

Outcome Measurement Framework

Family Literacy Programs in the Fraser Valley

Developed by Pam Auffray and Penny Petersen,

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
Staff <ul style="list-style-type: none"> ■ Coordinator ■ Adult instructor ■ Parenting facilitator ■ Preschool instructor 	Program Development Identify family literacy needs in the community and plan a four component program to meet those needs based on best practices.	Program plan <ul style="list-style-type: none"> -> # of spaces identified -> # staff Learning / program resources	Program plan, resources, policies and procedures have been developed and the program is ready to begin.	Adults participants have an increased level of literacy and learning skills	Families in BC are literate, healthy, self reliant and engaged in their communities
	Promotion and Outreach Develop and disseminate promotional materials and information throughout the community.	<ul style="list-style-type: none"> -> # of brochures -> # of media inserts -> # / list of organizations sent info by mail or email -> # agency visits, -> school newsletters and information sessions 	The community knows about the program and how to access it.	Participating adults enjoy learning and are empowered to make positive changes in their lives, improving their social, economic and emotional well being	
Venue <ul style="list-style-type: none"> ■ Adult learning room ■ Parenting program room ■ Preschool care room 	Intake & Assessment. Interview applicants, register, orientate participants, assess literacy needs and document referrals and source.	<ul style="list-style-type: none"> -> # of participants who meet program criteria identified -> # of participants registered -> # and source of referrals into the program -> # of referrals out and destination 	Staffs have sufficient understanding of applicants needs and learning history to recommend and/or support them in developing initial learning plan. Participants are confident that their learning needs are understood and that the program will be a safe learning environment.		

INPUTS	ACTIVITIES (Tasks & Strategies)	OUTPUTS (Deliverables)	SHORT TERM OUTCOMES	MEDIUM TERM OUTCOMES	LONG TERM OUTCOME
Office supplies <ul style="list-style-type: none"> ■ Computer ■ Stationary ■ Photocopier 	Program Delivery: Adult Learning Coordinate and deliver adult component through formal and informal instruction and assessment based on individual participants' needs and interests.	<ul style="list-style-type: none"> ➤ # of sessions ➤ # of participants ➤ # of guest speakers 	Participants have identified learning goals & are actively engaged in learning	Child(ren) enjoy learning and have increased school readiness and social skills Parents have increased skills and confidence in supporting child(ren) learning/ language/ literacy and overall development on a regular basis Community members and government agencies work together to achieve sustainability in programs	
Program Supplies <ul style="list-style-type: none"> ■ Journals ■ Paper/pens ■ Art supplies ■ Note books Learning aids 	Program Delivery: Parent Learning Coordinate and deliver parent component through interactive programs and / or workshops.	<ul style="list-style-type: none"> ➤ # of sessions ➤ # of weeks ➤ # participants 	Through parenting programs, participants develop and demonstrate an improved understanding of how they can support their child(ren)s development and learning.		
Advertising Supplies <ul style="list-style-type: none"> ■ brochures 	Program Delivery: Child(ren) Learning Coordinate and deliver child(ren) learning component by providing child(ren) with enriched learning opportunities.	<ul style="list-style-type: none"> ➤ # participants ➤ # sessions 	Child(ren) is developing social, emotional, physical, cognitive and language skills and attitudes which support learning.		
	Program Delivery: Parent and Child(ren) Together Coordinate and deliver Parent and Child(ren) Together component by providing focused interactive parent and child(ren) programming and activities.	<ul style="list-style-type: none"> ➤ # of sessions ➤ # of adults ➤ # of child(ren) 	Parents are actively engaged in supporting their child(ren) learning through participation in parent-and-child(ren)-together programs and/or activities.		
	Sustainability Planning Based on best practices, collaborate with government and coordinate with community members and stakeholders to develop and implement a sustainability plan.	<ul style="list-style-type: none"> ➤ # meetings ➤ # partnerships ➤ # liaisons ➤ # and source of dollars toward program (including in-kind) 	Government agencies, community members and stakeholders are committed to a written sustainability plan to which they are contributing		

