

California Library Literacy Services
Literacy Program Public Awareness and Action Project

Market Survey Results

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Introduction

This document presents the initial results of a market survey of California library literacy program participants – learners and tutors – conducted during December 2005 and January 2006.

The survey was administered in person, by staff and volunteers at twelve literacy programs, identified in this document as Programs A-L.

The survey addressed two main marketing objectives:

1. To collect information about what motivates literacy learners and tutors to act – to take the step(s) necessary to get involved in a literacy program, and
2. To capture accounts of participants' experiences in the library literacy programs in their own words.

This information will be used to craft meaningful new public awareness and recruitment messages, to communicate those messages through effective channels to reach more prospective learners and tutors, and to create new templates for public awareness materials for use throughout California.

The consultant would like to thank everyone who participated in this research.

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Recurring Themes in the Market Survey Responses

Learner Surveys	
Channels	Friend Family member School Social service agency Radio TV Children's library Work
Triggers	Personal invitation Referral
Value Proposition	Relationships Comfortable Free
Keywords	Nice, kind, friendly, helpful, private, one-on-one, person-to-person, patience, free, my reading, my spelling, my math, my tutor, willing to help, surprised myself, want to learn, learn English, GED, like family, comfortable, positive, confidence, no pressure, your own pace, everyone's here for the same reason
Tutor Surveys	
Channels	Newspaper Library Friend Church Club Guide to volunteer opportunities TV Online Outdoor sign/banner
Triggers	Change in status/lifestyle/residence Personal invitation Presentation Previous experience teaching or tutoring

Tutor Surveys, continued	
Value Proposition	Relationships Needed Good use of time See results Importance/value of reading Materials available
Keywords	Rewarding, give back, make a difference, help someone, eager to learn, one-on-one, see progress, meet people, different backgrounds, community, had time, contribute, had always wanted to, worthwhile, feel good, support, training materials, everything I needed, comfortable, appreciated, fun, enjoy, committed, I learn, friends, hope, self-esteem, satisfaction, results, opens doors, perspective, love it

Conclusions Drawn from the Survey Responses

- No learner uses the term “literacy” – except when referring to the name of a program. The consistent phrase is “help with my reading.” To reach this group, we need to offer “help with your reading.”
- We don’t need to explain to prospective learners how much better their lives will be after they’ve learned to read. They already know that. What they need to hear from us is how friendly and supportive this learning process will be. Testimonials should focus on what it’s like to learn, not just what it’s like afterwards.
- The fact that we’re friendly surprises both learners and tutors. We need to do a much better job of showing people our friendly side.
- Learners and tutors highly value the personal relationships they develop by participating in these programs. Our “product” is essentially relationship-based learning. That means we shouldn’t be promoting ourselves by showing solitary individuals – we should always show people interacting. We need to highlight the friendly and supportive relationship between learner and tutor that makes these programs so successful.
- The vast majority of learners come to our programs because somebody they know and trust has nudged them. We need to prepare/equip everyone associated with these programs to do personal recruitment. We also need to encourage the general public to recruit learners and tutors for us. “If you know someone who...”
- After personal encouragement, the most promising avenue for recruiting learners is the library itself, particularly the children’s department. Even parents who don’t read will bring their kids to the library for story hour, homework help, and videos. We need to prepare children’s staff to recognize and recruit these parent learners.
- Tutors find these programs very rewarding because they can actually see the difference their efforts make. We should emphasize the “give back and get back” nature of this work.

- There is some misconception that classroom teaching experience is required/desirable for tutoring. We need to be clear that this is not the case – “no previous teaching experience needed.”
- Many tutors volunteer at the point of some life change – retirement, loss of a spouse, move to a new city, job change, etc. We may reach prospective tutors by partnering with organizations that serve people in these situations, e.g. financial planners, realtors, etc.
- Tutoring is clearly a significant time and scheduling commitment. We need to consider other ways people can volunteer and contribute to these programs without actually becoming a tutor.

Survey Instructions

1. Use different question sheets for Learners and Tutors.
2. Try to complete 10 Learner interviews and 10 Tutor interviews – 20 total.
3. Conduct interviews in person if possible;

But – it's OK to do them by phone if that's necessary to get the full 20.

4. Anyone can do the interviewing – there's no need for the same person to conduct them all.
5. Conduct interviews one-on-one, without others listening.
6. Try to record exact words and phrases.
7. Record responses in MSWord or on paper.
8. Complete and return all interviews by January 6, 2006.
9. Send completed interviews in one shipment to:

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or email them in one batch to:

joan@jfwilliams.com

LEARNER Survey

We're going to be part of a statewide grant project to raise public awareness about all of the library literacy programs in California. We're really excited about the opportunity to tell people about what's available for free from the library. But before we spend a lot of money on advertising we need to do some market research to make sure our message is on target. And for that we need your help.

With your permission, I'd like to ask some questions about your experience with (*program name*). It shouldn't take more than 10 minutes of your time. Are you ready to get started?

1. How did you find out about (*program name*)?

Prompting question – only if necessary: Did somebody tell you about the program?

2. What finally made you decide to come in and sign up for (*program name*)?

Prompting questions – only if necessary: Was there something – or someone - in particular that inspired you to sign up? – or – It's an important decision: what was going through your mind?

3. What was your impression of the library before you signed up for (*program name*)?

Prompting question – only if necessary: Before you knew us, if I had asked you to describe the library – what would you have said?

TUTOR Survey

We're going to be part of a statewide grant project to raise public awareness about all of the library literacy programs in California. We're really excited about the opportunity to recruit more volunteers. But before we spend a lot of money on advertising we need to do some market research to make sure our message is on target. And for that we need your help.

With your permission, I'd like to ask some questions about your experience with (*program name*). It shouldn't take more than 10 minutes of your time. Are you ready to get started?

1. How did you find out that there was an opportunity to volunteer for (*program name*)?

Prompting question – only if necessary: Did somebody tell you about the program?

2. What finally made you decide to volunteer as a tutor?

Prompting question – only if necessary: Was there something – or someone - in particular that inspired you to try tutoring?

3. Was anything about your experience here at (*program name*) easier than you expected?

4. Was anything about your experience harder than you expected?

5. Did anything surprise you?

6. How has tutoring affected the rest of your life?

Prompting question – only if necessary: Did it change how you think or how you see the world?

7. If you could say just one thing to convince somebody to become a tutor with (*program name*), what would you say?

Thank you!

Interviewer name:

Interviewee name:

Verbatim Responses

Learner Survey

1. How did you find out about (*Program name*)?

Program A

- From a friend.
- How did I find out? My grandparents knew about it. My grandfather called and talked to you. You told him if I wanted to do this to have me call myself. So I did.
- My fiancée saw it on the Internet Web page. There wasn't enough information, so I came down to the Library.
- My boyfriend told me.
- Reading a magazine article about an illiterate person that went to her Library. I did a Web search – the closest Program was here.
- I got the magazine – Parks and Rec – I wanted to take some classes, be able to meet people and improve my English.
- I was looking for where to learn more English. I was asking at my daughter's school – they sent me to the Library. I got the number and called.
- I came to the Library and saw the signs.
- I saw some information on TV – I called the number listed, and it gave me the number of this Program.

Program B

- Little bitty card thing.
- Adult School.
- From my mom, she's like "Oh well, they got a Literacy Program at the Library", and at first I didn't want nothing to do with it, but then something told me I should.
- It was an accident. I was calling for J (toddler grandson at story times) and got the message machine and pressed the button for adult Literacy. I guess it is a good thing it's on the recording.
- Mother-in-law (who sees a tutor).
- Really kinda funny actually. I found out at a video store. I went and asked if they had any videos on learning to read and the little girl behind the counter figured out I was really asking for me. She told me I should call the Library.
- It was over ten years ago. I went once before, a long time ago.
- In the newspaper.

- V (adult learner) told me about it.

Program C

- A friend told me about it. She liked it much and it was fun.
- My sister goes here too and she told me.
- I asked for help at the desk and L told me that B could help me.
- My family told me because they know people who come here.
- I was told about it at work.
- My neighbor talked me into coming here.
- I asked people where I could get help in learning English better.
- From my friends.
- A person at the class for English I was taking told me about the Library having a way to improve my English.
- I found out about it from a friend who was coming here.
- At the fair when I took my kids on the bus [bookmobile] to get books.
- I can't remember how I hear about the Literacy Program.

Program D

- The friends tell me about the Program
- (Her father told her after he had been at the Library and heard about the Program from an informed conversation among employees and patron.)
- Coming into Library. After we were here in the Library.
- I came into the Library and saw a posted flyer.
- Through Isabel (a student with the Program).
- My sister-in-law.
- I just came to the Library thinking there might be help.
- A friend used to come here so I asked. I thought maybe I could get my GED.
- I knew R, and I asked her.
- Information in the Library. Afterwards, S sent information.

Program E

- The Literacy Council told me about it.

- I went to the Library and a girl (staff) told me about the service.
- From a Literacy tutor.
- Through my sister.
- In the hospital where I work, somebody told me they had a tutor from the Library.
- I found out because of a friend who was a student.
- I was taking a class at Community College and needed a tutor. They told me about the service.
- I was going to school at the college and had picked up a pamphlet about another Literacy service, and they directed me to the Library.
- A friend.
- A friend told me about it.
- A friend.

Program F

- I found out trying to find a place where I could get some Adult Education and through networking through Adult Education Programs I found out about [this Program].
- From college.
- Came to (branch) Library and asked about reading Program...in 1998.
- A teacher from [this Program] or from the Library itself came to the elementary school and she spoke about it and gave us some information about it.
- Through my friend, A.
- I was already a student at one Program and they told me about [this Program].
- Television commercial on TV.
- My mother was a student here years ago. A friend got on the Internet and found [this Program] and when I found out how close I lived to [this Program], I had no excuse not to go.
- TV commercial.
- Television.
- Through a TV commercial.

Program G

- I read in court - phone number.
- By my friend.

- A friend told me about this Program.
- C and J (tutors).
- Somebody—my friend.
- A friend.
- At my church.
- General manager at work.

Program H

- My girlfriend came down and talked to someone and gave me a business card, and I called and made an appointment.
- I went to [adult ed. campus] and someone came and talked about it.
- I met a woman who told me she was a friend of [the coordinator] and she suggested I meet her for help with reading.
- My friend A told me. She is in the Program.
- Aah! I took ESL class and one Literacy worker introduced it to students and she gave us a card.
- Phone book.
- From the day Program.
- I finded out through a lady at the senior citizen villa.
- I think my wife told me about it. I had heard about it on the radio, called and no one answered.

Program I

- Walk in.
- Radio ad.
- Radio ad.
- By the radio.
- Radio ad.
- Referred by counselor, Ms. W.
- Radio ad.
- Friend referral.
- I saw a brochure/flyer on a bulletin board.
- Maybe from radio ad.

Program J

- Counselor at the Rescue Mission told me about the GED Program here and one-on-one tutoring.
- From my mental health counselor.
- Adult school told me to come over as they didn't have any tutors.
- Rescue mission referred me for GED Program.
- Adult school told me to go to [this Program] as they didn't have any tutors for evening learning.
- I was at the room and board and everyone was talking about this.
- Rescue mission told me about the free Literacy stuff.
- Library – a flyer on the Welcome Table.
- Rescue mission
- I saw the blue sign and came in.

