

2021

Literacy Texas
Nonprofit Assessment
Survey Report
Prepared by the



Baylor University

DIANA R. GARLAND SCHOOL OF SOCIAL WORK
Center for Church and Community Impact

ABOUT LITERACY TEXAS AND THE BAYLOR RESEARCHERS

Literacy Texas was founded in 1989 and is a statewide coalition connecting and equipping literacy programs with resources, training, networking, and advocacy. Literacy Texas supports literacy program providers by offering conferences and symposiums to inform volunteers and providers on best instructional practices to improve Texas literacy.

The Center for Church and Community Impact (C3I) at Baylor University's Diana R. Garland School of Social Work provides research and training to organizations that bridge the divide between church and community by connecting resources with communities.

The Center for Community Research and Development (CCRD) at Baylor University offers over 40 years of experience in data collection methodologies and state of the art facilities to ensure data security. The CCRD's mission is to train future researchers while contributing to the community through project development and data analysis.

PROJECT OVERVIEW

The purpose of the study is to determine potential barriers that Nonprofit Texas adult literacy providers may experience during the COVID-19 pandemic. The pilot survey was designed by Literacy Texas and C3I and implemented by the CCRD from September 28th to October 12th, 2020. The CCRD selected a random 5 percent sample (16 participants) from a comprehensive list of adult literacy program providers provided by the Texas Center for the Advancement of Literacy and Learning (TCALL) to participate in the pilot study. The pilot survey obtained a 75 percent response rate. The completion rate was 58 percent.

The CCRD used the pilot survey data to optimize the final survey instrument and data collection process. The Literacy Texas Nonprofit Needs Assessment Survey was implemented from November 30th, 2020, until December 21st, 2020. The final sample size was 285 participants.

The following document presents the survey's primary results and was prepared by the Center for Community Research and Development (CCRD) at Baylor University. The data shown represent valid responses where unanswered questions or respondents to whom the questions did not apply are not included in the data for the tables. Tables with the full range of responses from the collected data can be made available upon request.

For more information about the survey and analysis, please contact the CCRD by calling 254-710-3811 or e-mailing CCRD@baylor.edu.

KEY FINDINGS

Out of 285 Nonprofit Literacy Program Providers surveyed, 151 completed the study, giving the study a 56 percent response rate. The findings reveal that about 31 percent of the literacy providers surveyed did not serve anyone in the month of October, and 51 percent did not provide literacy instruction. The average number of adults served in October 2020 was 47 adults and roughly 90 hours of instruction.

Although many literacy providers expect these numbers to improve in the next six months, nearly 20 percent of sites expect not to provide services to adults or offer literacy instruction. This seems to be primarily due to the Covid-19 pandemic.

Nearly 37 percent of literacy providers that completed the survey do not dedicate volunteer hours to providing literacy instruction, while almost 55 percent of literacy providers devote all or most of their volunteers' time to literacy instruction.

The biggest challenges for literacy providers were limited technology access (63 percent), communication with students (62percent), and finding volunteers to provide services (33.1 percent). Nearly 38 percent of respondents also chose "other," indicating in their written responses that the pandemic was a primary challenge. About 66 percent of sites said that they did not turn any students away because of these challenges, while the average number of students turned away was 17 students.

Approximately 62 percent of literacy providers stated that they provided virtual learning opportunities during the pandemic.

Most literacy providers surveyed seek alternative sources to train instructors, including training at their location or using other outside sources for training. However, 23 percent of providers stated that they use Literacy Connexus workshops for training and 22 percent of provided stated that they utilize the literacy Texas Symposium and conferences to train instructors.

THE SURVEY AND METHODOLOGY

On November 30th, 2020, participants received an e-mail invitation informing them of their selection and the survey's purpose. On December 2nd, participants received the first survey link with instructions on completing the survey. During the data collection period, e-mail reminders were sent weekly to encourage participants to respond.

Phone interviews were also conducted to encourage survey completions. The CCRD trained three master's students from Baylor's Diana R. Garland School of Social Work to conduct survey interviews over the phone. Participants were contacted up to four times to increase the response rate. Calling logs were maintained on the surveyors' activities, including how many respondents the caller reached and how many completed surveys the caller obtained for the day.

Surveyors were provided with an introductory script and a spreadsheet to schedule interviews if the respondents desired to complete the survey over the phone later. Surveyors used a script for voicemail messages if participants could not be reached. This was a concern since many programs had been moved off-site or potentially closed due to the COVID-19 pandemic. Secondary participants were selected from the sites if the primary respondents were unsuccessfully contacted.

The survey took ten minutes to complete. Participants were able to enter a drawing to receive one of five gift cards worth one hundred dollars in appreciation of their time commitment. Data collection ended on December 21st, 2020. The data was analyzed by the CCRD. Contact and response rates were coded and calculated according to guidelines maintained by the American Association for Public Opinion Research (AAPOR). The survey had a 93 percent contact rate and a 56 percent response rate.

SURVEY RESULTS

Literacy providers were asked to provide information on the number of adult students they served, how much instruction time they offered, and the number of volunteer hours acquired during October 2020. The range that participants could choose from was between 0 to 500+ hours.

Table 1 indicates the average number of adults served and hours of instruction or volunteer hours for each of the questions for those providers who provided services to adult students in October 2020. The average number of adults served by literacy providers in October was 67 adults, and the median number of adults served was 26 adults. One Hundred and Thirty hours was the average hours of instruction provided to adult students; the median number of instruction hours was 49. In October 2020, the average number of volunteer hours was 95, with the median number of volunteer hours being 28.

Table 1. Operating Sites Reported Hours and Adults Served in October 2020

	Adults Served in October 2020 (N=104)	Instruction Hours Provided in October 2020 (N=103)	Total Number of Volunteers Hours in October 2020 (N=103)
Mean	67.5	129.9	94.9
Median	26	49	28
Mode	6	500+	-

*Dash represents no mode calculated.

However, as indicated by Table 2, about 31 percent of sites stated that they served zero adult students in October 2020 and only 1.3 percent of providers served 500 or more adults students in October 2020. Over 34 percent of sites also stated that they did not provide instruction in October, and nearly 44 percent of sites did not have volunteers in October 2020. Twelve sites indicated that they provided 500 or more hours of literacy instruction, and 4 percent of sites stated that volunteers worked 500 or more hours in October 2020.

Table 2. Breakdown of October 2020 for All Providers That Completed the Survey

	Adults Served in October 2020 (N=151)		Hours of Instruction Provided in October 2020 (N=150)		Total Number of Volunteers Hours in October 2020 (N=150)	
	Sites	Column%	Sites	Column%	Sites	Column%
0	46	30.7%	51	34.2%	65	43.6%
500+	2	1.3	12	8.1%	6	4.0%

Nearly 16.1 percent of sites that were able to serve adult students in October 2020 stated that they do not dedicate volunteer hours to literacy instruction. Nevertheless, 72.0 percent of sites that served adult students in October 2020 stated that most or all of their volunteer hours were dedicated to adult instruction. Forty providers that were not able to serve adult students in October 2020, answered this question. Eighty-five percent of these providers stated that they dedicated none of their volunteer hours to adult instruction, while 15 percent reported dedicating all of their volunteer hours to adult instruction.

Table 3. How Many Volunteer Hours Were Devoted to Literacy Instruction?

	Sites Served Adult Students in October 2020		Sites That Did Not Serve Adult Students in October 2020	
	N	Column %	N	Column %
All of the Volunteer Hours	36	38.7%	6	15.0%
Most of the Volunteer Hours	31	33.3%	-	-
Some of the Volunteers Hours	11	11.8%	-	-
None of the Volunteer hours	15	16.1%	34	85.0%
Total	93	100%	40	100%

*Dashes indicate that there were no recorded responses.

Table 4 indicates the average number of adults served and hours of instruction or volunteer hours for each of the questions for those providers who provided services to Adult Students in October 2020. The average number of adults which literacy programs anticipate to serve between January 1st and June 30th, 2021, is nearly 96 adults, while the predicted median number of adults is 30 adults. The average anticipated hours of instruction indicated by literacy providers in the next six months is 191 hours, with a median of 70 hours. Literacy providers anticipate an increase in volunteer hours. On average, sites predict an average of 148 volunteer hours from January 1st to June 30th, 2021, and the median number of anticipated volunteer hours is 186. Some providers are hopeful that they offer 500 or more hours of instruction in the next six months and receive 500 or more hours of work from their volunteers.

Table 4. Predictions for January 1st to June 30th, 2021 From Sites That Served Adult Students in October 2020

	Predicted Number of Adults Served in the Next 6 Months (N=100)	Predicted Hours of Instruction Hours in the Next 6 Months (N=98)	Predicted Volunteers Hours in the Next 6 Months (N=97)
Mean	96.48	191.24	147.71
Median	30.50	69.0	186.0
Mode	30	500+	500+

Sites that did not serve adults in October 2020 seemed less confident about the number of students they will serve in the next six months. Table 5 indicates the average number of adults that these providers predict to serve in the next six months. The average number of adults is 11, the average number of instruction hours is 55 percent, and providers anticipate receiving an average of 40 volunteer hours.