Monitoring Plan

Family Literacy Programs in the Fraser Valley

Developed by Pam Auffray and Penny Petersen,

SHORT TERM OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS	WHEN COLLECTED
<p>1- Program Development Program plan, policies, procedures and resources for a cohesive and integrated program tailored to community needs are in place and staffs are ready to accept applicants.</p>	<ul style="list-style-type: none"> -> % of staff who indicates program implementation went smoothly -> Degree to which staff and participants report satisfaction with program operation after the first six weeks 	<ul style="list-style-type: none"> ■ Collection of data at staff meetings through survey questions and correlation 	<ul style="list-style-type: none"> ■ Program staff ■ Coordinator ■ Participants 	<ul style="list-style-type: none"> ■ Coordinator ■ Staff 	<ul style="list-style-type: none"> ■ Staff meetings on going, ■ Survey - pre, mid and post program
<p>2. Promotion and Outreach The community knows about the program and how to access it.</p>	<ul style="list-style-type: none"> -> Methods of promotion, outreach and destinations -> # referrals and source of referrals into the program 	<ul style="list-style-type: none"> ■ Participant enrollment information ■ Promotion tracking form 	<ul style="list-style-type: none"> ■ Program staff ■ Coordinator 	<ul style="list-style-type: none"> ■ Coordinator ■ Staff 	<ul style="list-style-type: none"> ■ Ongoing ■ Annual report
<p>3. Intake & assessment. Staffs have sufficient understanding of applicants needs and learning history to recommend and/or support them in developing initial learning plan. Participants have confidence that their learning needs are understood and that the program will be a safe learning environment.</p>	<ul style="list-style-type: none"> -> % of participants who indicate they felt supported in developing an initial learning plan. -> Extent to which the participants have confidence, that their learning needs are understood and that the program will be a safe learning environment 	<ul style="list-style-type: none"> ■ Participant Survey ■ Focus groups ■ Interviews with participants 	<ul style="list-style-type: none"> ■ Staff ■ Participants ■ Initial learning plan 	<ul style="list-style-type: none"> ■ Coordinator ■ Staff 	<ul style="list-style-type: none"> ■ Ongoing ■ Annual report
<p>4. Program Delivery: Adult Learning Participants have identified learning goals & are actively engaged in learning.</p>	<ul style="list-style-type: none"> -> % of learners that have identified learning goals, established a learning plan and are engaged in making measurable progress within that learning plan. -> Examples of individual progress as participants work through learning goals. 	<ul style="list-style-type: none"> ■ Adult Goal Progress Chart ■ Data Collection Form for Adult Goal Progress Chart ■ Participant records ■ Interviews with participants ■ Focus Groups ■ Portfolios 	<ul style="list-style-type: none"> ■ Learners ■ Instructors ■ Individual learning plan 	<ul style="list-style-type: none"> ■ Instructor ■ Staff ■ Participants 	<ul style="list-style-type: none"> ■ Ongoing ■ Annual report
<p>5. Program Delivery: Parent Learning Through parenting programs, participants develop and demonstrate an improved understanding of how they can support their child(ren)s development and learning.</p>	<ul style="list-style-type: none"> -> % of participants who can show they are supporting their child(ren)s development and learning -> Examples of changes in parent's skills and ways in which they describe using their new learning. 	<ul style="list-style-type: none"> ■ Interviews with participants ■ Focus Groups ■ Portfolios 	<ul style="list-style-type: none"> ■ Adult participants 	<ul style="list-style-type: none"> ■ Staff ■ Participants 	<ul style="list-style-type: none"> ■ Ongoing ■ Annual report