Program K

- Oh, how was it? I forgot. Nobody told me. I had to find out by myself. I went in [other cities]. My daughter said "Well, try it." So I called [the Library] and they told me.
- Well, from school. Ms. D, a teacher.
- I came to the Library and saw the sign outside.
- My therapist.
- I think from my grandma.
- When I first started I lived on S Street, and I'd go to my Mom's, I kept seeing the sign. I finally got up enough nerve to come in.
- OK, I brought my wife over here for a flu shot at the senior center and they had some literature about it and we called and set up an interview.
- In the Library. I brought my kids and saw the Library advices.
- Newspaper. Yeah, I guess. I don't know. Newspaper.
- TV. It was an ad on television.

Program L

- Newspaper.
- Cable TV.
- Did a lot of research on literacy and [this program] was the closest to my house.

2. What finally made you decide to come in and sign up for (*Program name*)?

Program A

- I wanted to learn.
- I want to be able to do more. I want to get a job – a real job. I need to learn some things to do that. I want to get my driver's license. I need help doing that.
- Personal attention – when you start, you're really scared. The personal attention – that was really important.
- Because it was free.
- I'm trying to 'fix' myself. I did drugs, therapy, church. This was an issue, so it was time to come.
- I came by one day – was welcomed by the instructor. We walked, talked. I thought "This could be really nice." It made me decide to sign up.
- I wanted to work with my husband in his construction company, and I need to speak very fluent English.
- It was important for me to do.
- I was working at my Mom's restaurant. I had done different things, and really want to do more. I want to go to school and had to begin somewhere.

Program B

- I don't really know. I like to learn and I'd like to read more. To get help with reading.
- I was court ordered.
- Tired of looking at my niece and my little cousin reading. Tired of lying. Tired of putting up little lies.
- Hmmm... I'd waited for an opportunity like that forever. What it really was – was the flexibility to work around J (whom she cares for while his Mom and Dad are working). No way would I have gone to school and left him. It was that flexibility. It's funny how with most people you get busy. And you're not going to give up time for work or other responsibilities that we have.
- Thinking about my kid.

2. What finally made you decide to come in and sign up for (*Program name*)? 21

- Simplest way. I was about 55 and out on my own for the first time in my life without anyone to help me. I had to do something and learn how to write checks and how to read.
- I wanted to learn more things. I wanted to learn.
- Just actually having a mind set to actually better myself.
- Because I wanted to learn how to read. Because I want to learn.

Program C

- I came in with my friend when she was going to class. It was easy to come with her.
- I want to learn English better so I help my kids.
- I want to be able to speak English good so that I can help my kids and get better work.
- I want to do better at work and I need to learn to read, write, and speak English better so I can do better at work.
- My neighbor talked me into coming here and brought me with her.
- I wanted to learn.
- I wanted to get help in English but did not want to go to school.
- I did not like the big classroom and wanted to see what it was like here.
- It was easy to sign up for it and I could just join my friend and come with her and learn with her.
- I wanted to learn and it sounded easy to learn at the Library.
- I wanted to learn.

Program D

- I take the decision. I'm living in USA and I need learn English good. The important to know, learn, speak English good.
- My father's encouragement. Time to take care of some business I left behind.
- Desire to learn. My wife and I decided to go to the Program together.
- I wanted to learn how to use a computer.
- I want to learn English.
- I want to understand and be understood.
- You.
- I want my GED. My husband was going to school. I wanted to follow his example.

2. What finally made you decide to come in and sign up for (*Program name*)? 22

- I want to learn English so I can help my kids with their homework.
- Wanted to learn.

Program E

- I want to go back to school to graduate.
- Because I want to speak and write better.
- Thought I could get help.
- I was getting extremely tired with my situation, and bored.
- Because I needed help with my English for my work and going to the doctor and the pharmacy, etc.
- I made a decision to improve myself. Here...there are not a lot of opportunities to learn English.
- I needed help in one of my classes.
- My husband encouraged me.
- I want to learn English.
- To speak English better and write and read. To help myself.
- I wanted to speak better English and read and write English, too.

Program F

- I got tired of walking around and being ashamed of not being able to read well, and I got really frustrated with myself and got tired of being ashamed.
- Counselor.
- I wanted to learn how to read.
- I felt at the time that I needed to come. I'm raising an 8 year old and I need to help myself.
- I was searching for a place to study computers. I'd been to the community college. During summer break, our teacher died and I needed to find another place. It's close to home. I felt like I could learn.
- To find out my skill level. Can I keep looking to see if I could fit back into society after recovery.
- My Mom would help me with my paperwork. When she died I needed to take a deep breath and learn to do it myself. Also to read to my kids.
- I made up my mind I needed help with my reading and spelling. And I was ready.

2. What finally made you decide to come in and sign up for (*Program name*)? 23

- I knew I needed help in some areas. Just to basically brush up on my reading.
- My daughter was in childcare and I wanted to read to her. I needed to know more about reading, math, writing.
- I wanted to better myself.

Program G

- Because I want to improve my pronunciation.
- For read and write.
- Because I just want to learn English.
- More opportunity for my family and for me when I speak and understand English.
- I'm not English, I want to.
- I need to learn more English.
- I want to learn English.
- I would get a better job.

Program H

- For one, trying to spell things out wasn't very good and my reading was very slow.
- Before I went to [the adult education center]. During vacation we don't have class. I wanted to resume English.
- Desperation. I have a problem reading.
- To understand English.
- Because I can benefit from it – to learn English. And the big benefit is to have my own tutor, privately.
- I have more free time because my daughter go to college.
- My case worker.
- What made me finally come? I knew I wanted to get back to school and learn. The senior citizen Library told me how to sign up. Then I came to sign up, and Terri introduced me to Nancy.
- I needed to. I'd been in other Programs in the past. Other Programs hadn't worked so well.

Program I

2. What finally made you decide to come in and sign up for (*Program name*)? 24

- After talking to Literacy Coordinator, I wanted to take advantage.
- I get good jobs but I can't keep them due to poor reading.
- Better myself.
- I was looking for classes to improve. Something inside told me to sign up.
- Only option available to me.
- Myself.
- Self-motivated. Bad experiences. Excited.
- Work problems. Wife became ill. Vision getting worse. Bad experience in adult school.
- Wanted to help my wife with bills, rental agreements. Write letters.
- My family told me it would be a great idea.

Program J

- It's simple. I want an education, my GED and more in life than I have now. You guys are the ticket to get there.
- I came the same day the Counselor made the appointment.
- I needed to. I was scared but I knew I had to do it for myself.
- I got a birthday card and couldn't read it. It was embarrassing.
- It was just too hard to be in a classroom. One-on-one tutoring is what I needed.
- My need to learn to spell.
- I want to read and write. I didn't read or write when I came.
- It is important to learn to speak and read better.
- This is something I always wanted - to get my GED.
- I just want to learn to read and came here. After my accident, I didn't think I could read again.

Program K

- Because it's never too late. And I want to do letters for my friends and birthdays, Christmas for my kids. It's really important in my life for me.
- Because of my grandkids. So I could read and help them with their homework, and help my household. It's really helped to keep me on a budget.
- Because I need to speak English and read some papers.
- I just need to learn how to read better and to spell better.
- I think it is a good Program. It can help me to read more and read better and have experience with people who like to read, too.
- I wanted it for myself.
- My wife kept pushing and I decided I better do it. And I'm glad that I did.
- Because I want to improve my English and my reading.
- They thought I needed help, but I don't need it in certain spots.
- Just the fact that I can't lie to myself anymore. I have to take care of my problem.

Program L

- Wife on me all the time. If anything happens to her, I wouldn't be able to do anything.
- It was time to learn how to read and write. I went to a school and it never worked out.
- I wanted the one-on-one tutoring. Wanted the tutor to catch what I was weak in and to work on it.

3. What was your impression of the Library before you signed up for (*Program name*)?

Program A

- Nice. In [another city] the Library is not like this. It's smaller, different.
- Hmm...I didn't think anything, really. I hadn't been to one in a long time.
- Was the first time I came to the Program – then went into the Library. I had a good impression; lots of things – things in Spanish, things I could identify with. I always thought that the Library was boring – I was surprised!
- I knew about libraries in Russia. I had visited the Library in [another city]. They have a lot of great things for people.
- It was a place to bring my kids. Not a place I would come. Pick out movies, and books for their mother to read to them.
- I hadn't had much to do with the Library – I had just come from Denmark.
- I didn't know about it.
- I liked it – people were very kind, helpful. Organized, too!
- I don't' really know. I didn't think you could learn here; most people already know when they come here.

Program B

- Didn't know the Library had this stuff to offer. Don't know if they have it back home (Ohio), never checked into it.
- Truthfully, never saw it before the Program. Never used the Library before.
- Now I think it's a cool place to hang because you can meet so many different people. Very nice people and the next thing you know they become your friends and then like family. I enjoy seeing your faces when I come and you all are like "Hello T, how're you doing?" Sometimes I'm doing good and sometimes I'm not, but it's always nice to see your smiling faces.

3. What was your impression of the Library before you signed up for (*Program name*)? 27
- Um, I had no idea about the Library. I just thought it was a place you checked books out. No idea what it had to offer. I hadn't walked into a Library for I don't know, 15 years? I know I should have, but. . .
 - Never went to it. Shouldn't be saying that. I should have gone all the time but I didn't.
 - Never thought much about it. I didn't use it or go there.
 - Good.
 - Positive atmosphere, welcoming.
 - I don't understand that one. I don't know.

Program C

- I did not know about the Library much.
- I did not know about the Library and did not think it was a place for me.
- It was a nice place to bring my kids.
- I didn't know much about the Library. I thought it was mostly for kids.
- I did not know anything about the Library except for the help my neighbor got there.
- I didn't think there was much here for me. I figured the Library was a place for high school students to find things for their homework.
- I was not in the Library before I came to see about help.
- I thought it was just like all the other government places.
- Alex said it was a really nice place and liked it here, and I believed her.
- I was never in the Library before. I was just on the Library bus [bookmobile] and liked it.
- I don't remember.

Program D

- I don't know that in the Library there was English class. Is a place of knowledge.
- (Was pleased with the Library and the people, including kids that were there. Was happy with the proximity to her home. Liked the computers for her kids.)
- It was here but I didn't care. Not much of a positive result.

3. What was your impression of the Library before you signed up for (*Program name*)? 28

- I've always loved coming to the Library. It's a treasure trove of learning experiences.
- I felt there were a lot of things that were available, like I first came to the Mother Goose.
- I thought it would be like the libraries in Mexico. I am surprised at how organized.
- I was kinda scared. I thought the Library just might be for special people or there might be mean people.
- I liked it. I would come with my children to get books – and everyone was helpful.
- I was scared.
- Didn't know how to find information in the Library.

