

**CALIFORNIA STATE LIBRARY  
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)**

**Final Program Narrative Report  
(LSTA Form 9)**

**Grant Information**

Library Jurisdiction	San Jose Public Library
Project Title	Access to Learning: Online Training for Adult Literacy Tutors
Grant Award #	40-8291
Grant Period	08/01/2013 - 08/31/2014
Amount of Grant Award	\$ 54,800
Amount of Grant Expended	\$ 54,800
Local Match	
In-Kind	\$15,000
Total Amount of Project (amount expended + match + in-kind)	\$64, 800
Number of Persons Served (should not include total population of service area or potential population to be reached)	200

**Project Director**

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This report is due on the date listed in the LSTA Grant Guide for this project. Follow this link to view the Grant Guide. <http://www.library.ca.gov/grants/lsta/manage.html>

Email this report in "word format" to [lsta@library.ca.gov](mailto:lsta@library.ca.gov) then mail ORIGINAL and 2 copies to:

California State Library  
P.O. Box 942837  
Sacramento, CA 94237-0001  
Attention: Fiscal Office - LSTA

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
(Please sign in blue ink)

## Project Final Report

A final narrative report is required on the use of federal Library Services and Technology Act (LSTA) funds following the completion of a project during each project year. The information you report will be used to complete the California State Library report of how funds were expended. Excerpts from this report may be submitted to the Federal government in their evaluation, or may be published by the State Library or shared with other institutions. Please answer all of the questions thoroughly. Please attach any reproduction copies of photographs of project activities or media produced for the project.

### Project Purpose

Include your program purpose statement here

We will develop five hours of online training that focuses on two areas: evidence-based reading techniques and the first meeting where the tutor/learner relationship is established. This will better position California library adult literacy programs to increase the availability of trained tutors and the number of adults they serve.

### Project Activities and Methods

How did you accomplish the project? What were the steps involved? How did you engage the target audience?

This was an exciting project that created comprehensive online training videos for adult literacy tutors on teaching reading and beginning the tutoring relationship. The project also provided an important opportunity to learn about creating online tutor instruction.

#### Project Activities

Completing the Memorandum of Understanding (MOU) between the Cities of San Jose and Santa Clara took longer than anticipated which resulted in the need to extend the grant timeline by two months.

Once the MOU was completed, several activities then happened simultaneously including contracting literacy consultants to develop the training videos, selecting a videographer, and conducting an online survey of California library literacy programs to gather input for specific video content. Then, using the input from the literacy community a plan for each video was developed and tutors and learners from both Partners in Reading and Read Santa Clara were selected and trained for filming. Next the filming was completed. Each video also required customized narration as well as text overlays to contextualize the footage and provide added explanation that didn't come out naturally in the tutor/learner dialogue.

The footage was edited and the final videos produced. A survey was developed and embedded in the description of each video to measure impact. Finally, the videos were uploaded to a new YouTube page, pinned on a new Pinterest board, and announced to the California Library Literacy Community. A program on the videos will be part of the California Library Association's Annual Conference in November.

#### What we Learned

The dedication of the literacy consultants, videographer, tutors and learners, and project staff enabled the successful outcome of this project. The Literacy Specialists hired through the grant had experience producing training videos and were able to create the balance needed between theoretical information and technique demonstration. Further, their knowledge of the field of adult basic literacy enabled them to hone in on the most important information to include in each video.

The project's scope and complexity was greater than anticipated and we learned that more time should have been allotted for all aspects of the project. To ensure that tutors can easily replicate what is shown in the training required that shots of the same scene be taken from multiple angles. For instance, close-ups of the

learners and tutors, close-ups of the materials they were using, as well as wide-angle shots of the entire scene. This is typically done by using a multiple person camera crew. Shortly into the project, however, the videographer decided to use one cameraperson rather than the original three-person crew to create a warm, friendly, and flexible atmosphere that better supported the tutors and learners. While this is a more conducive environment, it does increase the time needed for filming.

The editing process for the 56 videos was significant and required determining what scenes to use, how to put them together, integrating voice-overs, and screen text. This is another area that required more time than what was originally planned.