↑ Continues from previous page

SHORT TERM OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS	WHEN COLLECTED
<p>6. Program Delivery: Child(ren) Learning Child(ren) are developing social, emotional, cognitive and physical skills and attitudes which support learning</p>	<ul style="list-style-type: none"> -> % of child(ren) who demonstrate an increased social, emotional, cognitive and physical skills & attitudes -> Examples of child(ren) increased social, emotional, cognitive and physical skills & attitudes 	<ul style="list-style-type: none"> ■ Individual progress report (child) ■ Portfolios 	<ul style="list-style-type: none"> ■ Adult Participants Child(ren) Participants ■ Staff 	<ul style="list-style-type: none"> ■ Staff ■ Participants 	<ul style="list-style-type: none"> ■ Pre & post assessments ■ Ongoing ■ Annual report
<p>7. Program Delivery: Parent and Child(ren) Together Parents are actively engaged in supporting their child(ren) learning through participation in Parent & Child(ren) Together programs and/or activities.</p>	<ul style="list-style-type: none"> -> % of participants who show increased ability in supporting their child(ren)s learning -> Examples of parent and child(ren) activities and parents learning gained through program components 	<ul style="list-style-type: none"> ■ Interviews with participants ■ Focus Groups ■ Portfolios 	<ul style="list-style-type: none"> ■ Adult Participants ■ Staff 	<ul style="list-style-type: none"> ■ Staff ■ Participants 	<ul style="list-style-type: none"> ■ Ongoing ■ Annual report
<p>8. Sustainability Planning Government agencies, community members and stakeholders are committed to a written sustainability plan to which they are contributing</p>	<ul style="list-style-type: none"> -> Examples of collaborations and contributions by government agencies, community members and stakeholders -> A written sustainability plans exists 	<ul style="list-style-type: none"> ■ Collaboration Chart and Map ■ Meeting minutes ■ Collaborative ■ Group's minutes ■ Records ■ Reports 	<ul style="list-style-type: none"> ■ Coordinator ■ Program Manager ■ Steering Committee and/or Task Group 	<ul style="list-style-type: none"> ■ Manager, Coordinator, Staff and/or Task Group 	<ul style="list-style-type: none"> ■ Ongoing

Adult Goal Progress Chart Monitoring Tool

Four Component Family Literacy Model in the Fraser Valley

- ▾ Introduction
- ▾ **Tool #1:** Adult Goal Progress Chart
- ▾ **Tool #2:** Data Collection for Adult Goal Progress Chart

Developed by Pam Auffray and Penny Petersen

Adapted by: _____

Date: _____

Introduction

A four component family literacy program is an integrated preschool, child and adult literacy/upgrading and parenting program. The four components are: adult literacy, parenting education and support, children's program, and parent and child together.

Four component family literacy programs enhance individual and family literacy using a learner-centered approach. Services to adults include educational opportunities to enhance their academic and non-academic learning, employment preparation and workplace readiness, and a comprehensive parenting program. The children's program encourages children's social interaction and child and literacy development through play and learning. The parent and child program offers parents strategies and opportunities to promote literacy in the home and tools and resources to support parent and child interaction and learning.

Four component family literacy programs are run in a wide variety of ways, dependent on variables such as demographics, program partners, financial considerations, etc. Our monitoring tool was developed based on the program delivery model and outcome measurement framework of two similar programs: Chilliwack's "Family Literacy Program" and Abbotsford's "Parent and Children Together (P.A.C.T.) Program."

What Makes Success?

When participants choose to take part in a literacy program and to continue their learning journey in a more formal setting, they are often feeling vulnerable. At the same time they are ready to more closely examine how they make progress and are, in fact, looking for ways to assure themselves that they are getting ahead. Participants who have little experience in goal setting may need to develop skills to learn to recognize what constitutes progress and what is valuable to measure.

Adult Goal Progress Chart Data Collection Form for Adult Goal Progress Chart

The premise for the creation of the Adult Goal Progress Chart is that adult learners need to be actively engaged and participate in creating the content of their learning material. And yet as practitioners we still struggle to truly create learning environments that are learner-centered. Our monitoring tool is designed to enable practitioners to take a mindful step towards a collaborative approach. In our programs participants choose and define their personal goals and then develop learning plans to achieve them. We have developed forms, exercises and activities to guide the

participants in establishing their learning plans. Participants develop portfolios that demonstrate their learning and assist them in monitoring their own progress.