Program E

- I go there sometimes.
- I never went there before.
- It's all right.
- I always figured it was a good thing, even though I didn't use it to its full potential.
- I like it. I feel very happy that there is a good selection of Spanish books.
- I wasn't really interested in going. Now I go because there is so much information.
- I like the Library and use it.
- I think it is a very good Library.
- The Library was only to get books.
- Really good.
- Good.

Program F

- I was pretty ignorant of the Library. I thought you just went in and read books. I didn't realize there was so much more to the Library. There is a lot of information there.
- Before I signed up, I didn't know it was free.
- I don't really remember what I thought.

3. What was your impression of the Library before you signed up for (*Program name*)? 29
- I brought [my daughter] downstairs with Homework Help; then the Program got cut. The Library is a pleasant place to come. The people are like family. So pleasant! I never knew you could get so much help. I would have come a long time ago if I'd known.
 - A very nice place in the Library. You can find out a lot of information and you can ask for help.
 - I think it was very nice. Easy for me to come in and communicate and reach out.
 - Library is where people came to read books. Scary, quiet hour, homework, embarrassing, ashamed.
 - The Library was a place to go to check out books.
 - Embarrassed. I would feel uncomfortable. People would be looking at me.
 - Scared when I came in. Intimidated, embarrassed of what I had to say. I knew it was quiet. I was reassured that it would be confidential.
 - I never gave it much thought.

Program G

- I no have time. My wife and my children had a card.
- Has no impression, does not go to the Library.
- I go with my daughters.
- I never went to the Library before.
- I never visited the Library. I didn't know how it worked.

Program H

- I actually liked the Library and used to come here to check out videos and CDs.
- I like Library because my children use the Library a lot.
- I was living in LA. I remember when they first opened it. I think it's a fine Library.
- It was big and only for find books.
- I didn't go to the Library that much.
- Very useful because I always take my daughter to Library to check out books.

- Pictures.

3. What was your impression of the Library before you signed up for (*Program name*)? 30
- Kind of a place with a wealth of knowledge and all this information in books. I have a lot of respect for libraries, but I put them on a pedestal.
 - I didn't know what I was going to do if I couldn't get into school. I didn't want to go to City College. I went to a reading Program in Atlanta.

Program I

- Very well kept. A lot of helpful people.
- Scary place. Mean librarians.
- A lot of books.
- Always had good impression. Long-time user.
- Quiet, independent learning.
- Scared. No opinion.
- Nice, big Library. Felt comfortable.
- I never came because I didn't read.
- It was just there. I didn't go because I didn't read. Like, why go to an open bar, if you don't drink?
- I didn't come to the Library. No impression.

Program J

- Awesome – big.
- I didn't know about the Library before I came to the Literacy Center.
- I've been going to the Library since I was a kid – it was just a Library.
- Didn't ever go. I had no use for it.
- Long time ago I visited the Library. It was scary – WOW!
- I went once or twice – nice place, gorgeous. Never checked out books, though.
- A great place for people that read to go and read books. I only went once, and didn't know what to do.
- Bit – lots of books.
- No comment – I didn't use the Library, it was just a building.
- No impression. I knew it was there, that was all.

Program K

3. What was your impression of the Library before you signed up for (*Program name*)? 31
- I think it's beautiful. It's got a lot of books. If I can learn to read, I think I'll be here every day.
 - I thought it was great. I went in a couple of times with the kids. The first time was story time when [my son] was one year old.
 - Very good. Comfortable.
 - It was nice because my son usually comes to the Library.
 - I thought it was just a small Library.
 - What's a Library for? Why do they have it? Books to me are meaningless. Now I read. The books on tape made it fun for me and my tutor.
 - I didn't know nothing about the Library before. That's the first time I'd been here.
 - My impression before – I didn't know how many Programs they have available to us. It surprised me how many Programs they have to help us.
 - I don't know. It's a nice Library.
 - I didn't really have one.

4. Was anything about your experience here at (*Program name*) easier than you expected?

Program A

- For me, everybody's friendly!
- Easier than I expected? Naw. Well, the people are nice – they're really helpful and like to help me. I know they want to help me.
- Yes. To get my Library card – it was very easy. To meet new people. To catch up in classes. Even transportation to the Library was easy!
- When I began, I went in a class that was too easy; now it's okay.
- The whole process was easy. Hardest part was writing something for you! Talking to you was easy, friendly; you put me at ease.
- In the beginning, I thought it would be more grammatical. I thought it would be more difficult. We learn so much from each other!
- I thought it was going to be so much homework! But I came - I'm relaxed, and I don't feel the pressure.
- No.
- No. My tutor is really nice. That made things even better.

Program B

- It's hard at my age and with my hearing, but she (tutor) says I'm doing good.
- No, it's been hard.
- I can't say easy. I'd say neutral. Easy but hard. Easy because there is someone helping you but still hard. It does get better after a while, though.
- Yeah, the way that we did it. That we started right at my level. Didn't know anyone could start at a 4th grade level—thought you all would want me to start at a high school level.
- I don't know. I've learned a lot since A's been helping me, sounding out, reading and spelling the words and pronouncing them right.
- The whole thing—the bottom line, the whole thing. The people are so nice and willing to help. I was very comfortable the first few minutes I was there.
- The more I learned the easier it got.

4. Was anything about your experience here at (*Program name*) easier than you 33 expected?
- Yes, yes, yes. In the beginning, just coming in and knowing you have a flaw and letting another adult know—the comfort and the welcoming and the confidence I got was inspiring for me and made me want to come back. The positive atmosphere.
 - Some of the books that I've had.

Program C

- The people are nice and not like other [county government] things.
- The Library is a nice place and all the people here are nice. Everyone try to help me.
- I did not expect anything.
- The people here are nicer than I thought. I thought it be like a school.
- It was easy to sign up for the tutor.
- It was like my friend told me it was.
- I did not have any expectations. I just wanted help in English.
- No.
- I did not expect anything.
- The teacher is much nicer than I thought. We get along very good. It was not hard like school at all. It was easy.
- No.

Program D

- I think that the Program and the teachers are very good, and is very easy the books for understand.
- Very good service and very friendly.
- Yes. Self-paced.
- Yes. I was especially delighted that the computer classes are self-paced.
- Coming the first time, feeling apprehensive.
- Because of all the literature I have been given, I know I will learn. I have faith.
- It was easier to understand everything than I thought.
- No.
- No. I didn't think it was easy.
- First couple of times it was difficult, then it became easier.

4. Was anything about your experience here at (*Program name*) easier than you 34 expected?

Program E

- Getting a tutor.
- No.
- It's not complicated but you have to work at it.
- M is a good teacher. She made it easy. She talks to me, not down at me.
- Some lessons are easy.
- No.
- No.
- It was very easy. I liked the books.
- Yes, because whenever I go to the Library they help me with information.
- Some words were easy. Some were not easy.
- No.

Program F

- I think, in some ways, yes. There is a lot of support.
- Helping me learn to read a lot.
- Getting along with teachers and staff.
- How easy it was to blend in with the people here. I can express myself more than ever before. In class, Ms. N, she just brings it out in you. To express ourself. Like any family. No making fun. No competing.
- Much easier than I expected. In college they are more sterner, more firmer. Here it's easy and gradual. They don't pin you down to something. They let you go at your own pace. You can go to any teacher. That makes you feel comfortable and you can think better.
- Having a black teacher.
- No it wasn't easy. It was hard.
- It was all easier than I expected because of the helpfulness, patience and understanding of the people.
- At [this Program] I feel treated equal. Everyone is here for the same reason. You don't have to be ashamed if you don't know the answer.
- Easier talking to [the person] who enrolled me. I expected to be taught like in 1st grade, then moving up. Then I worried it'd be like college where I didn't get a lot of help. But here every...help...
- I like the teachers. There's no pressure.

4. Was anything about your experience here at (*Program name*) easier than you 35 expected?

Program G

- No
- Yes. It's easy.
- I understand the new lesson well, quickly. I like to write about my family in my journal.
- Some easy, some hard.
- Nothing is hard. The lesson is to learn.
- Did not understand question.
- The books.

Program H

- Tutor is very kind. I am very happy. Very comfortable.
- No. I didn't spend much time at the Library.
- To understand you, because I was scared.
- Yeah, I think so. It is easier than I expected. The tutor is trying to fit to my wants.
- Reading books because you match to each person.
- It's easy.
- I just needed somebody special, all alone, to help me. That's very important. A tutor will take time and get it right. What can you learn from a person in a hurry? My dream was to finish school and then to travel.
- It was easy, but to me it was hard.
- No, I didn't really expect this to be easy. When you spend most of your life not knowing how to read, you don't expect anything to be easy. Getting started was easier than I expected. [The coordinator] made it really comfortable.

4. Was anything about your experience here at (*Program name*) easier than you 36 expected?

Program I

- Some material has been easier than expected.
- Everyone at Literacy is so nice.
- Tutor was easier to work with than I thought.
- The first book in Laubach series was easy.
- The whole sign-up, intake, tutor assigned.
- Reading has improved a lot. Writing a lot easier. Using dictionary.
- Learned a lot from book. Reading.
- The staff is easier to communicate with, patient and helpful.
- Tutor that I can get along with and communicate.

Program J

- The way you guys make me feel like I am smart.
- Yes, it is easier to read than I expected.
- Yes, definitely. Learning more than I expected to.
- Everything!
- It is easy to get comfortable, relax, and learn.
- No.
- My tutor and the other nice people make it all easy for me.
- Easy because the tutor helps me.
- Writing is easier than I thought it would be.
- Scheduling the time to study and be tutored.

Program K

- Yes, the teacher is wonderful and he's helped me a lot. I feel like I can stand on my two feet and I can do it.
- Everything was easy. It was wonderful walking in there and everyone was OK with me not reading and they wanted to help.
- Yes. It's very good because I can listen better. It's easy.
- Yes. I was surprised that you can get a tutor for someone as old as I am.
- It's not too hard to do it and it's fun.
- I thought I'd never get through one book. Now I've gotten through three or four. The books on tape are wonderful. I enjoy that.

4. Was anything about your experience here at (*Program name*) easier than you 37 expected?
- I don't know if it was any easier because I didn't know what to expect. Everything is real pleasant. You guys have gotta have a lot of patience, I'll say that.
 - Yes. It's like they go with me step by step and I start to understand more than before.
 - I don't know. Maybe yes, maybe no. I'm being honest. I don't know.
 - No, it's been a challenge because I know how to speak but I don't know how to read. It's a challenge, a good challenge.

5. Was anything about your experience harder than you expected?

Program A

- No.
- Harder? At first writing was, but you told me to practice copying things I saw. My tutor kind of does the same thing, and it's getting easier to write what she tells me.
- I don't think so. I expected things to be hard, but it wasn't. You're just afraid – but it was very easy.
- No – nothing was harder than I expected. I didn't anticipate having to write!
- No, not really.
- I thought I wouldn't understand anyone! I only speak English to my husband, but it's been great!
- Last semester was very hard grammar – this time it's easier.
- Coming here to get help. Walking in the door. It was one of the happiest days of my life, actually.