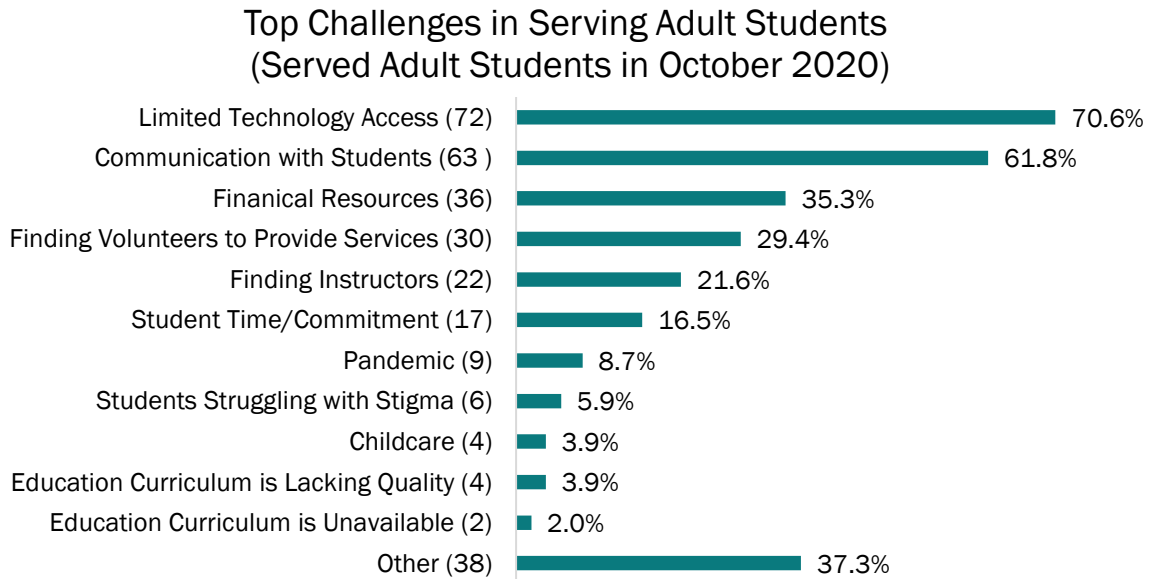
Table 5. Predictions for January 1st to June 30th, 2021 From Sites That Did Not Serve Adult Students in October 2020

	Predicted Number of Adults Served in the Next 6 Months (N=46)	Predicted Hours of Instruction Hours in the Next 6 Months (N=46)	Predicted Volunteers Hours in the Next 6 Months (N=46)
Mean	11.00	54.96	40.04

*Median and Mode were omitted.

Literacy providers were asked to select their top three challenges to serving adult students. The data was separated by providers who served adult students in October 2020 and those who did not serve adult students in October 2020. Figure 1 indicates the selections chosen by providers that served adult students in October 2020, and the answers are not mutually exclusive. The top three barriers to adult literacy instruction are limited technology access (71 percent), maintaining communication with students (62 percent), and financial resources (35 percent). Nearly 38 percent of literacy providers also chose 'Other.' The top three written in response for the 'Other' are listed on the barchart: student time/commitment challenges (17 percent), the pandemic (9 percent), and Students Struggling with Stigma (6 percent).

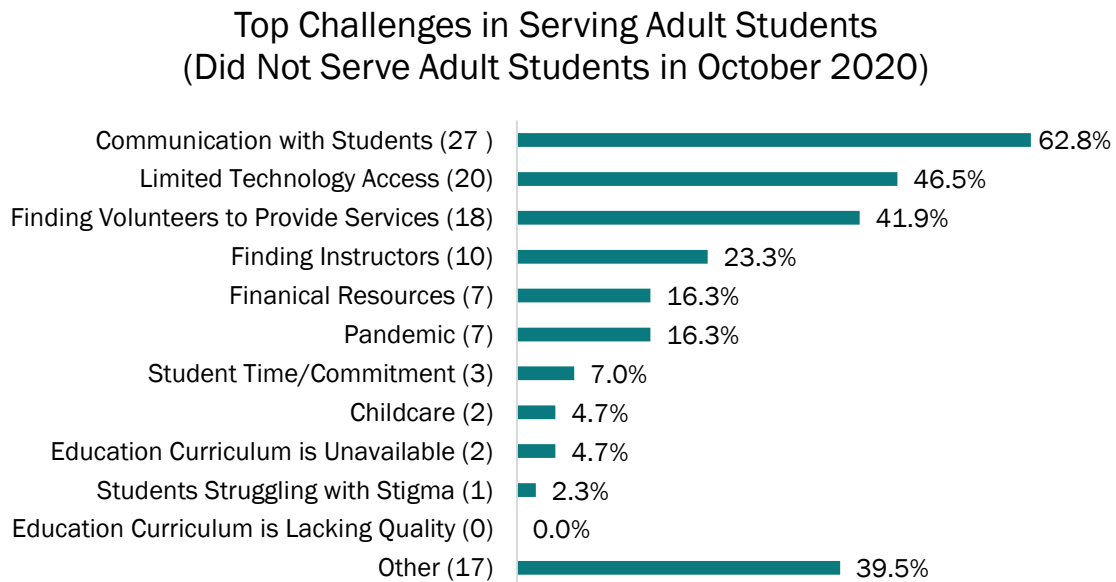
Figure 1. What are Your Top 3 Biggest Challenges in Serving Adult Students? (Select all that apply)



N=103

Figure 2, Literacy providers that did not serve adults in October 2020 noted that communication (63 percent) as their greatest challenge. Technology access (46.5 percent) was also a challenge for these providers, as well as finding volunteers to provide services (42 percent).

Figure 2. What are Your Top 3 Biggest Challenges in Serving Adult Students? (Select all that apply)



N=43

In Table 6, literacy providers were asked to disclose how many adult students they had to turn away because of their chosen challenges. Providers who served adult students in October 2020 said they turned away on average 54 adults. Providers who did not serve adult students in October 2020 said they turned away on average 144 adults.

Table 6. How Many Adult Students Did You Turn Away Because of these Challenges?

	Served Adult Students in October 2020 (N=103)	Did Not Serve Adult Students in October 2020 (N=47)
Average Number of Individuals Turned away	54.17	144.13

*The median and mode were omitted in this table.

However, as shown in Table 7, 65 percent of literacy providers who served adult students in October 2020 did not turn away adults students. One the site stated that they had turned away 500 or more adults because of the challenges cited. It is difficult for providers to estimate the number of adult students turned away, especially for closed providers in October 2020. However, 71 percent stated that they have did not away from any adult students of those providers.

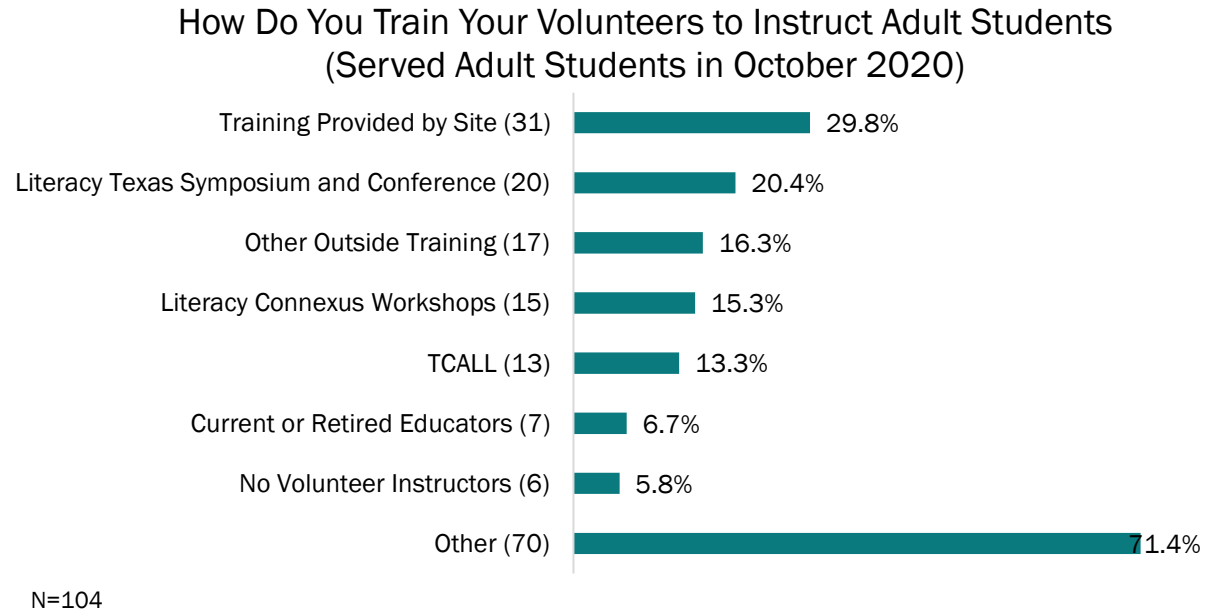
Table 7. How Many Adult Students Did You Turn Away Because of These Challenges?

