D M A T H E M A T I C S**



EVALUATION OF CHILD'S BEHAVIOR TRAITS (CBT)

CHILD'S NAME: \_\_\_\_\_ HOME VISIT #: \_\_\_\_\_  
 HOME VISITOR'S NAME: \_\_\_\_\_ DATE OF TEST ADMINISTRATION: \_\_\_\_\_  
 OPTIONAL ID: \_\_\_\_\_

<p><b>PROGRAM COMPLETION STATUS AT TIME OF TEST ADMINISTRATION:</b></p> <p><input type="checkbox"/> PRE-MINI   <input type="checkbox"/> POST-MINI</p> <p><input type="checkbox"/> PRE-PROGRAM ONE   <input type="checkbox"/> MID-PROGRAM ONE   <input type="checkbox"/> POST-PROGRAM ONE</p> <p><input type="checkbox"/> PRE-PROGRAM TWO   <input type="checkbox"/> MID-PROGRAM TWO   <input type="checkbox"/> POST-PROGRAM TWO</p>	<p><b>CAREGIVER NAME:</b> _____</p> <p><b>RELATIONSHIP TO CHILD:</b>   <input type="checkbox"/> MOTHER   <input type="checkbox"/> FATHER</p> <p><input type="checkbox"/> GRANDMOTHER   <input type="checkbox"/> GRANDFATHER   <input type="checkbox"/> FOSTER PARENT</p> <p><input type="checkbox"/> OTHER: _____</p>
---	---

**INSTRUCTIONS:** Select the number at the right of each statement, which you judge to be the best description of the child in PCHP home visits **throughout these past 3 weeks**. The home visitor should use their overall knowledge of the observed child interactions to inform their decision.

Your ratings can range from 0 (Never) to 4 (Always), according to the code:

- (0) Never
- (1) Rarely (less than half of home visits)
- (2) Sometimes (about half of the home visits)
- (3) Often (more than half of the home visits)
- (4) Always (every home visit)

	(0) Never	(1) Rarely	(2) Sometimes	(3) Often	(4) Always
<b>1</b>	Approaches play in a systematic way (ex. empties the pieces from a puzzle before solving)				
<b>2</b>	Smiles and laughs when involved in play activities				
<b>3</b>	Does not hit, poke, or bite others				
<b>4</b>	Can describe in words or sentences the pictures in a book				
<b>5</b>	Initiates positive activities (ex. builds with blocks, sings a song, plays with a toy on his/her own)				

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	(0) Never	(1) Rarely	(2) Sometimes	(3) Often	(4) Always
<b>6</b>					
Accepts or seeks help from other children or adults when experiencing difficulty with a task					
<b>7</b>					
Is cooperative with adults					
<b>8</b>					
Participates in pretend playtime activities (ex. pouring pretend milk)					
<b>9</b>					
Expresses strong positive or negative feelings appropriately (ex. expresses anger without a temper tantrum)					
<b>10</b>					
Understands and completes activities that are developmentally appropriate (ex. makes a puzzle, builds with blocks, etc.)					
<b>11</b>					
Asserts ownership over toys and possessions					
<b>12</b>					
Follows necessary rules in family setting (ex. picks up toys when done playing)					
<b>13</b>					
Is creative and inventive during playtime activities					
<b>14</b>					
Tolerates necessary frustration (ex. Awaiting turn at game)					
<b>15</b>					
Expresses a sense of pride by smiling or clapping upon completion of a new activity					
<b>16</b>					
Initiates interaction or responds to others with little hesitation (ex. interacts and does not avoid others)					
<b>17</b>					
Demonstrates sharing and tolerates delays in having needs met					
<b>18</b>					
Avoids everyday dangers (ex. waits for help with steep staircases)					
<b>19</b>					
Moods are appropriate to situations					
<b>20</b>					
Attentive and concentrates on activities for up to 3 minutes					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## APPENDIX N: SUNSET PARK AMERICORPS LOGIC MODEL