Program B

- No.
- No. Personally I was at such a low level—the tutor makes all the difference. I have a completely different outlook than at the first time we talked. I never thought that I could learn any more and now I'm learning that I can. Again, the tutor makes all the difference.
- It's still a little hard, to be honest. I still get frustrated.
- The only hard part was admitting that I needed the help. After that...
- Yes, the bigger words I'm coming up on now in my books.
- Working and going to the Program too—that was hard. Wasn't easy to work a full-time job and stuff. Taking that first step, too, but like I say, after I was there for a few minutes I was very comfortable.
- No because my tutor made me feel comfortable. Because of the first experience (meeting with the coordinator) I thought it was going to be okay.
- No.

Program C

- It is not always easy to meet the schedule.
- No.
- I did not know what to expect. I was scared at first.
- Some of the words are hard but not the learning as much as I thought.
- I didn't think I would have to wait to get taught English better.
- It was like my friend told me it was.
- It was harder to find someone to teach me. I thought I could start right away and I had to wait for a couple of months.
- No.
- I did not expect anything.
- No.
- No. It was just like I was told it was going to be.
- No.

Program D

- I thought maybe I wouldn't be accepted, because I don't know anything.
- Yes – writing and math. I realize I don't know as much as I thought.
- No, no! Everything is understanding.
- Pronunciation is more difficult.
- Afraid of speaking, asking questions.
- Only scheduling around holidays.
- No.
- Recently time to meet has been hard. GED book is harder than expected.
- No. I think that, how I'm learning, all things are easy because every day I'm learning about the English. The teachers make that the to learn English is easy.
- Sometimes it was hard to understand what was explained to you.

Program E

- No.
- No.
- No.
- I wish they could incorporate helping someone get a job into the Program.

- It's hard sometimes.
- Not too easy, not too hard – it's in between.
- No.
- There was no place to meet with my tutor.
- No.
- No.
- No.

Program F

- I don't know. I want to say no.
- Some words harder for me to spell or say. Different words.
- Learning how to read was hard...still is.
- The math is hard. I thought having a math teacher, it would be easy but the math teacher is really patient with us. I'm working hard.
- No, because the teachers here, they don't jam you with things. They tell you and let you contemplate it. If you make a mistake, they give you time to concentrate and try again. It'll come back to you when you forget it. I enjoy the class. Everybody's lovable.
- Was I going to be able to accept society.
- When I first came, I thought it'd be like grammar school. I didn't know it would be different. It took a while for me to understand the way things worked.
- No.
- It was a challenge. It was work I didn't really get in school. Something we were missing in elementary school. That's why we are here. [This Program] is a big jump towards learning what I didn't get before. I was out of school a long time. I forgot even what I used to know.
- Hard to keep a tutor 'cause I move around a lot. Tutor ... a job and they don't have the time. My foundation is not that stable.
- No.

Program G

- Always we learning because the English no is my language.
- Yes.
- It's not too hard.

- Using new words in sentences and conversation.
- No, this good.
- It is hard. But it is to learn.
- English is very difficult.
- No.

Program H

- I feel like I wasn't going to learn nothing – but that was a fear I had in me. I was thinking, "She won't want to help me." I found out I was the one who was wrong.
- No.
- Writing.
- Yeah, I have – to find tutor. I waited a long time to have a tutor.
- No.
- I can't read the titles on the books on tape. My own problem.
- No. I got in book club, and in the meeting I have to talk and that's hard.
- Not too much, no.
- The short vowel sounds. I may have a problem hearing some of the sounds.

Program I

- Learning process.
- (Demanding tutor)
- Reading. Studying.
- No.
- Homework. Distractions.
- No.
- No.
- To start from the beginning.
- Took 1 ½ months to get tutor.
- No, everything has been met. I just need to apply myself.

Program J

- No.

- No.
- No.
- No – I just have to put in the effort.
- When you are older it is hard to learn.
- No.
- Me – trying to learn.
- No.
- Thought it would be shorter time than it has been.
- The material is harder than I thought it would be.

Program K

- No. Getting the sounds of the words is kind of hard.
- Everything was hard. Getting into the groove with that.
- No. It's good.
- No.
- No.
- Like right now my classes are getting a little tougher – like the three tos [two, to, too].
- No, 'cause I didn't know what to expect.
- The math. I need to improve my math because it's hard for me.
- Yep. Lots of things. Some words you know, some you don't. Some are hard, some are not.
- I think I'm getting to the hard part where I know the words but I don't recognize them.

6. Did anything surprise you?

Program A

- People are just really friendly.
- That I could learn. That I remember what to do.
- In the good sense! The mix of cultures at the Library – all in one place.
- It was nice to get a free dictionary!
- How fast things started rolling. I called, and you started the process. Very fast, and very easy.
- There were so many people from all over the world! Iran, Mexico – all over the world. A real international pattern – that's what's nice about it.
- No.
- The passion of the teachers; the closeness of the class.
- That the people were nice - the people in the Library, and you.

Program B

- That you get this kind of help here. Didn't realize you have this kind of help.
- Myself. That I'm still capable of learning.
- Nobody didn't laugh. That surprised me.
- That it really happened. That I really found the right person that I clicked with. What is the surprise is what I am doing now, compared to what I was doing. I thought, "Oh yeah, right—C will call me in a year or two, maybe."
- My spelling and my reading, reading bigger words than I normally would.
- I surprised myself. Actually what I could do. I did that a lot. Does that make sense? That was a biggie.
- Yeah, the biggest thing is I surprised myself!
- Yes, it wasn't as tough within myself as I thought it was going to be. I thought I was worse off than I actually was.
- Some things—learning how to read good.

Program C

- I am learning fast.
- I did not think the Library was a place for me.
- I did not need be scared.
- It's not like a school with this work. It is more like a friend helping. We laugh and talk.
- No.
- No.
- I was surprised that I had to wait.
- I was surprised that the Library is such a nice place and there is more here than just books for school kids.
- It is much easier to learn with the Library than with the school.
- I was surprised that the teacher is not really like a teacher; she is more like a friend.
- No.
- I remember that I was very comfortable here.

Program D

- In the class my surprise is that I believed that I don't speak English, and are two hours speaking English with my teacher
- It was a surprise to get all the books without having to pay. And the recognition party.
- No
- Yes. The ease with which I was able to become comfortable with the Program.
- What I have learned. Especially when I found out letters have sounds.
- I was not expecting all the prizes and workbooks given to us.
- I'm surprised everybody is so nice.
- The good help I get from my tutor.
- I knew people in the Program, and I was surprised that everyone was helpful.

Program E

- No.
- No.

- No.
- That I was able to get help.
- No.
- That English is difficult to write.
- No.
- No.
- They have a place where you can go to study, use computers, and they have kids' Programs, too.
- That I can read and write and speak English.
- No.

Program F

- Yes. I was surprised that I know more than I thought I knew, and a lot of opportunities are opening up as a result of that.
- Not really.
- No.
- Not really. Everybody is very helpful, encouraging me to keep coming.
- I couldn't open the computer. I had to get help.
- Everyone overwhelms me with kindness. I feel familial with everybody. It's a lot to take in.
- I thought I couldn't do it. My siblings can. I thought it was just me who couldn't read.
- I knew more than I thought I did. I wasn't as bad off as I thought. I also started to gain confidence.
- I feel like I'm treated as an equal by everyone.
- How [the Program] works with you. ...trying.
- No.

Program G

- Yes. Some things.
- Yes
- The teachers are very kind with the students.
- No.
- I don't know.
- Surprise? Something new. New things to learn - grammar, spelling, pronunciation. The contraction: I'll.

- Very hard to learn English. It takes a very long time to learn.
- My new vocabulary in English.

Program H

- When I was reading I noticed that I was reading better. I was reading something for my girlfriend and understood what I was reading.
- I went to Christmas party. There were many there. I found many friends there.
- No. The consistency of the person who is helping me. I told a couple of my friends they might want to tutor.
- How many times [the director] called to find a special tutor for me.
- Yeah – no one can expect who will become their tutor. And book club, that is very good Program, the books and tapes.
- Tutor very educated.
- No.
- She (my tutor) always appreciated me. I'm proud of my own self, then I'm proud of my tutor. My surprise was on me, how I really learned how to read. I say, wow, I'm proud of my own self.
- I was a little bit surprised at how much you guys actually do down there. There's the book club and the Christmas party.

Program I

- That I can do it.
- I read better and write better.
- A little bit. Have started to read more memos at work.
- No.
- Awards. Dedication and patience of tutor. Love of staff.
- What I've learned.
- Everyday I read, I write.
- Annual dinners. Niceness of Literacy staff.
- Learning to read better than I ever have.
- How much free help there is.

Program J

- How nice everyone is.
- It surprised me there was so much to get to learn.

- I guess having a tutor like Mary. And I didn't expect to get where I am now.
- The boost of confidence you guys give me here.
- It surprised me that I can learn to read and get education.
- Yes, my tutor playing Santa Claus...
- That I'm reading and writing.
- Surprised at how I can understand the books.
- Wasn't what I thought it would be – it is more comfortable here...
- No.

Program K

- In a way, you did. Because you're really open and I can have confidence in you to guide me.
- Everything. Working on the computer, which I didn't know anything about. And all the tapes that were there with the book discussion group. It opened up a whole new world for me.
- The books are wonderful. It surprised me because I've never seen these books before. It's very good.
- I can't think of anything right now.
- Yes. I think I'm surprised that there are many volunteers and many good Programs like the book club. I'm surprised that there are many people like me.
- Yes, when I got through my very first book. I was so excited that I did it. And that was because of the book discussion group. See, I'm coming to the Library a lot. This is my new home.
- I think I'm surprised that I'm doing better than I thought I would do by this time – which is not real good, but still better than I thought. I wished I would have started a lot sooner.
- Yes, because I never thought these people would be so nice working for free.
- Lots of things. I don't know.
- Well, I think I'm starting to see what TV said, that I know more than I think.

Program L

- The front desk was friendly; they helped me right away. All the people are friendly.

- When I started the book group it was the best thing. I can listen and follow the book and be part of the discussion.
- Surprised that [the Program] encouraged us to join the Library's book group, held once a month.

7. If you could say just one thing to convince somebody to become a student at (Program name), what would you say?

Program A

- Go to the Library – it's an opportunity to learn.
- Just try – just do it.
- I would say it really works, and it really helps to lose your fears and start learning.
- We can get free dictionaries; we use lots of interesting books. Lots of pleasant and kind people – everyone is friendly. It's nice to spend time here.
- Lose your anxiety, that feeling of impending doom.
- It's a great experience. It's – you get much from it. It's not only linguistics, it's the cultural part, too!
- You can learn; you can make friends; you can meet different cultures. I'm really glad I came.
- Come to the Library – the classes have everything!
- Don't wait for anything – get it for yourself.

Program B

- I'd tell them go for it. Good environment and a good place to learn.
- If I can do it, anyone can.
- Just do it and take a try at it. Try. If you don't try, you might not get nowhere. Try it for yourself. You meet different people and you make friends. I don't know what I would say. . .just do it. I could go on all day. . .I feel like you do have the time. They work around your schedule. They work around you, you can do it. . . means you give up a little TV. . . She's just part of our family. She had Christmas with us—she thought she was Mrs. Claus, she bought EVERYONE presents. We told her she didn't need to that but she said she really wanted to, and the only thing we were to do in exchange was to call her Grandma. ...We get caught in a trap—go to work young, have so many responsibilities, but the Literacy Program makes it work for you. It's awesome! I love it! ...If you ever want anything more, let me know—I could write a thesis about it!