Naming the Magic (Battell, 2001) showcases numerous activities that are learner-centered and demonstrates how we can simply and effectively move these practices into our programs.

The learners themselves decide on the goal, the steps to reach the goal, how long it will take them, how they will know they have reached the goal, who is affected by this development, and whom they will inform. The instructor is a voice of experience and a facilitator, but the learner runs the process. (View document at <http://www.nald.ca/fulltext/magic/magic.pdf>)

The Progress Chart is meant to be used in conjunction with these types of activities and other qualitative tools. To date, the work in our literacy programs is not adequately captured. Individual progress has not been monitored effectively, and there has been no formal method of collecting learner-centered progress or the success of the program as a whole. End-of-term reports have traditionally emphasized academic results. Often funders, tutors and learners themselves measure progress only in terms of grade level or test scores. As well, much of the recent interest in measuring progress has come from the need to build systems that show program accountability.

As instructors we want to describe all the changes and developments that we see. But much more importantly we want our participants to measure and document their progress in a meaningful way. At the end of the day, this is truly the progress that showcases how the program has been responsive to the lives and needs of learners. For example, the parent who comes to class hungry, eats a nutritious meal, and develops a new understanding about nutrition and health leaves with the capacity to make healthy choices for herself and her children.

Understanding this, practitioners in the field may need and/r want to change the lens or shape through which this monitoring tool is used. It can be used by any one at any point, the practitioner or participant, for example:

1. A practitioner wanting to set goals for herself about any aspect of her work.
2. A practitioner assessing a participant moving through curriculum.
3. A practitioner working with a group to decide on their goals for the entire program.
4. A participant creating and assessing his own progress in a program.

The design of the tool allows for this flexibility. For example, in an ESL program the curriculum has already been developed. Practitioners may need each and every student to understand a basic concept

before moving on. The “Progress Chart” could capture students’ progression as they move through these basic steps or it could reflect how completing a step would contribute to their skill development which, in turn, may directly affect their lives.

The tool can be revamped to fit individual needs when necessary. For example, the headings could be changed. Rather than the word “Activity”, a word that more accurately defines what is happening could be used. Extra columns could be included, e.g. a column for reflections could be added, allowing participants to document why they chose a particular goal, what they hoped to achieve, where they go from here, how they met their goals and when they think they can achieve the next one.

The Progress Chart could also take a different shape. Through the fieldtesting process we learned it would have been helpful if certain boxes were larger or if the layout was on letter rather than legal size paper. There was also the suggestion that the chart might be friendlier to some learners if it was not laid out in a linear fashion but was circular, emulating the sacred symbol of the four directions honoured by many indigenous people. As the creators of the Progress Chart, this is the type of dialogue we had hoped for and we are eager to see how practitioners in the field will take this piece of work and continue to develop it. As it stands today, here are the instructions for both charts.

Comments by Fieldtesters

I do think your tool can be used to show progress to funding sources and I believe it can do it in a manner not too burdensome to those who are delivering the program”.

The idea is that as participants recognize that they have completed an activity, that they note their progress, by giving a completion date. So often we do not spend time giving ourselves a moment to “pause for applause.”

Quotes and links to resources and research we found useful

Since goals are important supports to persistence, adult students must make progress toward reaching their goals. They must also be able to measure that progress. Programs must provide services of sufficient quality that students make progress, and programs must have assessment procedures that allow students to measure their own progress. (Helping Adults Persist: Four Supports. NCSALL Adult Persistence Study John Comings, Andrea Parrella & Lisa Soricone)
<http://www.ncsall.net/?id=332>

Standards of Best Practice in Family Literacy; Participation: A quality family literacy program encourages the participation of families and volunteers in as many different aspects of the program as possible consistent with its philosophy. (The BC Framework of Statements and Standards of Best Practices in Family Literacy; Jean Rasmussen, Project Manager, Literacy BC in collaboration with Jo Dunaway and the Provincial Family Literacy Working Group – Training and Standards Sub-Committee)