	Served Adult Students in October 2020 (N=103)		Did Not Serve Adult Students in October 2020 (N=47)	
0 Adults Turned Away	64	64.6%	29	70.7%
500+ Adults Turned Away	1	1.0%	-	-

*Dashes indicate that there were no recorded responses.

The training of volunteers to instruct adult students was another area of interest for this study. Results for literacy providers that served adult students in October 2020 are shown in Figure 3. These categories are not mutually exclusive. The majority of providers chose 'Other,' in addition to their other selections. The subcategories of 'Other' include in-house training, which made-up nearly 30 percent of the selections made by these providers, other outside training (16 percent), and instructors are current or retired educators (7 percent). Six percent of providers stated that they do not use volunteers to instruct adult students. About 15 percent of providers selected the Literacy Connexus workshops as a training source, and 20 percent of providers chose the literacy Texas symposium and conference as a training source.

Figure 3. How Do You Train Your Volunteers to Teach Adult Literacy Students? (Select all that apply)



Similarly, providers that did not serve adult students in October 2020 also choose 'Other' (45.5 percent) as a source of volunteer training in addition to their other selections. In Figure 4, the top three sources of volunteer training for providers that did not serve adults in October 2020 were Literacy Connexus Workshops (39 percent), Literacy Texas Symposium and Conference (20.5 percent), and TCALL (14 percent).

Figure 4. How Do You Train Your Volunteers to Teach Adult Literacy Students? (Select all that apply)

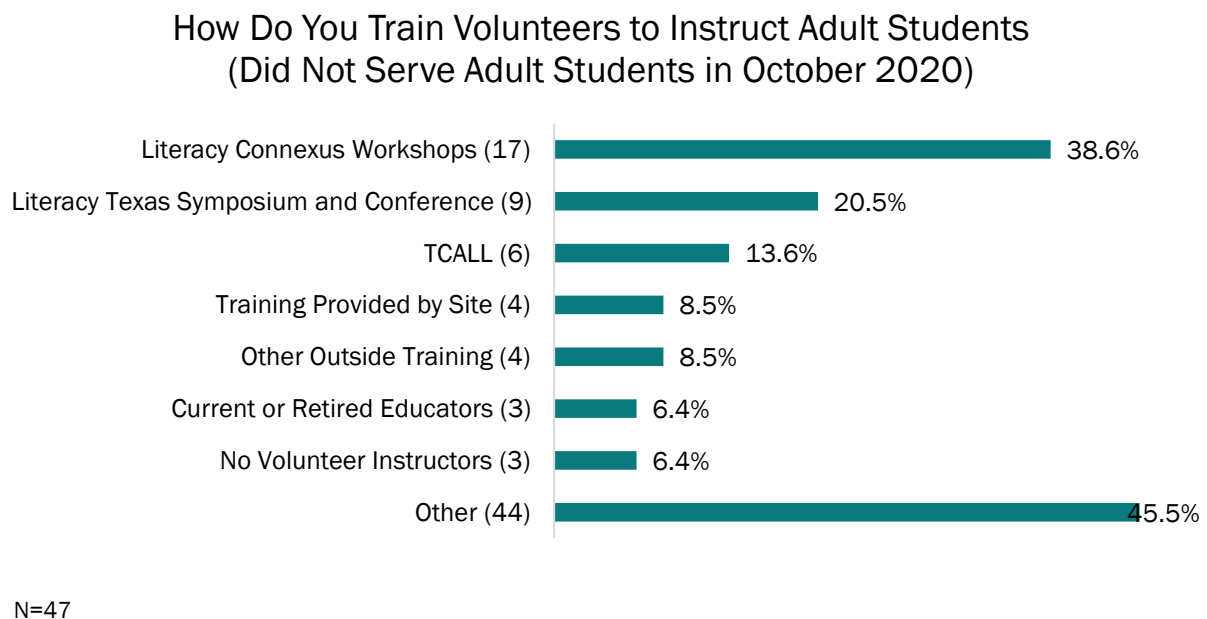
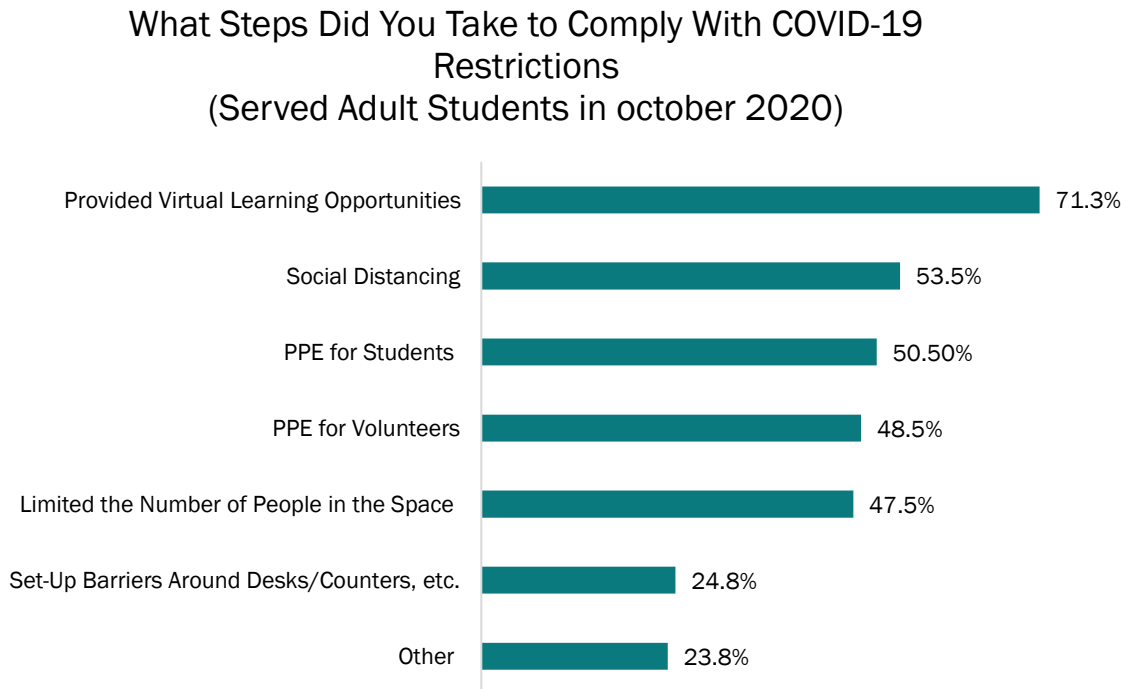


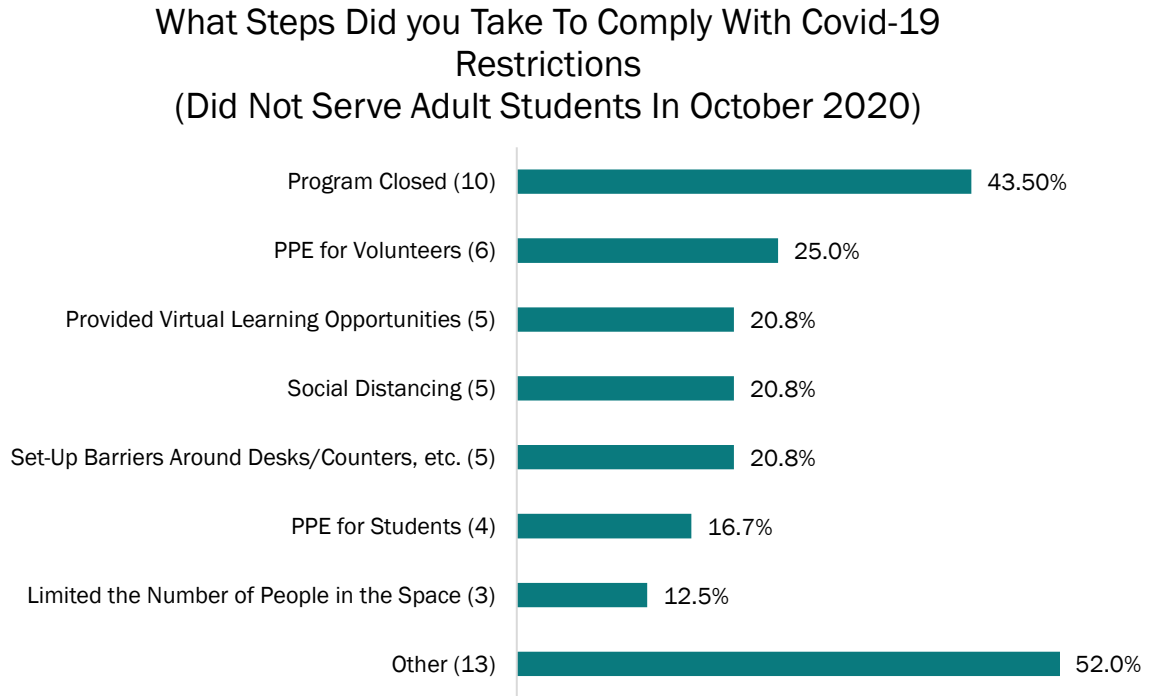
Figure 5. What steps did you take to comply with COVID restrictions? (Select all that apply)



N=101

Literacy providers were asked to disclose the steps they took to comply with Covid-19 restrictions. Figure 5 above indicates the restrictions that literacy providers who served adult students in October 2020. Nearly 71 percent of these literacy providers offered virtual learning opportunities to comply with Covid-19 restrictions. Over 53 percent of providers selected social distancing as a method of compliance. About 50 percent of literacy providers offered personal emergency equipment such as gloves, masks, hand sanitizer, etc., to students and volunteers. Only 4 percent of the providers closed at some point during the duration of the pandemic.