7. If you could say just one thing to convince somebody to become a student at 50 (Program name), what would you say?
- It would be, gosh. . .it's worth it. It's educational. It's worth my time learning and I'll help the kids out when they go to school. You'll know what they're going through.
 - Get there as quick as you can. Don't wait like I did. Get in there while you're young; don't waste your time like I did. Don't have to be bashful or worry about anything, 'cause they're real nice people that run this Program.
 - To do it! If you don't know how to read or write or comprehend it's the best thing for you. It gave me more confidence in myself and it's just opened up a whole new world for me - comprehending, learning, and understanding.
 - You have to come in and have a determination and also feel comfortable in your surroundings—know that the comfort is there at the Library with each person. . . the comfort of wanting to learn, comfort that you can learn in an atmosphere where learning happens openly. Feeling like I'm learning and I'm getting something. There is nothing too hard or too corny for my tutor. Didn't matter to her what I don't know. And if she doesn't know, she'll make sure you get what you need.
 - I don't know.

Program C

- It is easier than the school classes. I work when I can.
- They are very nice there and they can help you.
- It not hard to learn here and everyone be really nice here. You will like it.
- It is fun to learn with the people from the Library. It is not hard like you might think.
- You should do it like I did and my friend did. We are doing much better now in English. I can help my kids.
- All the people are very nice and the books they use to teach us are very good. If you need help, you can get help at the Library.
- It is fun to learn at the Library and the people are not all stuffy.
- Try the Library - you will like it. (laughs)
- You can learn a lot at the Library and it is fun.
- The Library is a good place to learn.
- The Library can help you learn English and help you do things that you didn't think you could do. It will make you feel better about yourself.

7. If you could say just one thing to convince somebody to become a student at (Program name), what would you say? 51

Program D

- I would say you would learn a lot, like I have.
- To come and not be afraid. They help you here.
- Go to the Library because they can really help you.
- I think the best example is me. Everybody knew where I was and where I am now.
- To believe.
- I tell my friends we have to take the time, and make the effort. You also gain a lot of confidence along the way. So many years here and not learning the language on our own.
- It will open up avenues you can't even imagine.
- By all means, do it. It's been a very positive influence for me.
- Don't be a fool – go to school. Don't be afraid. There is something easy to start with. You can stop at any time.
- If you don't English good, in the Library there are friends, and books that you help by understand the English better.

Program E

- It will help people who never went to school or who can't read or write.
- Do it. It helped me and my daughter.
- Try it, because if you apply yourself...you know...
- Don't give up!
- I recommend the Library. They will find a tutor for you.
- I would recommend it to anybody who wants to improve themselves.
- It really helped me. I would encourage them to do it.
- I would encourage them to do it. I think it is a very wonderful service.
- If you go to the Library they, will help you learn.
- Here's the phone number. You should go to get help to read and write and speak English. It helped a lot.
- To do it. Someone can help you.

Program F

- Give yourself a chance.
- Keep learning.

7. If you could say just one thing to convince somebody to become a student at (Program name), what would you say? 52

- Try it. It works.
- If you need help you should really go to the Literacy class. They are friendly, warm, helpful, and pleasant.
- If you want to learn, join [this Program] at the Library. You go to orientation and tell them what you want to learn. See what you already know, refresh you on that. If you really want to learn more, try these classes and you can learn math, reading and writing, or all. It would be helpful to you and you could learn how to help the world and not be ashamed.
- Everybody is like family. Each person working here reminds me of my sister or family. I don't know where to take that. It's like any family, right. People feel relaxed, sincere. My defenses come down.
- Go. It helps you to go and learn. Don't be ashamed. [The Program] is here to help you. Go!
- If you really want to get ahead in life and you're having a hard time understanding what you're reading, come to [this Program].
- Not be discouraged.
- Everybody is real friendly. Being friendly makes a difference.

Program G

- I recommend take the course.
- I recommend class. The course is very important.
- I will say that is very good lessons.
- It's important for me—go to store, doctors, my work. Important for my kids and school.
- I don't care, it doesn't matter.
- The Program is good. The Program helps to learn.
- Did not understand question. I asked a friend.
- I recommend the Program as a way to learn English. English will help you in many ways.

7. If you could say just one thing to convince somebody to become a student at (Program name), what would you say? 53

Program H

- Just one thing? I could say it so many different ways. You gotta know how to read. Don't be an idiot!
- I would encourage them. I would tell them to go and sign up. Make somebody else feel proud about their own self! I'll show them and give them your number.
- Julie's a best friend, and you, too.
- Go for it.
- I want to suggest it strongly. It is very helpful.
- I have convince two people and they are waiting for tutors. When I have opportunity to talk about it, I do.
- It's very worthwhile, extraordinarily worthwhile. I'd say run, don't walk.
- Very, very good Program.
- If you want to learn reading, writing, the Library would be a good place to come. There are people willing to help you.

Program I

- Do it because it will help you.
- Leave your embarrassment or shame at the door. Literacy staff will help you.
- I would convince them to come. Nice people at the Library.
- Tell them what I do and that I like it. Card.
- Go to the Library – they have a good Program. Patience.
- If you want to have better start, better future.
- Go there and try it.
- They definitely should!
- It's easy. People are nice.
- Take your own chance. It's a great opportunity.

Program J

- The only way we can make sure our kids are raised right is to be a good example and not quit.
- I tell people if they want to learn to read and speak better, the people at the Literacy center are nice and won't embarrass you.

7. If you could say just one thing to convince somebody to become a student at (Program name), what would you say? 54
- Go on in. It will change your life.
 - Why did you wait this long?
 - Come on in - this is the best place - they teach you to read.
 - This is THE place to go – it really helps you learn.
 - If they don't read or write, go to the Literacy center – give it a try. If I can do it, you can do it!
 - If I can help you – we can go together.
 - Just go!
 - Just go in and see about the learning opportunity – just check it out.

Program K

- It's never too late and they can come and learn. For me it's really hard because of my health, but I still come.
- If you can't read, get into it because it will open your eyes to amazing things. 'Cause it sure did me. If they can't take a vacation, open a book and you're in a vacation. It's good for the kids, too.
- It's wonderful, the Program.
- You're never too old to learn, so try it.
- You should come to [this Program] because they have a lot of fun and interesting books that can increase your knowledge about English. And they have cool people – the tutor is really nice. And it's free.
- It's fantastic. I have a good time. They're very friendly.
- That you just gotta do it.
- I think it's the best place to get a tutor for reading because it's person-to-person. The tutors are so kind.
- You need to go to [this Program] and read. A tutor will help you read; not good, but try.
- By learning how to read and write it will change their lives in a good way. It opens a lot of doors.

Program L

- It'll change your life.
- Do it now! Don't wait – the older you get, the harder it is.
- If you sign up it will make a difference in your life, whether you see it or not.

Verbatim Responses

Tutor Survey

1. How did you find out that there was an opportunity to volunteer for (Program name)?

Program A

- Through the Parks and Rec guide – the Program has a page of information listed in it. I'd been looking for something to do.
- I saw it advertised – listed on the Website – I was looking for something to do.
- I saw ads and signs –the park banner, in retail stores – I was reached by Library promotions.
- When I came to the Library to get some books, I saw the Literacy brochure on the counter.
- I had a friend that was in the Program [as a tutor].
- I saw the ad at the Library – the card with the Program name and number.
- WOW! I have to think... I think I went to the Website. I also saw the sign/banner in the park.
- The newspaper.

Program B

- I don't remember, should have asked me a year ago. . .I honestly don't know. Would've said the newspaper but we don't subscribe. I might've been still working then and saw it in the paper at work. Maybe it was a flyer? I didn't know anyone who had tutored. I'm sorry.
- I believe it was a sign in the Library.
- I have to go back to Barbara Bush – heard her on the radio in 1987.
- I'd seen it in the "shopper", the local throw away paper.
- The newspaper.
- One of the volunteer opportunities in the newspaper.
- Someone brought a flyer into my workplace.
- I saw an ad on TV, a national promo thing. It'd been something I'd been interested in. I got online and sent an email to the person listed and apparently they'd moved on, and then I got a message from someone else.
- Back about, oh going on 1999 or 2000, my mother, who was still with us, told me about it—someone in her church told her. I went to the

1. How did you find out that there was an opportunity to volunteer for (Program name)? 57

Library a lot but I didn't know about the Literacy Program and one day the coordinator told me about the next training.

- Wow. . .I think. . .I don't think it was an individual person. I think I found out at the Library—always saw stuff about the Program. Always wanted to do it, always wanted to help people read. A combination of the desire to do it and having it offered there.

Program C

- I wanted to help my community and I knew this was a good way to spend some of my free time.
- I have just known about that, I just knew about it. It was in the paper. I've just known about it for along time.
- I have been doing this for so long, I just can't remember. Maybe I always knew about it.
- I think everyone knows you can volunteer at the Library.
- I heard about it everywhere - in the paper, at meetings, everywhere.
- I can't remember.
- I learned about the Program through work, from friends, and other places.

Program D

- A flyer posted in the Library.
- A friend told me about the Program.
- Yes, a lady in my Community Bible Study group urged me to contact the Library because of my interest in reading Programs.
- I saw a flyer posted at my local Library.
- I knew I wanted to be involved with Literacy so I sought it out.
- A friend told me about the Program and I was looking for something to do on a volunteer basis.
- I think I may have read about it in the paper. I was always interested but never in touch with recruiting. I asked at the Library.
- I read a brochure at the Chamber of Commerce.
- A friend told me.
- The women's club was looking to give money to the Library and I volunteered to help in the Literacy office.
- Poster in Library.
- From a friend who was a tutor.

1. How did you find out that there was an opportunity to volunteer for (Program name)?

58

Program E

- Newspaper.
- From an email to county staff.
- Read a notice posted at the Library.
- I did it in [another city].
- In local newspaper.
- [The Program] had a training once a year, and I just went to the training.
- Read it in the local newspaper.
- Aggressively pursuing it myself – was a volunteer in Massachusetts.
- RSVP told me about it.
- Newspaper.

Program F

- From the Main branch of the Public Library.
- Maybe at the Branch Library.
- When I moved here from Syracuse, NY, where I volunteered with a Literacy Program, I called the Main Library. They told me how to get connected.
- I had some interest and pursued it through the Public Library.
- I saw something at my branch Library.
- I don't really remember. Someone may have told me or I went on line and looked up Literacy.
- It was way back in the 80s. I used to go to the Main Library and I think I saw a poster.
- Actually, online.
- Oh, that was so long ago. After I moved to this area from the New York suburbs, where I had been a volunteer mediator, I wanted to continue in some volunteer capacity when I found out where the volunteer opportunities were. Somehow I fell into hearing about adult Literacy, and that was a sure fit because I tutored in other Programs and have English degrees and stuff.
- I read the article that came out in the [local newspaper].