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>The community problem that the program activities (interventions) are designed to address.</p>	<p>Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.</p>	<p>The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.</p>	<p>Direct products from program activities.</p>	<p>Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.</p>	<p>Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.</p>	<p>Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.</p>
<p>Poverty and new immigrant status of both children and adults in Sunset Park significantly impact on academic achievement. 47% of children between the ages of 0 and 13 living in Sunset Park live in linguistically isolated homes. Parents' ability to speak English is closely tied to their success in the labor market and their children's success in school. Limited English proficiency can limit job</p>	<ul style="list-style-type: none"> <li>* 3 full-time AmeriCorps home visitors</li> <li>* Program supervisory staff</li> <li>* home visit curricula</li> <li>* Training for AmeriCorps home visits</li> <li>* high developmentally appropriate quality books/educational toys</li> <li>* technical assistance from the PCHP National Center</li> </ul>	<ul style="list-style-type: none"> <li>* In the twice-weekly home visits (46 home visits per year), an AmeriCorps Home Visitor models for the parent and child, play, verbal interaction, and reading activities that create a language-rich home environment and promote positive parenting skills.</li> <li>* The books and toys are given as gifts to the families that remain in the home for ongoing use with the Program child.</li> <li>* Referrals to other</li> </ul>	<ul style="list-style-type: none"> <li>* 62 families enrolled in PCHP program</li> <li>* 46 home visits per family per year</li> <li>* 23 toys or books distributed per family per year</li> <li>* 3 assessments conducted (CBT - 2x; PACT - 2X, and Protective Factors - 3x)</li> </ul>	<ul style="list-style-type: none"> <li>* Increases in child's cooperation with parents, as measured by the CBT;</li> <li>* Increases in child's attention to task, as measured by the CBT;</li> <li>* Increase in child's engagement in developmentally appropriate tasks, as measured by the CBT;</li> <li>* Increase parent-child verbal interactions, as measured by the PACT;</li> <li>* Increase the number of positive</li> </ul>	<ul style="list-style-type: none"> <li>* 80% of children will show gain within the full two years of program participation.</li> <li>* 87% of children will complete the full two years of program participation.</li> <li>* By the end of program participation (two years), it is expected that PCHP will have provided families not only with a library of high-quality children's literature and educational toys, but also with the skills for using</li> </ul>	<ul style="list-style-type: none"> <li>* Increase high school graduation rates for low-income children</li> </ul>



Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>opportunities, earnings, access to health care, and the ability of parents to advocate for their child in school, and help their child with homework. Sunset Park school-aged children who are English Language Learners or eligible for free lunch have math and reading scores that average more than 30% lower than other children. The neighborhood's high school graduation rate within 4 years is 57.9% compared to New York City (64.2%). 16% of young adults (ages 16-24) are disconnected from school and work. 43% of adults over age 25 do not have a high school diploma.</p>		<p>social and educational services for the program child and other family members.  <ul style="list-style-type: none"> <li>* Assistance with transition to the next educational step for the program child.</li> <li>* Home visitors administer two assessments during each program cycle.</li> </ul>           The assessments are the PACT - Parent and Child Together and the CBT - Child Behavior Traits. These assessments are administered at the beginning of each program cycle and again at the end of each program cycle.  <ul style="list-style-type: none"> <li>* The PFI - Protective Factors Instrument is given to families at the beginning of each program cycle and again at the end of each program cycle. It is a pre-post evaluation tool for use with caregivers receiving child</li> </ul> </p>		<p>parenting behaviors, as measured by the PACT;  <ul style="list-style-type: none"> <li>* Increase in Family functioning, as measured by the PFI;</li> <li>* Increase in social support, as measured by the PFI;</li> <li>* Increase in concrete support, as measured by the PFI;</li> <li>* Increase in nurturing and attachment, as measured by the PFI;</li> </ul> </p>	<p>these items to stimulate children's cognitive development.  <ul style="list-style-type: none"> <li>* Children enter school ready to succeed</li> </ul> </p>	

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>One in ten Sunset Park adults ages 16 and older is unemployed, and more than half of all residents spend more than 30% of their monthly gross income on rent. 29% of Sunset Park residents, including 33% of the community's children, live below the Federal Poverty Level. The disproportionate size of its low income population -54% of residents have incomes below 200% of poverty -- suggests that this is a community of</p>	<p>22 members (13.5 MSY); 5 program locations providing adult education and workforce developments services to economically disenfranchised community residents; access to Financial Clinic Change Machine online platform, Your Money, Your Goals curricula, and supervisory staff.</p>	<p>maltreatment prevention services. It is a self-administered survey that measures protective factors in five areas: family functioning/resilience, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development.</p> <p>Members will work with low-income students enrolled in adult education (ESOL, basic education, and high school equivalency preparation) and workforce development programs. Priority will be on parents to promote 2-generation impact.</p> <ul style="list-style-type: none"> <li>* Individual coaching using Change Machine online platform (2-4 sessions over a 3 month period)</li> <li>* Group educational workshops (5 workshops over 5 month period)</li> </ul>	<p>* 350 un- or under employed, low-income community residents enrolled in adult education (ESOL, basic education or high school equivalency preparation) and workforce development programs;</p> <ul style="list-style-type: none"> <li>* 260 low-income students receive individual coaching</li> <li>* 525 individual coaching sessions</li> <li>* 65 group educational workshops</li> </ul>	<p>*75% of workshops participants will show improved knowledge about financial topics</p> <ul style="list-style-type: none"> <li>* 70% of individual coaching participants will set a personal goal and develop an implementation plan</li> </ul>	<p>* 20% of individual coaching participants will indicate an increase in savings habits</p> <ul style="list-style-type: none"> <li>* Of those individual coaching participants who do not know their credit score, 60% will know their credit score and history and how to improve it.</li> <li>* 30% of individual coaching participants will indicate the goal of directing tax refunds towards financial savings.</li> </ul>	<p>* Participants will increase family assets, reduce debt, improve credit, take advantage of tax credit opportunities, and reduce the cost of financial transactions.</p>