Originally, the project was to include tutors and learners in the videos. It was difficult to find tutors that wanted to be filmed and had the required expertise. Adult learners are in all the videos, while the role of tutor is played by a combination of tutors, staff, and project consultants.

### **Project Outputs**

What was created for the project and how much? (For instance three promotional brochures were created and 75 copies distributed; or three training classes were designed; two sessions of each were held, and 80 people were trained)

- Seven hours of film
- 56 training videos
- Two hours of additional footage that will be given to the US Department of Education's Office of Career, Technical and Adult Education, LINCS Region 4 Professional Development Center to create videos for their Just in Time Tutor Resource Project in partnership with Portland State University's online learning portal Learner Web.
- YouTube site for the videos was created at <https://www.youtube.com/channel/UCKEZxGu-wMvQ-pYXbB7qGTw>
- Online survey embedded in the description of each video to measure the effectiveness of the training
- One Pinterest board at <http://www.pinterest.com/cllstraining/>
- 50 learner workbooks and teacher guides that complement the videos for use by PAR tutor and learners.

### **Project Outcomes (if applicable)**

Please state the outcomes and the results of your evaluation.

All of the project outcomes were met or exceeded.

#### **Projected Outcome #1**

Eighty-five percent (85%) of tutors responding to the online survey will find the training format easy to use.

#### **Result**

Ninety-six percent (96%) of respondents find the online training easy to use. Of these respondents, 85% find it "very easy" to use.

#### **Projected Outcome #2**

Eighty-five percent (85%) of tutors responding to the online survey will identify one new strategy that they can use with their learners.

#### **Result**

Over 90% of respondents identified one new strategy that they will use in their tutoring. It is important to note that over 70% of survey respondents are current adult literacy tutors, which is a further indicator of the value of the information in the training.

### Projected Outcome #3

Eighty-five percent (85%) of tutors responding to the online survey will find the training relevant to their tutoring.

### Result

Eighty-five percent (85%) of respondents found the training to be relevant to their tutoring, with 70% finding it to be "very relevant."

### Projected Outcome #4

Eighty-five percent (85%) of tutors responding to the online survey will indicate that they will use this online tutor training.

### Result

Ninety-four percent (94%) of respondents reported that they are likely to use another online training video, with 77% stating they are "very likely" to use another online training video.

### Additional Project Outcomes

Please state any additional intended or unintended outcomes and what data sources you used.

There were no additional project outcomes.

### Anecdotal Information

Tell us a story. Give two or more examples of how the project has helped an individual or group in your community.

The learners who participated in the project were the first to be positively impacted. Many were introduced to concepts and ideas that were new to them. Without exception they gained in self-confidence as well as learning new skills.

Maria was reluctant to participate because she did not think people would be able to understand her. When she viewed the completed video, she was proud because she knew people could understand her. She remembers feeling nervous and that after practicing many times it became much easier.

Veronica is happy she decided to participate. She learned new techniques to understand and retain a story. It is now easier for her to find the message and meaning of what she is reading, giving her the ability to more quickly answer questions about the story. She also learned about some of the steps that go into making videos.

**Exemplary Project**

If you feel your project was exemplary and others could learn from it and replicate it, please tell us why.

As a result of this collaboration between two adult literacy programs, 56 comprehensive training videos on reading for adult literacy tutors were produced. The breadth and scope of these videos is beyond any adult literacy video training collection currently available. Since the training is easily available online, programs from across the country will have access to this valuable content. Further, because these foundational reading skills are not transient, these trainings will be relevant for many years.

**FEEDBACK FOR THE CALIFORNIA STATE LIBRARY ON THE GRANT PROCESS**

We want to learn and improve our grant processes. Please let us know what worked and what we could do differently to make it a better experience. Thank you!

We appreciated the ongoing support from the California State Library – Sandy Tosti and Carla Lehn. There were several challenges with the project including a late start due to the process for completing the MOU between San José and Santa Clara, an unforeseen staff absence, and the project director leaving San José Public Library. The State Library allowed us the flexibility needed to modify the project timeline and revise some minor activities so that the main goal of the project – creating the videos could be accomplished. We also appreciated the site visit and the opportunity to show our grant monitor first-hand what was happening with the project.

*file:mcp/lsta/managegrant/1314*