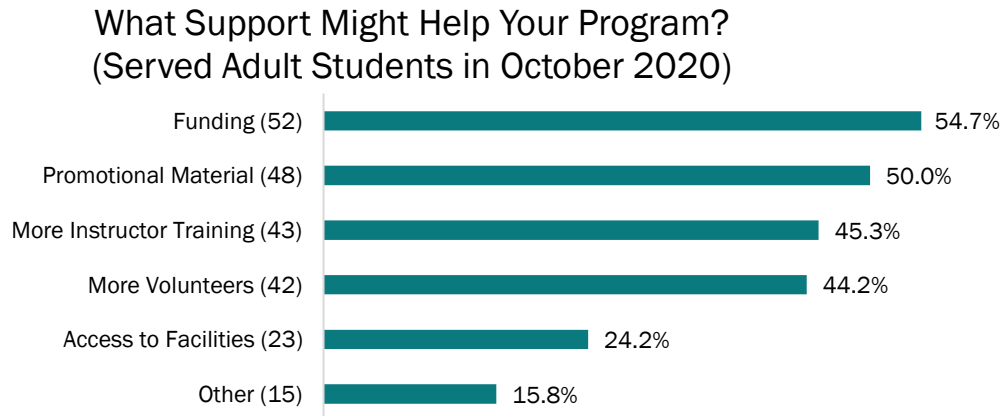
Figure 6. What Steps Did You Take to Comply with COVID Restrictions? (Select all that apply)



N=25

Figure 6 above are the results for literacy providers that did not serve adult students in October 2020. Nearly 44 percent of these providers closed their program for some duration or all of the pandemic, which was written in as a response for 'Other.' Roughly 52 percent of providers selected 'Other.' Twenty-five percent of providers that responded to this question offered personal emergency equipment such as gloves, masks, hand sanitizer, etc., to volunteers.

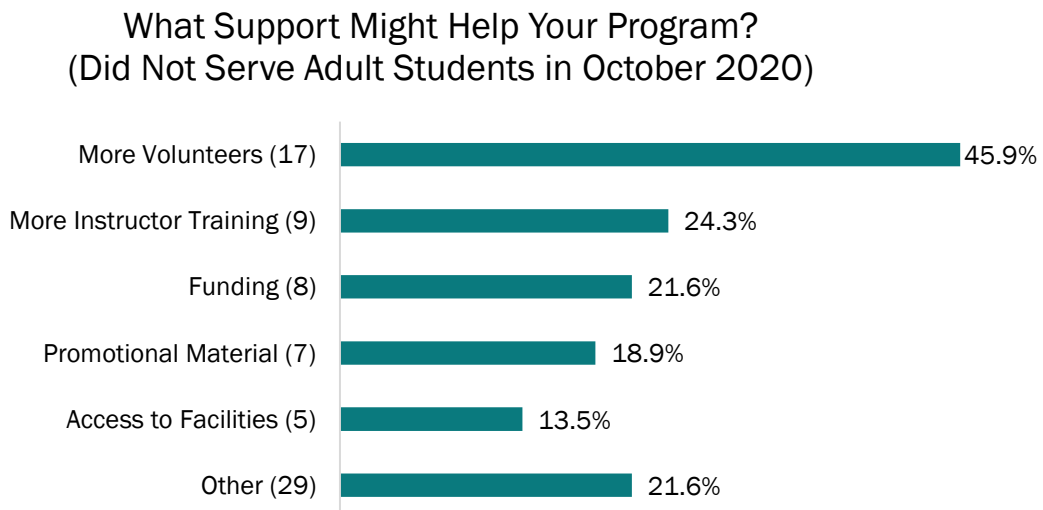
Figure 7. What Specific Types of Support Might Help Your Program? (Select all that apply)



N=95

Figure 7 indicates the type of support that might help their programs. This chart only includes literacy providers' that served adult students in October 2020. The selections are not mutually exclusive. Funding (55 percent) was the most selected type of support, followed by more promotional material (50 percent). About 45 percent of literacy providers suggested that more training for instructors would benefit them.

Figure 8. What Specific Types of Support Might Help Your Program? (Select all that apply)

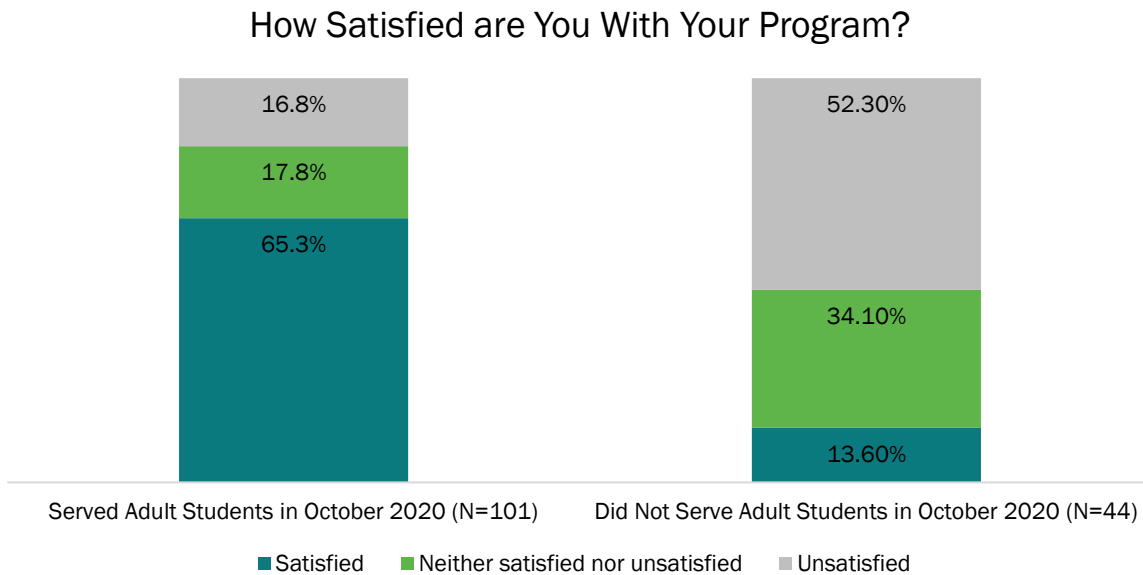


N=35

Figure 8 indicates the type of support that might help literacy providers who did not serve literacy providers in October 2020. More volunteers (46 percent) was the most selected type of

support, followed by more instructor training (24 percent). About 22 percent of literacy providers funding would help support their programs.

Figure 9. Overall, How Well Would You Rate Your Satisfaction With Your Literacy Program During the pandemic?



N=145

As shown above, in Figure 9, nearly 65 percent of literacy providers that served adult students in October 2020 are satisfied with their programs, and 16 percent of literacy providers are unsatisfied with their program. Fourteen percent of literacy providers who did not serve adult students in October 2020 stated that they were satisfied with their programs. About 52 percent of literacy providers are not satisfied with their programs.

The following tables are crosstabulations of providers' satisfaction rate by the subjects previously covered in the report. The columns (in gray) represent each satisfaction rate's breakdown by the category that the group selected, totaling to 100 percent at the end of the column. The rows (in green) represents the satisfaction rate by category.

Table 8. Challenges in Serving Adults by Satisfaction Rating: Select all that apply (Served Adults in October 2020)

	Neither satisfied nor unsatisfied			Total
	Unsatisfied		Satisfied	
Limited technology access (N=72)	23.9%	24.6%	24.0%	71.3%
	15.3%	19.4%	65.3%	100%
Communication with students (N=62)	26.1%	21.1%	19.4%	61.4%
	19.4%	19.4%	61.3%	100%
Financial Resources (N=35)	10.9%	10.5%	12.2%	34.6%
	14.3%	17.1%	68.6%	100%
Finding volunteer to provide services (N=30)	8.7%	12.3%	9.7%	29.7%
	13.3%	23.3%	63.3%	100%
Finding instructors (N=22)	2.2%	12.3%	7.2%	21.8%
	4.5%	31.8%	63.6%	100%
Student time/commitments (N=17)	6.5%	5.3%	5.6%	16.8%
	17.6%	17.6%	64.7%	100%
Pandemic (N=8)	2.2%	0.0%	3.6%	8.0%
	12.5%	0.0%	87.7%	100%
Students struggling with stigma (N=6)	2.2%	0.0%	2.6%	6.0%
	16.7%	0.0%	83.3%	100%
Childcare (N=4)	0.0%	0.0%	2.0%	4.0%
	0.0%	0.0%	100%	100%
Education curriculum is lacking quality (N=2)	0.0%	3.5%	1.0%	2.0%
	0.0%	50.0%	50.0%	100%
Education curriculum is unavailable (N=2)	0.0%	1.8%	0.5%	2.0%
	0.0%	50.0%	50.0%	100%
Other (N=37)	17.3%	8.8%	12.2%	36.6%
	21.6%	13.5%	64.9%	100%
Total (N=101)	100%	100%	100%	