While many adult educators espouse learner-centered instruction and aspire to share decision-making power in the classroom with learners, two recent studies show that few classrooms really operate according to these theoretical principles. (Beder, 2000; Purcell-Gates et al., 2000). According to Purcell-Gates, adult literacy classes dramatically fail to reflect these prevailing beliefs about best practice for adults. <http://www.ncsall.net/?id=267>

The prevailing belief among many academics and adult literacy program and policy leaders is that instruction which is (a) collaborative, dialogic, and responsive to the lives and needs of the learners (Auerbach, 1992; Freire, 1993; Horton in Glen, 1996; Purcell-Gates & Waterman, 2000) and (b) uses authentic or real life, literacy activities and materials is best for learners (Auerbach, 1995; Fingeret, 1991; Lytle, 1994; Stein, 2000)
<http://www.ncsall.net/fileadmin/resources/research/report17.pdf>

Dialogic, collaborative, educational practice is that which includes the student as a participant and partner in the goals, activities, and procedures of the class and program. This is in contrast to the more typical practice wherein students cede authority and power to the teacher (or underlying program structure) for decisions regarding their learning. (NCSALL Reports #17, November 2000. Victoria Purcell- Gates, Ph.D. Michigan State University, Sophie Degener, Eric Jacobson & Marta Soler, Harvard Graduate School of Education.
<http://www.ncsall.net/fileadmin/resources/research/report17.pdf>

Tool #1: Adult Goal Progress Chart

Instructions

Create an Adult Goal Progress Chart for each participant at enrollment. Together with the participant, identify and document her personal learning goals and her activity plan to accomplish those goals. The chart is designed to document the overarching long-term goal and track the progress of one short-term learning goal - from the creation of that goal, to the creation of activities that would support reaching that goal, to the actual completion of that goal. At least three times during the program the chart should be completed with the participant, documenting the activities completed and the skills developed and applied.

The Progress Chart also includes a box for qualitative information where participants have the opportunity to further document their learnings. We strongly encourage every participant to write at least one comment about each activity completed because the story about what we did and how we did it is as important as the accomplishment itself. The participant may want to include any factors that supported or hindered achieving their learning goal such as readiness, roadblocks, supports, challenges, etc. For example, if the learning goal was to learn how to use the library, has the participant actually gone to the library and found and checked out a book? What barriers did she face? Was this easy or difficult? What else did she learn along the way?

The process of determining goals, whether long term or short, creates the opportunity for reflection and understanding. Many learners set goals for themselves that are not manageable within a program's mandate. Many learners set goals for themselves when they do not truly understand what will be required to accomplish them. Some learners are unaware of their own behaviours which cause them to actually sabotage their progress. In setting goals, immediately we open the door to many variables, inconsistencies in performance and major mid-goal changes. The Adult Goal Progress Chart is a tool which can be used to effectively dialogue with learners about this process. It cannot change what a learner does but it can help them have greater clarity and illuminate what supports are needed to create success.

Comments from fieldtesters:

"I am using the Adult Goal Progress Chart here at [our Adult Education Center]... It's a small remote, rural community where transportation can have a huge impact on daily attendance. Therefore I have also been doing several home visits. We also have a large percentage of First Nation students. It has been great to hear some of the goals these participants have, and to work with them towards their achievement. Having this tool as a way to measure their progress has been great!"

"Many of their long-term goals are very, very high and will take some time to reach, possibly years. We

have been trying to break them down into more attainable goals, i.e.. what can they accomplish by June, and some shorter-term goals (daily, weekly) without losing sight of the bigger picture."

"All of the participants found the first part very easy to handle, were so tuned into their dreams and what they needed to do to get there. We didn't find it too time consuming and after writing it out with them, I typed it in and sent a copy to the tutor and students asking them to review it every two months".

"I think this is one more thing that tutors and students feel they have to do but it's an important thing that shows important things so I feel everyone will be happy to do it. It's not too onerous."

