

# Outcome Measurement Framework

Project Literacy Victoria

Developed by Debbie Booth-Johnson , Project Literacy Victoria

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>■ FT coordinator</li> <li>■ 25% Admin Asst</li> <li>■ 5% bookkeeper</li> <li>■ supervisory support</li> </ul> <ul style="list-style-type: none"> <li>■ Furnished Office Space</li> <li>■ Meeting/training space</li> <li>■ Computers/printer and photocopier</li> <li>■ Telephone and Internet</li> <li>■ Office Supplies:</li> <li>■ Training Materials</li> <li>■ Library Resources</li> <li>■ Training honorarium</li> <li>■ Insurance</li> <li>■ Promotional material design and printing</li> <li>■ Food and refreshments</li> </ul>	<p>Promote Learners' Network by providing information to community organizations and the public.</p>	<ul style="list-style-type: none"> <li>-&gt; 1 paid ad</li> <li>-&gt; 6 information sessions</li> <li>-&gt; 1 promotional portfolio</li> <li>-&gt; 1 website</li> </ul>	<p>Community members, learners and organizations know about program and understand how to access it or make referrals.</p>	<p>Learners have greater confidence and have increased numeracy and literacy skills.</p>	<p>Adults in Greater Victoria value learning and incorporate it into their day-to-day lives, supporting broader community learning opportunities for all citizens.</p>
	<p>Recruit, assess and train volunteers with tutor and learner involvement.</p>	<ul style="list-style-type: none"> <li>-&gt; 1 Volunteer Fair</li> <li>-&gt; 110 new tutor inquiries</li> <li>-&gt; 36 new volunteer tutors</li> <li>-&gt; 3/15-hr training sessions</li> </ul>	<p>A core group of volunteer tutors have the skills, knowledge and commitment to support adult literacy.</p>	<p><b>Tutors understand their learners' needs and routinely use skills and strategies to meet their learning needs.</b></p>	
	<p>Interview learners, assess needs and provide referrals as appropriate.</p>	<ul style="list-style-type: none"> <li>-&gt; 90 new learner inquiries</li> <li>-&gt; 80 intake interviews</li> <li>-&gt; 75 new learners</li> <li>-&gt; 5 learners referred</li> </ul>	<p>Learners understand the program and commit to participate.</p>	<p><b>Learners become more active in their communities and increase their involvement with their families, friends and other groups.</b></p>	
	<p>Coordinate learner-tutor matches and provide 1-1 literacy, numeracy and essential skills support</p>	<ul style="list-style-type: none"> <li>-&gt; 135 matches</li> <li>-&gt; 9 tutor meetings</li> <li>-&gt; 4 in-services</li> <li>-&gt; 3 workshops</li> </ul>	<p>Learners and tutors are appropriately matched, are confident in working together and feel safe and supported.</p>	<p>Community organizations are working together to enhance learning opportunities for people with low literacy levels.</p>	
	<p>Co-ordinate monthly support meetings and tutors recognition events.</p>	<ul style="list-style-type: none"> <li>-&gt; 2 Volunteer Appreciation Events</li> <li>-&gt; 30 6-month pins distributed</li> </ul>	<p>Tutors feel connected to each other and committed to the organization.</p>		
	<p>Co-ordinate learning materials to support learner and tutor development and manage onsite learning library.</p>	<ul style="list-style-type: none"> <li>-&gt; 2-4 meetings with government representatives</li> <li>-&gt; 3 businesses approached; 3 new partnerships established</li> <li>-&gt; 1 Open House for agencies</li> <li>-&gt; 3 presentations with private foundations</li> </ul>	<p>Tutors and learners are able to access current and appropriate learning resources to enhance learning opportunities for their learners.</p>		