Table 9. Challenges in Serving Adults by Satisfaction Rating: Select all that apply (Did Not Serve Adults in October 2020)

	Neither satisfied nor unsatisfied			Total
	Unsatisfied		Satisfied	
Communication with students (N=27)	25.9%	26.2%	11.1%	57.4%
	51.9%	40.7%	7.4%	100%
Limited technology access (N=20)	20.4%	16.6%	11.1%	42.5%
	55.0%	35.0%	10.2%	100%
Finding volunteer to provide services (N=18)	11.1%	16.6%	27.8%	38.3%
	33.3%	38.9%	27.8%	100%
Finding instructors (N=10)	2.2%	12.3%	7.2%	21.3%
	50.0%	40.0%	10.0%	100%
Financial Resources (N=7)	11.1%	2.4%	0.0%	14.9%
	85.7%	14.3%	0.0%	100%
Pandemic (N=7)	5.6%	4.8%	11.1%	14.9%
	42.9%	28.6%	28.6%	100%
Student time/commitments (N=3)	0.0%	4.8%	5.6%	6.4%
	0.0%	66.7%	33.3%	100%
Childcare (N=2)	1.9%	0.0%	5.6%	4.2%
	50.0%	0.0%	50.0%	100%
Education curriculum is unavailable (N=2)	1.9%	2.4%	0.0%	4.2%
	50.0%	50.0%	0.0%	100%
Students struggling with stigma (N=1)	2.2%	0.0%	2.6%	2.1%
	0.0%	0.0%	100.0%	100%
Education curriculum is lacking quality (N=0)	0.0%	0.0%	0.0%	0.0
	0.0%	0.0%	0.0%	0.0%
Other (N=17)	13.0%	16.6%	16.7%	36.2%
	21.6%	13.5%	64.9%	100%
Total (N=47)	100%	100%	100%	

Table 8 are the results for literacy providers that served adult students in October 2020. The top challenges that were selected were limited technology access and communication. Although most of the providers who were able to serve adults were satisfied with their programming, providers that reported being neither satisfied nor unsatisfied to selected Limited Technology access as their biggest challenge 25percent of the time and unsatisfied providers' selected communication as their top challenge 26 percent of the time.

Table 9 are the results for literacy providers that did not serve adult students in October 2020. This group of providers generally rated themselves as unsatisfied with their programs. The top challenges that were selected were communication, limited technology access, and finding volunteers. However, communication was chosen by 26 percent of those providers who rated themselves as neither satisfied nor unsatisfied and those who rated themselves as unsatisfied with their program. Satisfied providers stated selected finding volunteers (28 percent) as their biggest challenge.

Table 10. Volunteer Training by Satisfaction Rating: Select all that apply (Served Adults Students in October 2020)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
Training providing by sites (N=31)	16.7%	20.0%	16.8%	30.7%
	16.1%	19.4%	65.3%	100%
Literacy Texas Symposium and Conference (N=20)	6.7%	16.7%	10.9%	20.0%
	10.0%	25.0%	65.0%	100%
Other outside training (N=17)	10.0%	6.5%	10.1%	17.0%
	17.6%	11.2%	70.6%	100%
Literacy Connexus Workshops (N=15)	10.0%	10.0%	7.6%	15.0%
	20.0%	20.0%	60.0%	100%
TCALL(N=13)	0.0%	3.4%	10.1%	13.0%
	0.0%	7.7%	92.3%	100%
Current or retired educators (N=7)	6.7%	0.0%	4.2%	7.0%
	28.6%	0.0%	71.4%	100%
No volunteer instructors (N=6)	3.4%	3.4%	3.4%	6.0%
	16.7%	16.7%	66.7%	100%
Other (N=70)	46.7%	40.0%	37.0%	69.3%
	20.0%	17.1%	62.9%	100%
Total (101)	100%	100%	100%	

Table 10 indicates literacy providers' satisfaction rating by instructor training for literacy providers that served adult students in October 2020. The selections are not mutually exclusive. Providers who rated themselves as neither satisfied nor unsatisfied provide training for volunteer instructors at their locations 20 percent of the time, and satisfied providers offer training at their site 17 percent. Literacy providers who rated themselves as neither satisfied nor unsatisfied selected the Literacy Texas Symposium and Conference 17 percent of the time. Satisfied providers selected the Literacy Texas Symposium and Conference 11 percent of the time. Overall, most providers at each satisfaction rate chose 'Other' as their training method. The subcategory of 'Other' includes training provided on-site. Roughly 20 percent of literacy providers also selected the 'Literacy Texas

Symposium' and 'Conference' as a training source. Fifteen percent of providers selected 'Literacy Connexus' workshops as a source of volunteer training.

Table 11. Volunteer Training by Satisfaction Rating: Select all that apply (Did Not Serve Adults Students in October 2020)

	Neither satisfied nor		Satisfied	Total
	Unsatisfied	unsatisfied		
Literacy Connexus Workshops (N=17)	28.1%	31.8%	8.3%	40.5%
	52.9%	41.2%	5.9%	100%
Literacy Texas Symposium and Conference (N=9)	15.6%	9.2%	16.7%	21.4%
	55.6%	22.2%	22.2%	100%
TCALL(N=6)	12.5%	4.5%	8.3%	14.3%
	66.7%	16.7%	16.7%	100%
Training providing by sites (N=4)	0.0%	9.2%	16.7%	9.5%
	0.0%	50.0%	50.0%	100%
Other outside training (N=4)	3.1%	4.5%	16.7%	9.5%
	25.0%	25.0%	50.0%	100%
Current or retired educators (N=3)	6.3%	4.5%	0.0%	7.1%
	66.7%	33.3%	0.0%	100%
No volunteer instructors (N=3)	6.3%	4.5%	0.0%	7.1%
	66.7%	33.3%	0.0%	100%
Other (N=20)	28.1%	31.8%	33.4%	47.6%
	45.0%	35.0%	20.0%	100%
Total (42)	100%	100%	100%	

Table 11 indicates literacy providers' satisfaction rating by instructor training for literacy providers that did not serve adult students in October 2020. The selections are not mutually exclusive. Overall, most providers at each satisfaction rate chose 'Other' as their training method. The subcategory of 'Other,' includes training provided by other sites, other outside training, current or retired educators, or providers did not train volunteers as instructors.

Providers who rated themselves as neither satisfied nor unsatisfied provide training for volunteer instructors through the Literacy Connexus 28 percent of the time, and unsatisfied providers reported using Literacy Connexus 28 percent of the time. Nearly 41 percent of literacy providers that did not serve adult students in October 2020 utilize Literacy Connexus. Roughly 25 percent of literacy providers also selected the 'Literacy Texas Symposium' and 'Conference' as a training source. For providers that identified as unsatisfied selected Texas Literacy 16 percent of the time, and satisfied providers selected the Literacy Texas Symposium as a training source 17 percent of the time. Twenty-one percent of providers selected Literacy Texas Symposiums as a source of volunteer training.

Table 12. Steps to Comply with Covid Restrictions by Satisfaction Rating: Select all that apply (Served Adult Students in October 2020)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
Provided Virtual Learning opportunities (N=72)	23.4%	20.3%	22.8%	72.0%
	15.3%	18.1%	66.7%	100%
Social Distancing (N=54)	17.0%	18.8%	16.1%	54.0%
	14.8%	22.2%	63.0%	100%
PPE for students (N=51)	12.8%	17.2%	16.1%	51.0%
	11.8%	21.6%	66.7%	100%
PPE for volunteers(N=49)	12.8%	15.6%	15.6%	49.0%
	12.2%	20.4%	67.3%	100%
Limited the number of people in the space (N=48)	14.9%	17.2%	14.2%	48.0%
	14.6%	22.9%	62.5%	100%
Set-up barriers around desks/counter, etc. (N=25)	6.4%	7.8%	8.1%	25.0%
	12.0%	20.0%	68.0%	100%
Other (N=23)	12.8%	3.1%	7.1%	23.0%
	26.1%	8.7%	65.2%	100%
Total (100)	100%	100%	100%	

Table 12 indicates literacy providers' (that served adult students) satisfaction rating by COVID restrictions compliance, from the most selected to the least selected options. The selections are not mutually exclusive. Although 'Providing virtual Learning opportunities' (72 percent) was the most selected compliance chosen by literacy providers, it was also the top choice (23 percent of the time selected) by those identified as unsatisfied with their literacy programs. The other top choice by literacy providers identified as unsatisfied was social distancing, which was selected 18 percent of the time by providers that rated themselves as neither satisfied nor unsatisfied.