1. How did you find out that there was an opportunity to volunteer for (Program name)?

59

Program G

- From a tutor.
- I read it in the [local newspaper].
- The Church.
- My psychologist told me about the Program.
- Someone spoke at Friends of the Library.
- From my wife.

Program H

- Through the [local newspaper].
- Through a friend in a class.
- I read about it in a local newspaper.
- Word of mouth from a colleague at work.
- Because I worked with a Literacy Program in LA through the Library there.
- From a tutor. She was tutoring C, and when she left her job, she asked me to take over. And I did.
- Through the [local newspaper] right after I moved to town.
- I don't remember. I must have told someone I wanted to do some volunteer work.
- I don't even really remember. Maybe I saw a sign near the desk or maybe something in the Independent.
- I saw a posted sign at the circulation desk.

Program I

- Internet. Looked up volunteer opportunities.
- Assumed if there was a Literacy Program, tutoring would be offered.
- Former director recruited me.
- Announcement in church bulletin.
- Library staff approached me.
- Water bill insert.
- Someone came to our church [presentation].
- Street banner, advertising.
- Saw it in the newspaper.
- I called in to the Program.

Program J

- I walked into the Literacy Center thinking they were Parks & Rec Department. You gave me a great sales pitch and here I am.
- Article in the newspaper.
- A learner told me that I needed to call and be a tutor.
- I read about it in the newspaper.
- I came to an interview for a paid position, and found out about tutoring opportunities.
- When I donated to the United Way, I was looking at their resources book and found [this Program] in services provided in [this] county. I called and a month later I was a tutor.
- Because I was a learner, and wanted to give back to the community.
- [Program manager] came to our church one Sunday to talk about the gift of READING. She said you needed to be part of the solution, NOT part of the problem regarding the adult illiteracy rate in this county.
- I looked the Library up in the phone book, went over there, and found fliers for the Literacy Program.
- I looked for them at the Library.

Program K

- I asked at the Library because I saw the sign outside.
- When you graciously came to my place of employment and provided us with an in-service on your Program. Through your own initiative.
- Another lady told me about it – a teacher.
- ‘Cause J nags us constantly. I was here. [This tutor is a Library employee]
- My daughter told me. We both went through tutor training together. She never did, but I did
- I found out from the [local] magazine that comes out. It’s news about what’s happening in the area.
- From a sign outside the Library.
- I called the Library and asked if there was a Program to teach reading and writing.
- I got that from the AR – one of their monthly activity books. I thought, well, I could do that.
- Basically the sign, the TV, and the newspaper.

1. How did you find out that there was an opportunity to volunteer for (Program name)?

61

Program L

- Parish bulletin.
- Web site – Volunteer Match.
- Ad in the paper.
- A friend.

2. What finally made you decide to volunteer as a tutor?

Program A

- The flexibility, the time commitment – along with the altruistic rewards...
- I was looking for something to do, and it looked like a good idea – and very important. It was also something I can do even though I have some physical limitations.
- Selfish reasons. (1) Wanted to tutor for pay in the community, and (2) had planned to do some type of community service. It was either singing in a choir, or do something like this. I thought working in the Library would be kinda fun.
- I had lost G (my husband), and thought, “I can’t be/stay miserable.” I needed to get out and do something. I saw the brochure, and it resonated with me.
- The opportunity to help someone else.
- I wanted to do something...I wanted to do something of service...I saw the Library, saw the information, and decided.
- I had a strong inclination – I wanted to make a difference in someone’s life.
- First I vaguely realized that I needed to do something – and not doing something halfheartedly. I saw the ad and it clicked – I called within a week. The idea of volunteering took me about 1 year, but calling took a week!

Program B

- I retired, just looking for something worthwhile. . .helping people. I love to read and language arts - seemed a natural fit.
- I liked to teach and was retired and missed it. I saw the sign and thought , “Oh good! It’s a way to teach. . .”
- Newly retired...from San Francisco. Time on my hands at 65 years old.
- People need help.
- The desire to help somebody. Skills that I can offer. . .
- Because it was just one of those things that I would really like to do. Don’t think you can stop a teacher from teaching.

- I called that same day. I'd been looking for something to do, to give back. It was perfect timing. Not sure if I didn't know about it before or not.
- Time on my hands. Literally. Thinking what I could do, wanted to give something back.
- The training came up. I'd just moved into the apartment by the Library. I was coming down to the Library a lot and it seemed a good opportunity.
- Let me think... Several years ago we took in a 19-year old boy. He had been doing odd jobs around the house. We took him in. He couldn't read or write. He was in high school. He couldn't read or write - you know how they pass by, pass by. He was told there was no way he could graduate, he was so behind. We told him he could live with us but that it would be good if he could try and graduate. Every night we would be up until one or two in the morning doing his homework. He was the first in a whole family of four or five kids to graduate. His father had tears streaming down his face; they just flowed--graduation night at the High School. That was motivation for me. Today he is a good guy. He's in construction management or a foreman or something. He's doing good.

Program C

- I wanted to help my community and I knew this was a good way to spend some of my free time.
- Since I'm a retired teacher, I just wanted to do that, keep in touch with teaching.
- I am retired and I wanted to keep doing things.
- I wanted to do something with my time.
- I wanted something to do with my time that I could do at home.
- It was just something I wanted to do.
- It went along with where I was working at the time.

Program D

- I wanted to do it. Looking for something to help people.
- When I had time. When I retired.
- My participation in the TLC Program at the elementary school helped me to see the need to encourage young and older students to explore

reading as an exciting adventure to learning and overcoming language barriers.

- I had past experience teaching and tutoring ESL and wanted to continue. Additionally, I saw the need in my community for language tutoring within the Hispanic community.
- It was something I wanted to do after retirement, so it was a long-time desire. I felt it was such an important way to contribute and make someone else's life so much improved over a life of little or no ability to read.
- I was looking for a place to volunteer my time and give something back to society, as I felt I had been very lucky to be able to retire from the work world at age fifty.
- Yes. You!
- I just moved here and I wanted to be able to contribute something. I had experience in teaching.
- I believe in the concept. Everybody needs to read/speak/write English to find a good job.
- I love reading. It is extremely important for children and adults.
- I enjoy tutoring. Have done it privately for years.
- I joined the board, became more involved, then found time to tutor also.

Program E

- Had been wanting to do it for years. Something I had in mind for after retirement.
- Just interested in tutoring.
- I retired and was looking for a new adventure.
- I am a former teacher and wanted to help someone.
- Always wanted to help someone who has blown it once and wants to try again.
- I just wanted to volunteer in the community.
- Enjoyed it.
- I just wanted to.
- Because of my teaching background.
- Always wanted to do it, and the timing was right.

Program F

- I had the time.
- I was facilitating a group, a Literacy group, and got interested.
- I was in a drugstore trying to buy a birthday card. Someone asked my help, as she couldn't read cards to buy one. I realized how awful it was not to be able to read.
- I came in and knew I was going to volunteer. I had some time and wanted to make use of that time.
- I thought it was a great idea and signed up for the next training.
- I knew I wanted to get involved at some level and this was the right fit for me.
- I think it was the advertisement at the Library and somebody explained the Program to me and I signed up.
- Hmm, it was just a time in my life where it felt right and this just looked like a great Program.
- I'm one of these people who feels I was privileged to have an education paid for and I had the time and abilities to assist other people to reach their goals -- reading being a pretty primary one, in my view.
- Just realizing I had more time in my life and I have graduated recently from college and have sort of a student job and wanted to do something right up my alley. I'm interested in writing stuff in general.

Program G

- A desire to help others.
- Wanted to contribute something to the community.
- I used to teach 8th grade and liked it.
- I wanted to do something helpful and this sounded like a good Program.
- Sounded like fun. Several of us went to training together.
- My wife.

Program H

- I had been a volunteer in another community and I wanted to do it here. I was retired and I had the time.
- I was a teacher and thought I should use that.
- Something I was comfortable doing, and had the time to do it.
- Prompting of the friend who kept asking me if I was going to do it.
- I just believe everybody should be able to read. I have a big passion for reading. I like working with people one-on-one.
- My job. Doing my job [as an instructor for the disabled] better.
- Finally? I just immediately decided. I have tutored in the past, formally and informally.
- I wanted to do something constructive with my spare time. I figured, I'm a college graduate - I should be able to tutor. I like helping people.
- I think I was at a time in my life when I wasn't able to work full-time in a classroom. I wanted to have that relationship with students. I could be a teacher in a way that helps in the community. And feeling needed – that's a healing experience for me.
- A couple of things. The training encouraged it; it was very informative. A combination of that and some of the other volunteers' willingness to offer support, and [the Program director's] willingness to offer support. Also, my son was receiving tutoring.

Program I

- After talking to different organizations, this seemed the most worthwhile.
- No, something I've always done and believed in. A friend had done it.
- The parents of severely handicapped students inspired me, some who had graduated high school but could not read.
- I wanted to do volunteer work.
- Share with other people.
- Had always wanted to be a tutor, had inquired before. I can do that
- Love of reading. Love of teaching. Constantly in my mind to give back.
- Had been working with kids. Wanted to teach adults, in order to help kids. Self-motivated.
- Retired. Looking for something useful. Everyone is encouraging.

- Working to teach ESL.

Program J

- Because I'm very much interested in doing volunteer type of work, and I'm still interested and loving it after 4 years.
- Something I would like to do, since I like to read so much.
- You sold me on the idea at Tutor Training. I knew you needed tutors in [this community], and here I am.
- My husband died and it was time for me to volunteer somewhere.
- I know the population we serve and know the need for tutors.
- I lost my paying job and couldn't financially contribute to [this Program], so I decided to contribute my time instead.
- I wanted to give someone the opportunity to open doors, like I had.
- I had thought about it for years. You came around at the right time!
- After my husband died, and a trip to China, I regained the spirit to teach others how to read.
- I believe Literacy changes lives.

Program K

- It was a chance to give back – to help someone.
- My own experience with family members who are illiterate and their inability to seek help for themselves. And probably my own struggle with Literacy when I was younger.
- Because, as a retired teacher, I thought I would be capable of doing it and I needed to do some volunteer work. At my time in life I have more time than money.
- When I finally found out that it was to teach people English and not geared to keep people speaking Spanish.
- Basically, my desire to help others.
- Well, of course I'm a retired instructional aide and I just love teaching, especially one-on-one.
- I saw the importance of helping someone else learn how to read. I thought it would be very rewarding to see them come along, their progress.
- Because it hurts my ears to hear people talk on TV – “he and me.” Even Congress!

- I thought about that for just a little while and I decided that I would just go to the Library and check it out.
- I've wanted to. Now I finally have the time, since I worked four jobs.

Program L

- I've been looking for a volunteer opportunity where I could be instrumental in helping out the community, and to offer my services to it.
- A good cause – productive use of my time.
- I enjoy reading. My husband died and I needed something to get me over that. We came from a reading family and my mother would have been proud to know I became a tutor.
- A rewarding experience.