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>working poor. Youth are particularly at risk in the community. The neighborhood's graduation rate within 4 years is 57.9% compared to New York City (64.2%). 16% of young adults (ages 16-24) are disconnected from school and work. 43% of adults over age 25 do not have a high school diploma. Many residents lack the skills and credentials necessary to secure adequate employment and become well-paid workers, influential community members and parents with a voice in their children's schooling.</p>		<p>using Your Money, Your Goals curricula</p>				



## APPENDIX O: EVALUATION METHODOLOGY ADDITIONAL DETAILS

### MEMBER PERFORMANCE EVALUATION VERSION CROSSWALK

Version B questions were organized under Version A categories for analysis. Highlighted questions indicate compatible questions across versions.

Version A Categories	Version A Questions	Version B Questions
Position Knowledge and Skill Development	1. Position Knowledge	
	2. Willingness to take on New Projects	
	3. Written and verbal communication skills	
	4. Ability to work with clients/patients	9. Ability to work with clients/patients
	5. Ability to work with supervisor	6. Ability to work with supervisor
	6. Ability to effectively communicate with co-workers and staff	
	7. Ability to make appropriate referrals	12. Ability to make appropriate referrals
Cooperation	8. Flexibility / Ability to adapt to change	1. Flexibility / Ability to adapt to change
	9. Ability to respond to constructive criticism	
	10. Ability to cooperate	
	11. Reliability	2. Reliability
	12. Ability to respond to constructive criticism	5. Ability to respond to constructive criticism
Dependability and Initiative	13. Punctuality	
	14. Attendance	
	15. Follows instructions	
	16. Ability to work independently	10. Ability to work independently
	17. Ability to take initiative	3. Ability to take initiative
	18. Commitment to increasing own knowledge and expertise	14. Commitment to increasing own knowledge and expertise
Leadership, Judgement and Problem Solving	19. Ability to solve problems	4. Ability to solve problems
	20. Ability to Follow Up and Complete Tasks and Position Assignments	
	21. Ability to Make Appropriate Decisions	
	22. Ability to Recognize Limitations and/or Skills	
	23. Willingness to Serve and Assist Customers, Clients, Public, and Staff	
	24. Influences Positive Behavior in Others	

Version A Categories	Version A Questions	Version B Questions
	25. Consistently Adheres to Policies and Procedures	
	26. Ability to maintain written records	13. Ability to maintain written records
	27. Demonstration of leadership	15. Demonstration of leadership
Productivity and Quality of Work	28. Ability to Effectively Prioritize Tasks	
	29. Efficiently Completes Job Responsibilities	
	30. Maintenance of Work Area	
Customer Service and Community Participation	31. Knowledge of Community Resources and Disseminates Information to Customers, Clients, Public and Staff	
	32. Networks with other Community Organizations or Service Providers	
	33. Promotes Agency Services and its Mission	
	34. Overall contribution to program In my opinion, this member's greatest strengths have been:  In my opinion, the member needs to improve in the following areas: Other Comments for Mid-Term	16. Overall contribution to program 21. In my opinion, this member's greatest strengths have been: 22. In my opinion, the member needs to improve in the following areas: 23. Other comments for Mid-Term
		7. Ability to work with the other site staff
		8. Ability to work with other members
		11. Ability to convey appropriate information
		17. Ability to provide academic support to students in a classroom
		18. Ability to recruit and screen candidates for the WPP program
		19. Ability to assist teacher in preparing materials for instruction
		20. Ability to develop community internships