"I have used the tool for 2 clients so far and 1 has completed an activity, so both the client and I are delighted! In one case we used 5 activities because that made the most sense for breaking up the short term goal."

"The client wasn't overwhelmed by the number of activities, has completed 1 already, and is enjoying the feeling of success! The completed activity is one of the easier ones but the client said that completing it made her feel more determined to keep working at one of the hardest activities on the list."

"So this tool is perfect for us at this time - as a way to communicate with the parents on what they have been doing, want to do and as a way to evaluate our project, plus an opportunity to reflect on what we've been doing".

"One thing that has come to light with a couple of my learners is that they downplay what they have accomplished. We have talked about this and I have really tried to encourage them to celebrate more and give themselves more credit for what they do! The activities are useful for this because the entire goal doesn't need to be accomplished before they can celebrate completing something".

"The long term goals they have expressed are mostly to do with professional aspirations for which they will need reading skills. The short term include writing letters, writing stories, or writing sentences".

"I have to greatly reduce the short term goals of most if not all of my students. For example, students who want to be able to write letters will now be working on putting together a basic sentence. Other will be organizing word order. Some need vocabulary building. Others need comprehension skills".

"Even the short term goals of our learners will not be completed quickly. Instead, there will be gradual improvement over many months, and in some cases even years. However, it will be quite possible to record observed indicators of progress. I couldn't have anticipated the direction or speed of progress which has occurred so far and I am quite certain that this will continue to be the pattern. My program is in a constant state of adjustment, according to my learners questions and needs".

Tool #1: Adult Goal Progress Chart (Example)

Name: _____

Date: _____

Page __ of __

Long Term Personal Learning Goal Participant has identified a long term personal learning goal	Level 1	Level 2	Level 3		Level 4		Level 5		Overall Completion	
	Short Term Personal Learning Goal Participant has identified a short term personal learning goal	Activity Plan Participant has developed an activity plan for achieving one of their short term personal learning goals	Successfully completed one or more of activities Participant has successfully completed one or more of their identified activities needed to complete their short term personal learning goal.		Successfully completed two or more of activities Participant has successfully completed two or more of their identified activities needed to complete their short term personal learning goal.		Successfully completed all activities and achieved their personal learning goal			
I want my children to grow up to be healthy and happy	#1 Learn how to cook nutritious meals.	Description of Activities	Date activity was completed	Skills developed/applied during the completion of the activity	Date activity was completed	Skills developed/applied during the completion of the activity	Date all activities completed	Skills developed/applied during the completion of the activity		
		Activity #1: Find healthy recipes that my kids and I would like.	Feb 2, 2007	Where to find cheap, good recipes How to read recipes					✓	
		#2. Understand what makes a healthy diet.	Activity #2: Learn how to cook 3 new meals.					March 3, 2007	Purchasing food Following recipe directions	✓
		#3. Learn how to shop wisely.	Activity #3: Take a grocery store tour to learn more about food.			Feb 27, 2007	How to read labels How to test the fruit freshness Where stores put their products and why			✓
		Activity #4: Attend one of the community kitchens at Family Place.						March 28, 2007	Where the community kitchen is Learn how to cut up and prepare a chicken	✓

What did you learn as you were doing this work? How will you use what you've learned?

When I first decided that I wanted to change how we ate so that we could be much healthier I thought it would be just cooking different food. But when I started talking to other people about what they like to cook and got their recipes I found out about their favorite foods, and what they liked to eat when they were kids and that what I thought was Chinese food was really American. So now when I think about supper I go to my journal and look at the recipes I've got and then I make a grocery list and then go to the store. Did you know that at the store they keep all the fresh stuff like fruit and milk and eggs on the outside and the inside, the shelves are for all the stuff that's dead, like canned beans and chips? So now I am amazed that I can cook better food by choosing stuff from the outside areas and spending money on that first.