Table 13. Steps to Comply with Covid Restrictions by Satisfaction Rating: Select all that apply (Did not Serve Adult Students in October 2020)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
PPE for volunteers(N=6)	14.3%	14.3%	16.7%	25.0%
	66.7%	16.7%	16.7%	100%
Provided Virtual Learning opportunities (N=5)	14.3%	14.3%	0.0%	21.0%
	80.0%	20.0%	0.0%	100%
Social Distancing (N=5)	14.3%	0.0%	16.7%	21.0%
	80.0%	0.0%	20.0%	100%
Set-up barriers around desks/counter, etc. (N=5)	17.9%	0.0%	0.0%	21.0%
	100.0%	0.0%	0.0%	100%
PPE for students (N=4)	10.7%	0.0%	16.7%	16.7%
	75.0%	0.0%	25.0%	100%
Limited the number of people in the space (N=3)	3.6%	14.3%	16.7%	12.5%
	33.3%	33.3%	33.3%	100%
Other (N=13)	25.0%	57.1%	33.4%	54.16
	53.8%	30.8%	15.4%	100%
Total (24)	100%	100%	100%	

Table 13 indicates literacy providers' (that did not serve adult students) satisfaction rating by COVID restrictions compliance, from the most selected to the least selected options. The selections are not mutually exclusive. Providing PPE was the top section (25 percent) for providers, in which 17

percent of satisfied providers selected this option. The top selection by unsatisfied providers was "Set-up Barriers" (18 percent) as their main type of Covid Compliance..

Table 14. Type of Support to Help Program by Satisfaction Rating: Select all that apply (Served Adult Students)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
Funding (N=52)	10.5%	30.6%	24.8%	54.7%
	7.7%	21.2%	71.2%	100%
Promotional Material (N=48)	18.4%	27.8%	20.8%	50.52
	14.6%	20.8%	64.6%	100%
More Instructor Training (N=43)	18.4%	19.4%	19.5%	45.3%
	16.3%	16.3%	67.4%	100%
More volunteers (N=42)	21.1%	19.4%	18.1%	44.2%
	19.0%	16.7%	64.3%	100%
Access to Facilitate (N=23)	13.2%	2.8%	11.4%	23.0%
	21.7%	4.3%	73.9%	100%
Other (N=15)	18.4%	0.0%	5.4%	15.78
	46.7%	0.0%	53.3%	100%
Total (95)	100%	100%	100%	

Table 14 indicates literacy providers' satisfaction rating by type of support that might help literacy programming, from the most selected to least selected. The selections are not mutually exclusive. Nearly 25 percent of selections by providers who rated themselves satisfied with their literacy program suggested that more funding would help their program, and funding was 31 percent of selections made by providers that rated themselves as neither satisfied nor unsatisfied. Literacy providers that were neither satisfied nor unsatisfied selected promotional material 28 percent of the time. The top selection for literacy providers who rated themselves unsatisfied was the need for more volunteers (21 percent).

Table 15. Type of Support to Help Program by Satisfaction Rating: Select all that apply (Did Not Serve Adult Students)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
More volunteers (N=17)	23.1%	41.2%	36.4%	48.6%
	35.3%	41.2%	23.5%	100%
More Instructor Training (N=9)	26.9%	11.8%	0.0%	25.7%
	77.8%	22.2%	0.0%	100%
Funding (N=8)	15.4%	5.9%	27.3%	22.9%
	50.0%	12.5%	37.5%	100%
Promotional Material (N=7)	11.5%	11.8%	18.2%	20%
	42.9%	28.6%	28.6%	100%
Access to Facilitate (N=5)	7.7%	17.6%	0.0%	14.3%
	40.0%	60.0%	0.0%	100%
Other (N=8)	15.4%	11.8%	18.2%	22.9%
	50.0%	25.0%	25.0%	100%
Total (35)	100%	100%	100%	

Table 15 indicates literacy providers' satisfaction rating by type of support that might help literacy programming, from the most selected to least selected. The selections are not mutually exclusive. Nearly 37 percent of selections by providers who rated themselves satisfied with their literacy program suggested that more volunteers would help their program, and funding was 27 of satisfied providers selection. Literacy providers that were neither satisfied nor unsatisfied selected More volunteers 41 percent of the time. The top selection for literacy providers who rated themselves unsatisfied was the need for more volunteers (23 percent) and the need for more volunteer training (27 percent).

Table 16. Volunteer Hours Devoted to Teaching by Satisfaction Rating: Select all that apply (Served Adult Students in October 2021)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
All of the volunteer hours (N=34)	53.3%	18.2%	33.3%	37.4%
	23.5%	37.5%	58.8%	100%
Most of the volunteer hours(N=31)	9.7%	25.9%	35.0%	34.1%
	9.7%	43.8%	67.7%	100%
Some of the volunteer hours (N=11)	13.3%	3.8%	13.3%	12.1%
	18.2%	6.3%	72.7%	100%
None of the volunteer hours (N=15)	13.3%	12.5%	18.3%	16.5%
	13.3%	13.3%	73.3%	100%
Total (91)	100%	100%	100%	

Table 16 indicates literacy providers' satisfaction rating by how many of their volunteer hours are dedicated to literacy instruction, from the most selected from least selected. Many of the unsatisfied literacy providers (43 percent) selected that all of their volunteer hours are dedicated to teaching. Thirty-five percent of satisfied providers stated that most of their volunteer hours are devoted to teaching.

Table 17 indicates literacy providers' satisfaction rating by how many of their volunteer hours are dedicated to literacy instruction, from the most selected to least selected. At each satisfaction rating, most of the providers reported that none of their volunteer hours are devoted to literacy instruction.

Table 17. Volunteer Hours Devoted to Teaching by Satisfaction Rating: Select all that apply (Did Not Serve Adult Students in October 2021)

	Neither satisfied nor			Total
	Unsatisfied	unsatisfied	Satisfied	
All of the volunteer hours (N=6)	13.3%	12.5%	18.3%	16.5%
	50.0%	33.3%	16.7%	100%
None of the volunteer hours (N=31)	85.7%	81.8%	80.0%	83.8%
	58.1%	29.0%	12.9%	100%
Total (37)	100%	100%	100%	

Lastly, the study asked literacy providers if they had any other information to contribute. Although most restated that the pandemic has been challenging, a few literacy providers stated that the pandemic helped them connect with other resources in their community. Still, many literacy providers recognize that it has been a particularly difficult time for their students. Asian students are experiencing more stigma because of rhetoric around the source of the virus. Students are having difficulty finding time to study when work and family are a priority. Providers also acknowledge that their volunteers and instructors are uncomfortable using virtual learning tools or do not access such technology. One program has resorted to using Facebook to live-stream classes. Going forward, training must also include how to use and where to get virtual learning technology as well as techniques to engage students online. For more written-in comments from providers, please refer to Appendix Two.

APPENDIX ONE: MAP OF AREAS COVERED

Figure A below shows the areas the survey reached by County Level. Although east Texas was primarily reached, especially the larger cities, central and western Texas were also sufficiently represented in the data collection. The red points denote the sites that did not serve adult students in October 2020, and the Green points represent the sites that served adult students in October 2020. The colorless points indicate the sites that were not successfully surveyed.