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INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
	Co-ordinate small group learning opportunities for adult learners.	<ul style="list-style-type: none"> <li>-&gt; 10 Learner meetings</li> <li>-&gt; 2 learner workshops</li> <li>-&gt; 1 Learner Event</li> <li>-&gt; 3 issues of "Networks" learners' newsletters produced/distributed</li> </ul>	Learners experience learning together and how to work collaboratively as a group.		
	Build community, government, corporate partnerships and networks to increase literacy awareness and support.	<ul style="list-style-type: none"> <li>-&gt; 2-4 meetings with government representatives</li> <li>-&gt; 3 businesses approached; 3 new partnerships established</li> <li>-&gt; 1 Open House for agencies</li> <li>-&gt; 3 presentations with private foundations</li> </ul>	PLV is supported by committed community partnerships which contributing resources, ideas and contributions in kind.		
	Develop and implement a sustainability plan in collaboration with partners	<ul style="list-style-type: none"> <li>-&gt; 1 strategic planning session</li> <li>-&gt; 1 sustainability plan</li> <li>-&gt; 4 community partners</li> </ul>	PLV staff are guided by a clear sustainability action plan supported by community partners.		

# Monitoring Plan for Volunteer Tutor Programs

Project Literacy Victoria

Developed by Debbie Booth-Johnson , Project Literacy Victoria

SHORT- TERM OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS
Community members, learners and organizations know about program and understand how to access it or make referrals.	<ul style="list-style-type: none"> <li>-&gt; % increase in the # of appropriate referrals made to the program by community members and organizations</li> <li>-&gt; Examples of community members learning about the program and using that information</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Review of log monthly and year end</li> </ul>	<ul style="list-style-type: none"> <li>■ Referral log</li> </ul>	
A core group of volunteer tutors have the skills, knowledge and commitment to support adult literacy.	<ul style="list-style-type: none"> <li>-&gt; % tutors who feel they were appropriately prepared for tutoring</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Workshop feedback form</li> </ul>	<ul style="list-style-type: none"> <li>■ Volunteer tutor</li> </ul>	<ul style="list-style-type: none"> <li>■ Learners' Network staff</li> </ul>
	<ul style="list-style-type: none"> <li>-&gt; Examples of how tutors use the skills they learned</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Documentation of anecdotal information monthly</li> </ul>	<ul style="list-style-type: none"> <li>■ Volunteer tutor</li> </ul>	
Learners understand the program and commit to participate.	<ul style="list-style-type: none"> <li>-&gt; % of learners who indicate that they understood how the program would help them</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Learner feedback form quarterly</li> </ul>	<ul style="list-style-type: none"> <li>■ Learners</li> </ul>	
	<ul style="list-style-type: none"> <li>-&gt; # and type of referrals to other resources</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Review of log monthly and year end</li> </ul>	<ul style="list-style-type: none"> <li>■ Referral log</li> </ul>	
Learners and tutors are appropriately matched, are confident in working together and feel safe and supported.	<ul style="list-style-type: none"> <li>-&gt; % of learners who describe feeling safe and supported in learning</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Annual learner survey</li> </ul>	<ul style="list-style-type: none"> <li>■ Learners</li> </ul>	<ul style="list-style-type: none"> <li>■ Learners' Network staff</li> </ul>
	<ul style="list-style-type: none"> <li>-&gt; % of appointments kept.</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Informal feedback tools</li> </ul>	<ul style="list-style-type: none"> <li>■ Tutors/learners</li> </ul>	
	<ul style="list-style-type: none"> <li>-&gt; Examples of skills learned by one or other</li> </ul>			
Tutors feel connected to each other and committed to the organization.	<ul style="list-style-type: none"> <li>-&gt; % tutors who express feeling valued by the organization</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Annual tutor survey</li> </ul>	<ul style="list-style-type: none"> <li>■ Tutors</li> </ul>	
	<ul style="list-style-type: none"> <li>-&gt; Examples of tutors working together</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Log reviewed monthly</li> </ul>	<ul style="list-style-type: none"> <li>■ Staff log</li> </ul>	
Tutors and learners are able to access current and appropriate learning resources to enhance learning opportunities for their learners.	<ul style="list-style-type: none"> <li>-&gt; Extent to which satisfaction expressed by tutors about learning resources</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Annual tutor survey</li> </ul>	<ul style="list-style-type: none"> <li>■ Tutors</li> </ul>	
	<ul style="list-style-type: none"> <li>-&gt; Examples of enhanced learning opportunities for learners initiated by use of resources available</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Tutor survey</li> </ul>	<ul style="list-style-type: none"> <li>■ Tutors</li> </ul>	
	<ul style="list-style-type: none"> <li>-&gt; % of learners who express having better access to educational materials and other programs</li> </ul>			