3. Was anything about your experience here at (Program name) easier than you expected?

Program A

- No. Wait – I didn't know what to expect, but I didn't find it difficult.
- I thought I needed more training! I like the attitude of "do the best I can." It was better than I thought.
- The training wasn't as lengthy as I thought. It gave me a lot of tips, aid. Gave me a view of what the student would be like.
- Doing it! The first learner I got, I wasn't sure what I thought I was to do, but I found my way – it was really good. It feels good to help people.
- I had an instant rapport with people, and my learner. We seemed to connect.
- No. What frightened me was my A.D.D. – could I do this?
- Yeah – it was actually easier to figure out what to do with the learner. I wanted a plan, a structure - and just go do it.
- No – I have to say no. The simplicity bypassed me. I realized that I was overcomplicating the process.

Program B

- No.
- Yes, two things. . . impressed with the tremendous amount of materials available and two: tutoring adults one-on-one was much different than teaching high school students. Impressed with students and their promptness and their cooperativeness.
- Definitely. The director of the Literacy Program then, and the Secretary, and the Grandma/Laughing Girl (Director of the Library) – I was greeted with open arms by all these people. I came from a rigid professional city and hadn't expected the professionalism I found in the Library Literacy Program.
- Made me feel comfortable, like I could do it, so I guess that's easier.
- Truthfully, not to pat you on the head, but the support you and your staff offered, the fine training materials offered - didn't have to reinvent the wheel. Good communication by the department.

3. Was anything about your experience here at (Program name) easier than you expected? 70

- I found it very easy to transfer the skills that I had teaching into the Program. Pleased that you had excellent material to review and workbooks. I felt comfortable.
- I was really expecting someone who might be more difficult to work with. I didn't know. . . I know you put a lot of effort to making a good match, but I didn't know we'd be so compatible.
- A lot. I like it because of the experience it gives me. It brought someone new into my life that I wouldn't have met. She has an impact on my life. I see things differently. You feel very good about yourself. I know that sounds conceited, but you feel very good about yourself and what you're doing.
- Wouldn't call any of it easy. Very rewarding, but it isn't easy. It's hard to quantify—every learner is different, doesn't seem to be an appropriate way of looking at it—if it is easier or harder.
- Just how nice everyone is—that everyone is so helpful and wants to help. Just so pleasant. All the tools are right there or you get them and provide them for us. Everyone is understanding and easy to work with.

Program C

- Everything was and has been pretty much like I expected it to be.
- It was just fine, I didn't have any particular expectations, and you are teaching someone to read. I enjoy doing it in the Library.
- I didn't have any concrete expectations. I just knew I was going to teach someone to read.
- It was pretty much what I expected.
- Everyone is very helpful. I don't have to leave home, which is hard for me; they bring everything to me that I need. I have had the same students for years. I get to pick my own students.
- No, it is all pretty easy.
- It is really easy to incorporate other things into the packaged teaching materials, but I don't have to come up with anything myself if I don't want to.

Program D

- The bond that developed between M, myself, and her family.
- Yes, it was really easy to get on board

3. Was anything about your experience here at (Program name) easier than you expected? 71

- Yes, the Program at the Library is under the management of [Program director], who is a patient and a caring lady and dedicated to helping students and tutors reach their goals in the learning process.
- Tutoring one person is much simpler than working with a classroom full of students. I love it!
- No. There is nothing easy about teaching English to adults who were either not born here or could not take advantage of our educational system
- Yes. You are always around and I didn't have to push buttons or make phone calls to find the information.
- I already knew what to expect.
- Lots of materials for teaching.
- Well, I did not expect it to be hard.
- I found I recalled a lot of my calculus.
- The Programs are set up quite efficiently to facilitate tutoring for tutees or all needs.

Program E

- The training.
- Availability of printed materials and stuff.
- No.
- No.
- It was a wonderful experience tutoring K.
- Not really.
- Yes. The learners were very eager to learn.
- No.
- No.
- No.

Program F

- I didn't have an expectation. It is rewarding, as I thought it would be, but hard work.
- Training was good. Switching students was easy and my student is very responsible.
- I don't really think so, having experienced tutoring in New York.

3. Was anything about your experience here at (Program name) easier than you expected? 72

- Working with my current student has been rewarding; previous student was difficult.
- The training seemed to be more organized than my previous training. Also the Barton training seems to be a better method of teaching.
- I didn't expect it to be hard. If you are engaged in the process, then it is easy.
- I was surprised that I was paired with a student right away and the match was so perfect.
- Yes, my student. She is so motivated and works very hard. I really wasn't expecting that -- as well as the resources
- I did not have expectations as to what the level of difficulty would be. Learners have more life intervening events that prevent their continuing to work or being around, so maybe their willingness to work at doing homework is limited in my experience, but I have also been a high school teacher of English, so my expectations were realistic anyway.
- I don't know. What did I expect? I suppose actually just getting into the routine of meeting with my student and working through our material has been more straightforward than I thought it would be.

Program G

- I was able to work with [coordinator] for approximately five months before I took on a group. I found it very helpful to work with her.
- I wouldn't say so.
- The students' desire to learn made preparation easier.
- Everybody, the other tutors and directors are very supportive.
- I though I would have to speak Spanish.

Program H

- I was pleased how my first two matches went well. That was easier than I expected.
- No
- I didn't think it would be.
- Actually, I thought the training was easier than I thought it would be, as far as the availability of it.
- I was happy who I got matched up with! I feel lucky to know S and I get inspired by her!

3. Was anything about your experience here at (Program name) easier than you expected? 73

- It was easier to get a Library card than I expected – when I was helping others get theirs. I wasn't really expecting anything to be difficult.
- I thought the training was very good and it inspired me to pick a student right away!
- Well, I didn't expect it to be hard.
- Probably just entering into the flow of the relationship with students. The personal relationship aspect.
- Yes, as soon as I... It was quite easy to connect with the learners.

Program I

- Admission as a tutor was easier.
- Motivating my learner.
- Having an intelligent array of material to choose.
- No expectations. I just went for it.
- No.
- Interacting with students who want to learn.
- My student has strong desire – made it enjoyable.
- Getting resources.
- The whole experience has been easier. Student has been easy.
- Didn't expect it to be hard.

Program J

- No. When I walked in it was much as I expected.
- Yes, with such good material.
- Everything – like teaching my learners.
- It is easy because I love the homey atmosphere ...and all the tools to help us tutor.
- Getting involved in any way I could help.
- I didn't know what to expect – had nothing to judge it by.
- No.
- No.
- The staff makes it all very easy.
- Yes, the amazing support makes it easy to do this.

Program K

3. Was anything about your experience here at (Program name) easier than you expected? 74

- Yes. Meeting with the people and the actual teaching in some cases. Meeting with people you didn't know. I was afraid it would be a little awkward at first, but it wasn't.
- Yes. I was very apprehensive on my initial orientation on my skills and ability. After the orientation I felt hopeful. Then, after the introduction with my learner, I realized that there were good resources available and I felt more comfortable in my ability.
- I didn't really have any expectations, so that's hard to answer.
- Yes. Teaching people to read. I think that's easier than I thought it would be, and I think that's because the materials are all supplied for you.
- OK, let's see. Yes. The one-on-one, tutor and learner. Working together is a lot more enjoyable than a group setting.
- I mean it's just easier than I expected. Well, it's easy – very easy if you know how to read.
- Yes, made easier by you. When I came the first day, I thought it would be hard. You explained everything and me feel comfortable. Good materials – books are self-explanatory.
- At first it was, but then it got to be a challenge. But it's a good challenge.
- Yes, it was easier because there was so much helpful material available for me.
- This is something I do. I'm trained to do this. I didn't have expectations of it being difficult since I've been working for the City Schools for 20 years.

4. Was anything about your experience harder than you expected?

Program A

- I think I wasn't clear on an expectation. To make sure that I'm keeping the learner engaged. The prep time – I know you said it, and talked about it. I'm not sure I anticipated that.
- That was probably personal – I like to do it right. It touched into feelings of inadequacy. I'm more relaxed now!
- No.
- I'm not afraid to say, "I don't know..." so, no...
- The training was difficult. A lot of it didn't apply to me. If I had been exposed to just English speaking, it would have been easy.
- No.
- Just getting the learner to show up!!!
- Yes. That – I knew the hardest part would come when I put it [training] into practice, all together. That scared the crap outta me!

Program B

- Came up against: Just 'cause you know something doesn't mean you can teach it. I have a greater respect for teachers. . .been a trainer for years and people would tell me I should have been a teacher, but. . . How to break the bigger things down to smaller increments. The workbooks were good in the beginning, that summer. Then she went to (College), and it became so much more. Most (pairs) are going to use the workbooks, but the leap to the college work, that was difficult to grasp.
- Difficult to maintain one student's interest for one hour vs. having more than one student. You have to be really prepared with things to do in the one hour.
- No, because of the material they made available to me. The Laubach – it anticipated the student's questions many times I used it.
- Nope.
- Learning some of the info that I'm sharing. Learning some of the info before I teach it. Actually not really 'hard'. . .schwas, for example.
- No I don't think anything was harder. More enjoyment than I anticipated.

- I wouldn't say harder, just maybe the biggest difficulty I had was setting boundaries. It's all very friendly, but keeping it professional too, to keep us on target.
- Takes a lot more patience. Not in a negative way - probably it depends on the student. Takes a lot of patience. You have a bigger impact on the people you tutor than you realize. You have a major impact -- on their self-esteem, mostly. Your opinions - they have a tendency to take your opinion very seriously; they don't have other ways of getting the information. Like with the voter guide, she wanted to go through it and I had to bite my tongue. I have strong opinions on issues. But that wasn't right; it needed to be what B thought. Also on their kids--what you teach them, they use in their day-to-day life. Not totally separate.
- Every learner that you're with is different. Sometimes it is very challenging, can't say one thing is harder than another; every student is different.
- Just trying to make sure I do all the monthly reports and get them in to you in a timely manner with all the other stuff I have going. Didn't realize there would be paper work, but it makes sense. Lots of tools and lots of help—always great, I don't see that as hard. Working with a student and accommodating two full-time schedules, trying to coordinate meetings with two full lives—sometimes have to reschedule. And obviously I didn't expect at all the big, huge personal problem of my student that we did together. We had to do it together; there was no other way he could have done it.

Program C

- I don't find it hard at all; rather, it is very rewarding for me.
- No, I don't think so; I can't say that it was.
- I can't say that it is hard at all.
- It is harder to lose students, when I don't think they are ready to leave, than I would have thought.
- It is hard when students move or get work or something and have to leave me.
- No, it is all fairly easy.
- No.

Program D

- No.
- Feeling comfortable about trying to teach an adult basics that I know, but didn't know I could teach.
- To overcome my limited Spanish language.
- I thought 2-3 hours a week was no commitment at all. It turns out 8-12 hours a month can be a challenge to fit in at times!
- It has been hard to stay on course for the past two years. In addition to the distractions of my learner's family and job needs, the county has imposed Programs on us – good ones but they take time away from my learner's goals.
- Since I'm not proficient at a foreign language, I found it challenging to communicate with students who knew little or no English. Fortunately, there are people at the Program who have assisted with this problem
- The only hard thing was, no established teaching Programs. But this same thing allows us the freedom to go where we want. There is no imposed order.
- Teaching evenings and later than I expected. Academically, we always seem to need materials.
- Getting learners to come consistently.
- No.
- No.
- As my personal life changed, I found I did not have time to tutor weekly, and I feel guilty about not meeting the needs of my community.