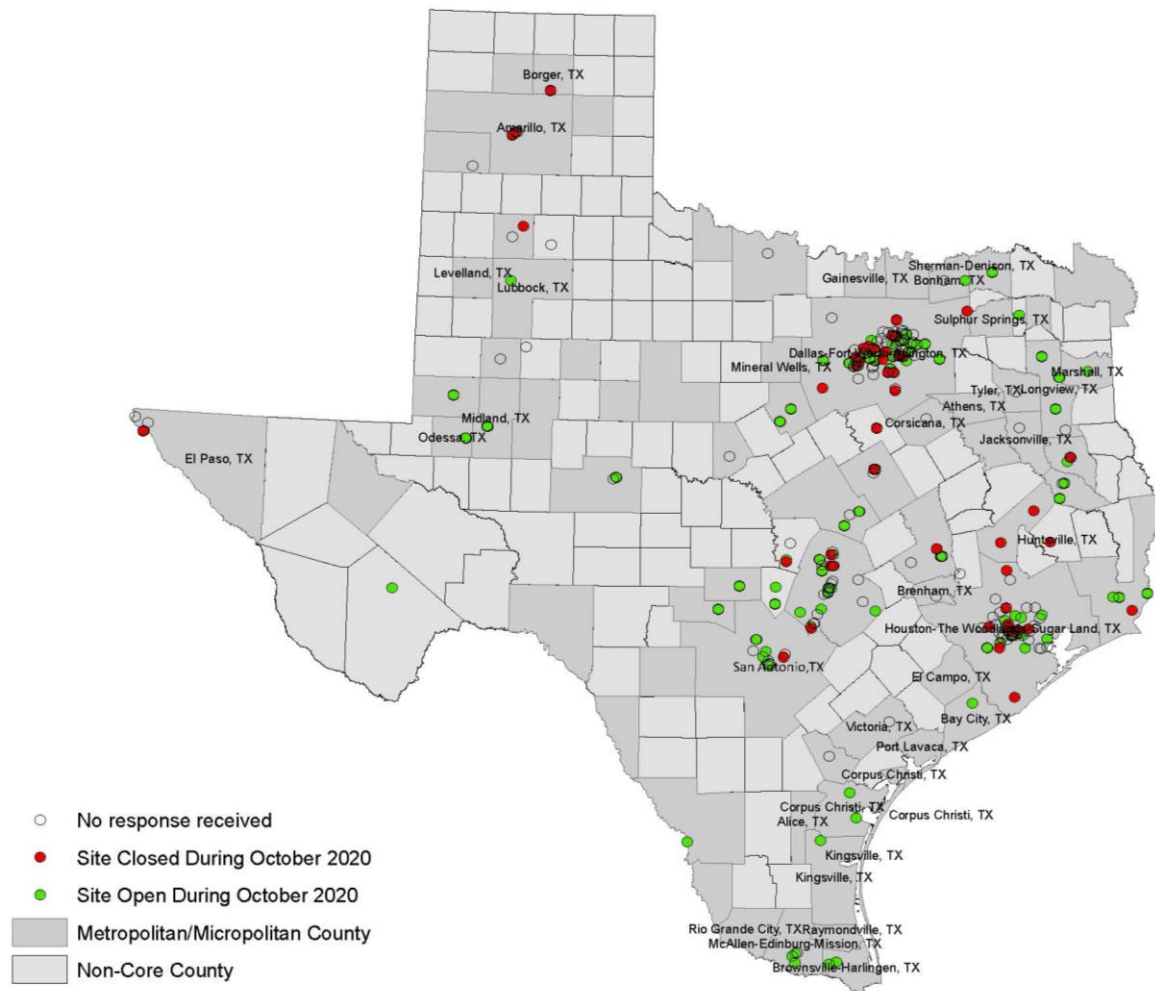


Figure A: Map of Sites Surveyed Provided by Michael Lotspeich-Yadao

APPENDIX TWO: WRITTEN RESPONSES

What are your top three biggest challenges in serving adult students?

- Access Zoom, fear of using technology
- Adult's personal schedules
- All Adult Education services were provided by HCDE and they are not providing in person services due to COVID-19.
- All facilities closed to the public
- Attendance
- Building closures due to COVID
- child care
- Child Care and Language or Cultural Barriers
- Child Care during classes
- Communication is hard in general. The main form of communication is Facebook.
- Consistency, with students coming to class and finding recourses that relate to the bible and training for students video resources
- current COVID situation we have halted all classes until we can determine how to best serve the community
- During the pandemic it is challenging for them to balance online learning with also having to homeschool their children.
- Finding and retaining students
- finding potential p articipants
- Funding to continue services
- had to close
- have not met during pandemic
- Inability to do virtual learning. Challenging to give virtual options.
- Keeping students engaged and building a sense of community within the class.
- lack of motivation
- limited space in the library
- low digital literacy
- Materials
- mitigating student challenges with childcare, transportation, financial hardship
- Only willing to offer instruction in person
- our court ordered students are hard to keep motivated
- Our teachers and students need hands on curriculum not on line.
- Pandemic effects
- Pandemic isolation
- Reaching low level learners who lack digital literacy during the pandemic. Not able to keep ESL 0 & 1 or Basic Literacy students engaged virtually.
- Recruitment
- Scheduling
- Shut down temporarily due to Covid
- Student Attendance

- Student availability
- Student commitment. Life circumstances take them away from classes.
- Student learns better in person without her child being present
- student progress, student retention, accounting for results
- Students dealing with financial and family issues of their own and GED is not a priority.
- Students need more motivation to complete the program during such challenging times.
- Technical Problems with Zoom
- The inability to meet in person.
- The Pandemic
- They just aren't making the time because they feel there is no need to.
- This program is currently not meeting
- Time, small communities
- transportation
- Trying to work with beginning English students off campus
- Virtual education more challenging to commit
- Volunteers are not comfortable with teaching online.
- Volunteers not willing to come because of Covid

How do you train your volunteers to teach adult literacy students?

- A significant chunk of our organization's work centers around training for community teachers, tutors and volunteers. We accomplish this through the 3 providers listed, but we have a fairly robust training program ourselves. We also train all of our tutors in-house for the students they'll be working with. Larger training activities, such as conferences and workshops, are often supplemental rather than primary training.
- addtl training opps
- All our instructors are retired public school teachers
- annual training program
- By observing other volunteers
- CJC workshop required
- Conduct training within agency
- conferences and online training
- Currently using in house instruction
- Find educators that are already skilled
- Finding retired teachers already certified in ESL.
- Harris County has an in-house person who instructs new volunteers.
- I also train the volunteers because I have years of experience in literacy.
- I don't have any volunteers
- In house
- In house training
- In house training & any free virtual webinars
- in house trainings
- In-house training
- Internal Training
- Internal Training program. Need more info as to how to access the above listed programs.
- local ESL training

- Many of past tutors are no longer interested in helping our group.
- Many of the workers have served for years.
- N/A
- n/a already trained
- no volunteer
- No volunteers used
- No volunteers-paid instructors
- No volunteers.
- Normally we provide an in-person training training, but this year we have provided Zoom training and asked the volunteer tutors to attend Zoom training given by other sources. We have ProLiteracy trained trainers and invite qualified professionals to present at our in-person/Zoom trainings.
- not applicable we refer
- Not sure who provides training
- online training
- Online education workshop
- online workshops
- Organization's professional development
- Our own training
- Our own training sessions
- our progra, is basically career developmement not literacy-we network for literacy is a participant needs ot/
- our teachers are professional educators employed by local school districts
- Personal instruction and online webinars
- Physically or virtually (Zoom, Teams)
- Pro-literacy training, in-person custom training, in-person/online personal instructional coaching
- Professional Development through third-party providers
- Public school teachers, retired and active plus articles and hints for volunteers to read.
- Teachers are retired school teachers.
- They are all retired teachers
- They focus on making the connection with students
- Third Party- Wonder Lake
- Through attending in house training
- Training from National Literacy Missions Partnership
- Training is provided by site
- Training online via USCIS
- Training program resources from different places.
- USCIS workshops
- ventures program
- Virtual in-house training
- Volunteers are retired school teachers
- Volunteers come into the office and recieve training from instructor. Volunteers do not usually teach classes.
- Volunteers go through HR department

- We also pass on information in our own meetings
- We are not allowing volunteers into our building due to covid-19
- We do not have volunteer teachers.
- We do not train adult learners. We do family literacy.
- We offer our own tutor training.
- We train them ourselves
- We utilize online training and train our tutors in house
- Youtube

What steps did you take to comply with COVID restrictions?

- All programs went virtual
- Although we had limited resources for virtual classes most of our students didn't have the needed resources for online classes.
- Begin classes when things settle down.
- cancelled all in person classes
- Clean space
- Close our services due to the pandemic
- closed
- Cut hours down (with us 2 hours instead of the normal 3 in person), students are required to wash hands for 20 seconds before class and to sanitize their desk area before and after class, temperatures taken upon entering
- delivered materials to homes
- Didn't have classes
- Distance learning. People worked on their own with our program. It is different than virtual instruction.
- Facilities closed to public
- Harris County is only allowed to teach virtually due to county restrictions.
- Limited number of classes they offered.
- live streams, workshops
- No Adult Education services are currently being offered at NAM. These items refer to clients in vocational education training.
- no clients
- No face-to-face classes
- postponed classes. Our program is a support group as well as educational. We need in person contact.
- Provided staff with PPE
- Screening
- Shut down
- sign in/sign out, temperature checks on entry, COVID communication protocols.
- Staying closed with very limited appointment options; all most all online.
- The program is canceled
- tracking students/people in building, temperature checks at the door
- We cancelled all classes.
- We had to shut down

- We have been virtual. In January we hope to implement all of the above to better support our learners
- We have not done in house training.
- We have not had literacy classes since March 2020
- We have not provided F2F services.
- We have only met via telephone or Zoom. We are dependent on libraries primarily for tutoring space as we are 100% volunteer and do not have our own location.
- We stopped meeting
- Work areas distanced

What specific types of support might help your program?

- #1 is access to facilities.
- Advocacy materials and training on fund development
- An end to the pandemic so that we can teach in person again
- COVID -19 drop in active cases
- Cultural awareness training for volunteers
- Digital Devices
- Funding. Nonprofits are hurting
- Hands on curriculum
- HCDE returning to site.
- Health/healthcare for our students
- Knowing how to teach ESL virtually. We have not tried it.
- Laptops, wifi / hot spot technology
- More opportunities to talk about the program to the rest of the congregation.
- more resources to use to teach, games etc.
- new library building
- outreach for potential participants
- removal of the standard barriers for students: transportation and child care
- Stronger community partnerships with businesses that would allow students to have employment while working on education. Continuing education opportunities, employment opportunities
- Technology for students
- Technology Funds
- Technology upgrades, equipment
- We are a small community and the students are our best advertisers.
- We live in a rural area. Our biggest obstacle has been lack of internet service for our students in their homes.

If there anything else you would like to add?

- access to technology has been the biggest challenge faced by the program. Through various funding opps, we have been able to provide students with either a smartphone or laptop so that they can engage in remote learning.
- Adult Education will return to NAM when HCDE is permitted to resume in person classes.