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SHORT- TERM OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS
Learners experience learning together and how to work collaboratively	-> # and type of activities learners undertake to participate in together	-> Review of staff log	■ Staff log	
	-> % of learners who take on leadership roles	-> Roundtable discussions with learners after events	■ Staff/learners	
PLV is supported by committed community partnerships which contributing resources, ideas and contributions in kind.	-> # and type of partnerships developed with other organizations	-> Review of formal and informal agreements	■ Agreements	■ PLV staff
	-> Examples of new initiatives supporting the learner tutor model and adult literacy	-> Review of reports	■ Staff reports	
PLV staff are guided by a clear sustainability action plan supported by community partners.	-> Extent to which staff understand how they will secure needed resources	-> Staff informal feedback	■ Staff	
	-> \$ value of contributions made by partners		■ Annual PLV budget	

MEDIUM- TERM OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS
Learners have greater confidence and have increased numeracy and literacy skills.	→ % of learners who demonstrate change in numeracy and/or literacy skills	■ Learner assessment	■ Learner	■ Learners' Network staff
	→ Examples of learners using new skills in day to day lives.	■ Learner feedback form	■ Learner	
Tutors understand their learners' needs and routinely use skills and strategies to meet their learning needs.	→ # and type of strategies used	■ Review of reports annually	■ Tutors reports	■ Tutors/staff
	→ % of tutors who can articulate relationship between strategies used and learner needs	■ Monthly tutor/learner feedback forms	■ Tutors	
Learners become more active in their communities and increase their involvement with their families, friends and other groups.	→ % of learners who seek new learning challenges such as other courses, use of library etc	■ Monthly tutor/learner feedback forms	■ Learners	
	→ % of learners joining clubs, organizations, church groups etc.	■ Monthly tutor/learner feedback forms	■ Learners	■ Learners/tutors/staff
	→ Extent to which learners increased self-confidence in interpersonal communications	■ Monthly tutor/learner feedback forms	■ Learners	■ Tutors/staff
Community organizations are working together to enhance learning opportunities for people with low	→ # of new literacy programs/community organizations using volunteer tutors	■ Agency survey semi-annually	■ Community contacts	■ Staff
	→ % of budget from non-governmental sources/fundraising	■ Review of documents annually	■ Organizational financial statements	■ Staff

# Monitoring Tools for Volunteer Tutor Programs

## Project Literacy Victoria

- v Introduction
- v **Tool #1: Learner/Tutor Session Report**
- v **Tool #2: Learner and Tutor Monthly Report**
- v **Tool #3: Tutor Training Feedback Form**
- v **Tool #4: Tutor Survey (forthcoming)**

Developed by Debbie Booth-Johnson, Project Literacy Victoria

Adapted by: \_\_\_\_\_

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



## Introduction

Project Literacy Victoria (PLV) has been providing volunteer tutoring services to adult literacy learners in the Greater Victoria area for 18 years. We are responsible for training and matching at least 45 new tutors each year. The tutors are matched in one-to-one arrangements with learners who are referred to PLV for tutoring support to meet a wide variety of learning goals. Each year PLV provides support for approximately 150 active learner/tutor matches.

Our purpose in the “From the Ground Up Project” has been to develop tools that are “user friendly” and provide appropriate feedback for program coordinators about the effectiveness of their program, particularly from the tutor’s perspective. After much discussion with my tutor advisory committee and the From the Ground Up project management team, it became apparent that the original Tutor Questionnaire designed by Audrey Thomas in 1989 could still be a useful tool. With some editing and reformatting we were able to take a fresh look at an “old friend” to create the 2007 version of the Tutor Survey.

## The Tools

We have produced three complementary tools. **The Learner/Tutor Session Report** is completed at the end of each session and is useful in terms of lesson planning for learners and tutors and as a running record for the program coordinator.