Tool #1: Adult Goal Progress Chart

Name: _____

Date: _____

Page __ of __

Long Term Personal Learning Goal Participant has identified a long term personal learning goal	Level 1	Level 2	Level 3		Level 4		Level 5		Overall Completion
	Short Term Personal Learning Goal Participant has identified a short term personal learning goal	Activity Plan Participant has developed an activity plan for achieving one of their short term personal learning goals	Successfully completed one or more of activities Participant has successfully completed one or more of their identified activities needed to complete their short term personal learning goal.		Successfully completed two or more of activities Participant has successfully completed two or more of their identified activities needed to complete their short term personal learning goal.		Successfully completed all activities and achieved their personal learning goal		
		Description of Activities	Date activity was completed	Skills developed/applied during the completion of the activity	Date activity was completed	Skills developed/applied during the completion of the activity	Date all activities completed	Skills developed/applied during the completion of the activity	
		Description of Activities	Date activity was completed	Skills developed/used during the completion of the activity	Date activity was completed	Skills developed/used during the completion of the activity	Date all activities completed	Skills developed/used during the completion of the activity	
		Activity #1:							
		Activity #2:							
		Activity #3:							

Reflection Area: What did you learn as you were doing this work? How will you use what you've learned? Anything else you want to say?

Tool #2: Data Collection Form for Adult Goal Progress Chart

The Data Collection Form:

- ▾ monitors cumulative progress throughout the year
- ▾ gives the instructor a very quick overview of the progress of the entire group
- ▾ provides quantitative data that could be used for reporting purposes

Instructions

Transfer the information from the Adult Goal Progress Charts to the Data Collection Form. It is suggested that this be done three times a year, the beginning of term, mid-term, and end of term

Tool #2: Data Collection Form for Adult Goal Progress Chart (Example)

Collection Date: June 3, 2006
 Number of participants enrolled in class: 12

Collection Timeframe: Start ≤ Mid Term ≤ End ≤
 Instructor (completing this form): Maybe Not

	# of participants completing this level	# of participants involved in collection	% who completed level
	(a)	(b)	(a/b)
Identified long term personal learning goal	12	12	100%
Level 1: Identified short term personal learning goal	12		100%
Level 2: Developed an activity plan	12		100%
Level 3: Successfully completed up to 50% or more of the activities in the plan	10		80%
Level 4: Successfully completed up to 75% or more of the activities in the plan	8		67%
Level 5: Successfully completed all of the activities and achieved learning goal	6		50%

Conclusion			
Identified long term personal learning goal	12 out of 12 participants completed	or	100 %
Level 1: Identified short term personal learning goal	12 out of 12 participants completed		100 %
Level 2: Developed activity plan	12 out of 12 participants completed		100 %
Level 3: Successfully completed up to 50% or more of activities	10 out of 12 participants completed		80%
Level 4: Successfully completed up to 75% or more of activities	8 out of 12 participants completed		67%
Level 5: Successfully completed all activities and achieved learning goal	6 out of 12 participants completed		50 %

Tool #2: Data Collection Form for Adult Goal Progress Chart

Collection Date: _____
 Number of participants enrolled in class: _____

Collection Timeframe: Start ≤ Mid Term ≤ End ≤
 Instructor (completing this form): _____

	# of participants completing this level	# of participants involved in collection	% who completed level
	(a)	(b)	(a/b)
Identified long term personal learning goal			
Level 1: Identified short term personal learning goal			
Level 2: Developed an activity plan			
Level 3: Successfully completed up to 50% or more of the activities in the plan			
Level 4: Successfully completed up to 75% or more of the activities in the plan			
Level 5: Successfully completed all of the activities and achieved learning goal			

Conclusion			
Identified long term personal learning goal	___ out of ___ participants completed	or	___ %
Level 1: Identified short term personal learning goal	___ out of ___ participants completed		___ %
Level 2: Developed activity plan	___ out of ___ participants completed		___ %
Level 3: Successfully completed up to 50% or more of activities	___ out of ___ participants completed		___ %
Level 4: Successfully completed up to 75% or more of activities	___ out of ___ participants completed		___ %
Level 5: Successfully completed all activities and achieved learning goal	___ out of ___ participants completed		___ %