- Although the pandemic has been a crisis, we have had the opportunity to connect with many other organizations and build collaborations within our community. This has opened several doors and increased awareness in our program.
- Challenging times.
- class canceled until further notice
- COVID has affected the Asian clients served because of the cultural climate and indifference surrounding the virus . I would like more cultural awareness classes and training for volunteers. Literacy trainings do not provide enough cultural awareness training and trainings do not seem to help. Additionally, free quality children books provided or a connection with a publishing house who can provide free children books.
- Despite the initial challenges, virtual teaching will continue to be part of our programming efforts moving forward.
- Due to covid our ESL program was canceled after march of 2020. In order to protect the staff, volunteers and students.
- Due to covid, we are not having classes.
- El Paso is the epicenter of the COVID-19 pandemic. he city has taken drastic measures to curtail the pandemic.
- Funding our programs have been challenging due to restrictions on fundraising events and the impact Covid-19 has had on our funders (grants and donors). These are our only since of income for our organization.
- Hays County Youth Initiative. This agency serves 16-17 year olds. Two demographics: one is housed in the facility, the other is transported for educational purposes.
- I have been a GED Instructor for CC Odessa for 14 years now, this has been a very difficult time for both myself and my students, but we have adapted well and are striving to reach all goals that have been set!
- I have only included instructional hours for instruction on campus. Since most of our students don't have internet or home computers, we have been operating a Facebook classroom which definitely has its limits. We also are mailing out lessons, which are then read orally in our Facebook classroom by local high school students. We also have created topically lessons which are posted in the Facebook classroom. For our students with young children, we have done porch drops of children's books for our students to read with their children. We had great participation in the spring and early summer, but this fall has been much more difficult. During October our GED teacher had covid and our local schools were closed for a week.
- I need to say that my responses here reflect both adult learners in adult education classrooms, but also "adult learners," including the teachers, tutors and volunteers that we train in workshops and larger conferences. The actual number of adults that we serve is actually much higher as our organization runs the Adult Education and Literacy Call Center, which is the only service of its kind in the state of Texas that is paid for through AEL funding. As a referral service which guides prospective adult literacy students into classrooms (virtual or in-person) that best fit their needs and situations, our comprehensive intake should definitely be considered a service, although no actual instruction is provided. During the first 6 months of 2020, we served through referrals 616 students (and this was through 2 months of pure shut-down and two months of limited class availability). It seems plausible that we would reach and likely exceed that same number for the first half of 2021. Lastly, the Tarrant County community is currently suffering a shortage of locations offering classes. While state-funded classes are run mostly smoothly, many community and faith-based

providers (especially churches) have not transitioned and postponed classes they once offered. This is a not insignificant problem. Many learners also do not possess adequate technology in their homes to actively participate in online classes (smartphones just can't cut it). Others are reluctant to use technology, opting to wait until in-person classes return.

- I'm very proud with what we have done. I am thankful that we could use technology to keep our programming going, even though it is not what it was pre-pandemic. I am awed by the volunteers, they chose to do virtual tutoring and without them this wouldn't be possible.
- If we are going to be limited to using Zoom, virtual learning, we need to know how to do it. It has been a learning curve for me. I have made many mistakes. We have had to cope and do the best we can. The main quality for instructors is a calling, persistence, and keeping on.
- Instructional hours are now virtual and self-directed because of COVID.
- Instructor (me) wasn't comfortable initiating Zoom.
- just a difficult year--most of our students today are NOT ESL students but high school drop outs with many many issues!!!!
- Just to give you a glimpse of our program: we are a one part-time office serving over six-hundred square miles in a mostly rural county. Director salary is for 17.5 hours weekly which had been working well until the pandemic hit our area. We had maintained a healthy enrollment in 90% of the county.
- LIFT and the Aberg Center for Literacy merged in July 2020 and operate under the name Aspire www.aspiretolearn.org
- Literacy portion is only provided if needed. Rarely is it needed in our program
- Mainly want to return to normalcy so program can run more smoothly.
- My tutors have stepped up tremendously learning new ways to reach and teach. I dislike the situation, but we have adapted and while our physical doors are closed, our virtual doors have been swung wide open! And the majority of our funding is local. Praise the Lord.
- N/A
- no
- No
- No. Frustration runs high on how to provide service going forward
- Not at this time
- Our Adult Learners need help in paying their bills. They want free programs. We need Funds
- our biggest challenge is always funding, and volunteers.
- our elderly volunteers aren't able to do computer/online classes
- Our services has extended to the rural area and the funding source is depleted but the demand is Great...we are in a extremely challenging position.
- Our space is in one of our communities churches and while they were shut down we managed in my home, since there was only 1 student who wanted to continue during that time.
- Our total monthly tutor hours have fallen drastically during the pandemic. We used to run about 90-100 hours per month and have dropped to 30-40 hours per month presently.
- Providing the literacy program was a tremendous challenge. As a result of the pandemic we weren't able to host any classes.
- Recruiting students during the pandemic has been a major challenge. Many of them feel like they would not concentrate in classes or if they enroll they do not show up for classes despite several attempts to contact them.

- Since most of our volunteer tutors are retired it is admirable that they have found safe ways to meet with their students.
- Since our church cancelled all activities; we also cancelled our ESL programs for the year.
- Student numbers are Very low because of the pandemic, but we expect them to return close to normal when the virus gets under control.
- Thanks for caring about our program.
- The Collin County Adult Literacy Council is a coalition of other providers and one program under our umbrella which is adult basic literacy in a one-to-one setting. Most all of the other provides are ESL programs. The statistics here represent only the ABL program. I did not have access to those of the other programs. Please let me know if you would like for me to request those. Some of the other ESL programs are serving 25 to over 100 students.
- the COVID challenge provided opportunities to reach more students
- The Digital Literacy gap is larger than I had hoped. Many students are struggling.
- The JISD Administration canceled all in district Adult and Comm Ed classes for the 20-21 school year.
- The program is not currently offering classes. There are no future plans to begin classes again. Most of the students completed all four books and were with the church for years.
- This is the first time that we have dealt with a pandemic. Libraries are learning how to manage the number of people in the library each day. We are also wearing masks and limiting our hours open.
- This was ridiculous since we have not had classes this fall and are not going to have them in the spring.
- Training for teachers to use virtual
- trying to find ways for the teacher to take the taxes connex classes.
- Unfortunately this program is canceled at this time
- Virtual learning for Basic Literacy students is extremely hard.
- We are a very small program with two active tutors. The few people that have enrolled in our program since March 2020 have dropped out over time.
- We are considering opening two classes in January, but it depends on Covid numbers.
- We are doing all we can during this time. It took our volunteers a while for things to get going again but we continue to have a robust ESL, Citizenship, and Adult Literacy program. Next year we will be including a High School Completion program.
- We are grateful that we were able to stay in operation during pandemic through remote learning.
- We are learning as we do online classes and are excited about the possibilities they present.
- we are privately funded and not associated with any specific state-funded program.
- We are very satisfied with our network partners for literacy training
- We are working on an incentives program to help motivate adult learners stay motivated in their studies.
- We cancelled all programs and meetings since March 2020 and have only reopened for 6 hours per day. No literacy program during this time or the foreseeable future.
- We chose to postpone ESL instruction until January 2021 because of Covid-19 restrictions.
- We developed - inhouse - our own MIGH Virtual Classroom that are now using and expect to attract more students and expand our virtual literacy presence
- we follow guidelines from the Archdiocese for in-person ministry programs

- We have addressed family literacy, financial literacy, citizenship literacy and health literacy through virtual social media presentations
- We have not had a program since February 2020. I hope the districts will be able to offer in-person classes starting in fall 2021. The library has been closed to the public since March 2020.
- We have not resumed our SEED/ESL classes at Central Baptist Church, Livingston, Texas, because we have mostly senior adult teachers. Many of them have not even returned to church because our staff does not wear masks nor practice social distancing the way we think they should. In addition to that concern, some of our classrooms are small so that social distancing would be impossible. We just do not feel that it would be wise to expose our students and teachers to these unsafe circumstances at this time. With the hope of a vaccine being available, we plan to resume classes in the fall of 2021. We are sending a Christmas letter to all our former students explaining that we hope to resume classes next fall. Our teachers have periodically called or texted students that were enrolled at the time the pandemic.
- We hope to restart classes in the spring of 2021.
- we need additional grant and funding programs to help AE organizations especially during this pandemic
- We offer job and life skills education classes but not a formal "literacy" class
- We question whether our adult students will attend due to the fear factor of covid as well as having school age children at home.
- We used Zoom to finish the semester in the spring, but did not have enough volunteers who were comfortable enough with that method to offer classes again. As of November, we have one volunteer who is working with 2 students in separate sessions using Zoom, once a week for 30 minutes each session. Previously we had 3 classes each Wednesday with from 2 to 15 students per class.
- We were not able to offer any classes during the pandemic. We hope to resume in the fall of 2021.
- What a challenge! Recruiting new students would be one of our hard spots!
- While COVID has made instruction and services challenges, worth noting is that AEL orgs that participated in the Xprize Competition in 2019 were some of the quickest to respond and adapt to the closures.