**The Learner and Tutor Monthly Report** are completed by tutors and learners each month or at regular intervals. It provides an opportunity for learners and tutors to review progress, set goals, and identify supports and challenges. It also gives the coordinator valuable information about how well the match is working for the learner and tutor pair. The information is kept on file, and follow-up emails and phone calls can be made as needed.

**The Tutor Training Feedback Form** is completed at the end of each training session by the new tutors. It allows program coordinators to assess the effectiveness of their tutor training workshops, and consider possible adjustments as needed.

**The Tutor Survey** provides both quantitative and qualitative data to monitor tutors’ progress in working with learners, and how well the program supports the tutors. It is completed on a regular basis annually. Forthcoming

## Tool #2: Learner and Tutor Monthly Report

This form should be discussed and completed by learners and tutors together.

- Report for \_\_\_\_\_ (month and year)
- Name of learner(s) \_\_\_\_\_ Tutor \_\_\_\_\_
- Which of the following locations did you use for your tutoring sessions this month (check all that apply)

- \_\_\_\_\_ Program office
- \_\_\_\_\_ Library
- \_\_\_\_\_ Another community location
- \_\_\_\_\_ Other, please specify \_\_\_\_\_

- Approximately how many hours a month did you spend:

- | Learners | Tutors |
|----------|--------|
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
- Hours in preparation for your tutoring sessions  
Hours in tutoring  
Hours in travel time

- What did you work on this month?

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- What do you plan to work on next month?

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- Please list the learning resources that you have found most useful this month.

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- What other learning resources would be helpful?

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- Can you recommend any resources for our library?

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10. Did you access any other community services this month, e.g. library?

Yes\_\_\_ No\_\_\_

If yes, please list:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Did you attend any in-service workshops this month?

Yes\_\_\_ No\_\_\_

If yes, please describe how you think it will help your learner/tutor partnership

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. What worked well in your tutor/learner partnership this month?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. What presented challenges this month?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Is there anything else we can do to support your partnership?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Tool #3: Tutor Training Feedback Form

All volunteer tutoring programs provide training for tutors so they can develop the skills, knowledge and commitment needed to support adult literacy learners.

Your answers to the following questions will be used to improve our Tutor Training program. All your answers will be kept confidential.

*On a scale of 1 to 4 where 1 is very dissatisfied and 4 is very satisfied, please indicate your level of satisfaction with the following aspects of the tutor training.*

#### Training Overall

Communication before the training started

1      2      3      4

Workshop space and refreshments

1      2      3      4

Instructional materials

1      2      3      4

Instructor's presentation

1      2      3      4

Instructor's communication with participants

1      2      3      4

Level of interaction between participants

1      2      3      4

Overall quality of the training you received

1      2      3      4

Comments:

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#### Course Content

I understand the history of and need for our local volunteer tutoring program.

1      2      3      4

I received general information about the current levels of adult literacy in BC and across Canada.

1      2      3      4

I can define what literacy is.

1      2      3      4

I am familiar with my program's philosophy or mission statement.

1      2      3      4

I understand the program's expectations for volunteer tutors.

1      2      3      4

I know where to find available resources and support services for tutors and learners.

1      2      3      4

I understand the characteristics of adult learners and how adults learn.

1      2      3      4

I understand the ethical considerations of the tutoring relationship.

1      2      3      4

Comments:

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**Tutoring Basics:**

I know where to find available resources and support services for tutors and learners.

1      2      3      4

I know how to access reference material for tutoring in reading, writing, spelling, math, and basic computer skills.

1      2      3      4

I understand the learner-centered approach to tutoring.

1      2      3      4

I know how to use and create instructional materials, e.g. using a learner's writing to develop other lessons in grammar or spelling.

1      2      3      4

I know how to check a learner's progress, and keep appropriate records, e.g. learner portfolios..

1      2      3      4

Comments:

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General comments about the tutor training:

Did the training meet your expectations?

What do you think worked well in the training session(s)?

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What would you change?

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How did you find out about this volunteer tutoring program?

- Word of mouth
- Website
- Advertising
- Other volunteer agencies
- Other sources (please specify)

Thank you for your feedback.

**Tool #4:** Tutor Survey

Forthcoming