Program E

- Getting people (learners) to show up.
- No.
- Yes. To help a person learn a new language is a giant assignment
- Finding a location to tutor. No computers at this Library to work with learners.
- First person I was assigned, it didn't work out.
- Not having enough training with dyslexia.
- No.
- The Library has been unhelpful finding a space to meet with learner. Training day was presented in a bad fashion.

- Dealing with difficult students. One is bipolar, and sometimes he wants to learn and sometimes he doesn't.
- Certain materials were hard to use, but found other options.

Program F

- No.
- It's hard for people to read.
- No, it was fine.
- I'll get back to that. It's hard to communicate at this time.
- In training, the role reversal was hard. With my student, her shyness and reticence is hard to deal with.
- Keeping the commitment when the progress is so slow.
- I had trouble and still have trouble teaching the Barton method. I was uncomfortable with the method.
- Hmm. I don't know how to answer that; I guess probably no. After ... over a number of years, it's hard to remember starting.
- Well, because learners are volunteering too, so to speak, their getting two sessions on a regular basis was harder than I thought it would be. If they make the commitment and to follow through, but it doesn't work that way.
- No.

Program G

- I haven't given it much thought.
- Yes, the hardest thing to adapt to is the nighttime classes.
- The preparation each week.
- Working with the students.
- The slow progress of the learners.
- No.

Program H

- I found it pretty challenging keeping regular [weekly] appointments going. If you miss a meeting, it's hard to get things back to where they were. Also, keeping things interesting for different learning styles.
- I never knew it would be so hard for me to stay on top of the paperwork! I've overestimated how much time I would have.
- Not really. I guess I didn't have an expectation.
- No.
- Yeah, having people show up.
- Honestly, no.
- Yes. Sometimes making contact with the learner was harder than I expected it to be.
- No.
- No.
- I didn't feel adequately trained at the beginning and didn't feel well supported in the beginning. I felt kind of lost.

Program I

- No, not really.
- Finding the time.
- Time constraints of lower socio-economic students trying Program – job insecurity, unfair workloads, time juggling.
- People [learners] know the need for Literacy, but lack focus and effort.
- Impatience of students.
- Progress is very hard to achieve.
- No, not so far.
- Understanding about dyslexia.
- Another way to present information.
- No. Have tutored before.

Program J

- Yes. It has been hard adapting to people who don't know the alphabet , or trying to think at their learning level. A learning experience for me, for sure.
- Yes, sometimes scheduling is frustrating. I wish I could make more time. Also, it is sometimes hard to convey my message to my ESOL Learner.
- No.
- I wish I had more time to devote. It is hard to say NO.
- Preparing for each tutoring session.
- The level of illiteracy in this County was hard to accept. This required me to adopt a new way of thinking.
- Explaining vocabulary to an ESOL Learner.
- The hard thing for me is to choose what to be involved in. There are so many different Programs going on, and I needed to be able to regulate my time.
- No.
- Yes, the first couple of learners left. That irritated me.

Program K

- Yes, dealing with phonics. I had no background in phonics. The symbols and that sort of thing I'm learning with my student.
- No, because I was so fearful of it beforehand that the reality of it was much less harsh than my expectations.
- I think Carolina was harder than I expected. I was expecting to teach people how to read. She is more interested in English as a second language
- Yeah, well, I think when I had a Spanish-speaking person that was a little harder – a language barrier. Pronunciation is different.
- The only hard thing was when I lost students, when I lost learners. I lost four of them. It's kinda hard on the ego, the self-image.
- No.
- No. It was made easy by you and the books. You gave me confidence and the book finished it off.
- No, not really.
- Probably with the Spanish speaker. I had to do a little research on my own about these Spanish words. A little reviewing and also trying to figure out how could I make learning easier by getting work-related themes.
- No.

5. Did anything surprise you?

Program A

- A lot of autonomy in the way a tutor chose to do their sessions, versus a scripted teaching lesson.
- The people I've worked with – some from other countries – really smart...I thought I would work with someone that had flunked out!
- No.
- No.
- That I had so much trouble getting my learner to write!! Anything! I assume it was because she was uncomfortable – but writing a 'Thank You' note was one of her goals. I remember writing a short assignment on something like a 'Post-it' note. She wrote her homework on the back – you can imagine it was barely one sentence!
- How easily it flowed...teaching, knowing what to do...
- I wasn't prepared for all the needs (aside from the Literacy) – the issues- they may not know where to go for help. It's a whole world of stuff. How stupid could I have been?! With non-reading comes a lot of issues!

Program B

- That the two days of training was not about how to teach someone, more like Literacy sensitivity training. On the other hand, can't teach what a credentialed teacher would know in two days. What was presented was appropriate (in hindsight).
- No, just pleasantly surprised that all the materials were there.
- The range, the age group. How many young men were coming for help - that really surprised me. I truly saw a side of life I had never had contact with before - welfare, probation. I came into contact with people I never had before I moved here - people in need of attention and caring who responded in everyway.
- That there were so many retired teachers. I thought it would be just average people (in the tutor training).
- Treats me like one of his family—most enjoyable. It's kind of interesting. . .our backgrounds. . . and where we are today—very different, yet some things very similar. [Shares a poignant story, asks that it not be recorded.] It has meant so much to me.

- How dedicated my learner is and how faithful both of them have been. Their motivation has been. . .you can't help but be motivated when you're working with people like this.
- How quickly things seemed to come together for L – I don't know now if she even recognizes (the extent). All of her reading she does now, really improved.
- Well, I really thought that the Program was going to tell me I wouldn't work out. That doesn't sound exactly right. We sometimes don't think we measure up—I thought the Program was going to tell me, that they'd come out and say, "We want teachers, not an accountant."
- In that I'd never done it before. My experience before was working with kids at the school. Helping adults is different; with kids they are like a blank slate. With an adult in their 20s or 30s, they have a whole lifetime of experiences and deal with it differently. I might say it is harder working with adults but it takes more courage for an adult to come to a Program than a child.
- Aside from working on his big personal problem? I like all the little things you do, the Bingo party, Volunteer lunch, the cards you send. They are so uplifting and positive, all the cards. . .keeps us going and motivated. We know we are appreciated. You thank people all the time. I haven't ever been part of an organization or a Program where I was appreciated so much. I'm the head of an organization (volunteer non-profit) but really it is a thankless job. You do it because it needs to be done. You get thanks from the individuals you help, but as an organization they don't thank the volunteers. It's a huge support group at Library Literacy Services. All the thanks; it's nice to be appreciated.

Program C

- I was surprised that I enjoyed it as much as I do; it is not a chore at all.
- Hum, well, it might be, I don't know if it is a surprise or not, I have become very fond of the girls. This is a hard question for me to answer. I thought it was just fine.
- I get more attached to the students than I would have thought possible in just a couple of hours a week. I miss them when I don't see them and worry about them.
- I am closer to my students than I would have thought.
- No. I love being a tutor.

- I'm surprised I'm still doing it, I was only going to do it for a year, and I'm still here.
- I was surprised that tutoring is as easy as it is. I didn't think the Program would tell you everything you needed to know. And the training was not as long as I expected.

Program D

- No.
- No, except that everything surpassed my expectations ++
- No.
- I am a teacher. No.
- How much fun it is. And how much I am learning.
- The only thing that really has surprised me is the motivation of some of the students.
- Yes, the long-lasting and close friendship I and my husband developed with my learner and her entire family.
- How difficult it is to get students to commit – and show up – for the tutoring sessions.
- Yes, the intense interest and sometime sacrifices the students make to get to our study sessions.
- How long it takes to get a GED.
- Actually...I was surprised. It surprised me how well my ESL student read English.
- I have been delighted and surprised by the dedication and commitment of all those involved in the Program for the past seven years.

Program E

- No.
- Yes, the negative experiences I had.
- Both learners were so eager to learn and learned easily.
- Sometimes the slow progress made with learners.
- No.
- No.
- That developing the relationship with the learner is the basis of the learning experience, the learner's motivation. There is constant surprise!

- The social skills of learners and how they hide the fact that they can't read and write.
- No.
- Lack of public awareness in this county.

Program F

- How much fun I'm having.
- How the students can apply what they learn to other aspects of their lives.
- I don't really think so, as I had a lot of experience before I came here.
- No.
- People, dedication, enthusiasm is so wonderful.
- How excited I was about Barton training.
- The first time I tutored back in the 80s, I was surprised that my student was not a native English speaker and he didn't understand me very well.
- Oh, these are tough questions. Did anything surprise me? Sometimes the gratification of the student, her reaction to what she's going through.
- The conscientious woman I worked with for five years was about keeping in touch and informing me she couldn't make our sessions, and it happened quite a lot. Initially she wanted to meet twice a week but we averaged about twice a month.
- Gosh, I don't know if I've been here long enough to say yet. No.

Program G

- Yes, I found working with [this Program] a very rewarding experience.
- No.
- How earnest and sincere the students were.
- Totally unfamiliar with the Laubach method.
- How hard it is to remember the English language rules

Program H

- The training wasn't adequate, and there wasn't more tutor support at first.

- I was surprised at how many people really need this.
- No.
- Yes – how much fun it was to teach!
- I just think, finding S! That surprised me that I would become so close to who I was teaching – I just love her
- It surprised me that people who had a big interest would sometimes not come back
- I'm surprised there are so many people waiting for tutors
- No
- My relationship with P has just blossomed. I'm a friend with her family. It has really enriched my life.
- I was shocked by the videos and the amount of people that are not able to read signs and really basic written words. On the other hand, I was surprised how well things went when we met, once we'd connected, and how appreciative they were.

Program I

- The rewards I've received, personally.
- How supportive staff is. Friendly.
- How much I'd enjoy it. I thought it would be harder.
- How small achievements can be a big deal.
- How nice and committed Literacy staff is.
- Library politics.
- The progress that we've made – a lot of progress.
- More materials than I thought.
- What I've learned.
- Two students assigned to me.

Program J

- Yes. I was surprised at the supply of excellent tools to use as we tutor. I was not surprised at how smooth it all goes, as I was given good training up front.
- How much I enjoy tutoring and how much fun it is.
- The overwhelming amount of activities offered at the Literacy Center like the Book Club... Early Literacy, and all the great fundraisers. Giving me the chance to be part of a team.
- I was surprised at so many aides to help me – it excited me.

- That I like people so much.
- Again, the adult functional illiteracy in this County. (Note: This answer generated a lengthy discussion).
- I didn't know I knew all this stuff.
- Since I didn't have any expectations, I can only say that I feel the positive and encouraging attitude of the Program management is a difference from any other volunteer Programs I have been involved in.
- All the good materials available to use.
- I didn't foresee myself tutoring GED. I am surprised at how well I can do this.

Program K

- I'm constantly being surprised. One thing was the level of schooling these people had and still not literate. Some people had been through high school and still barely literate.
- What surprised me was how many of the clients were ESL type clients. I had thought it would be more reading only. I hadn't anticipated the language obstacle.
- I don't know. I don't surprise very easily. I've seen so much in my life.
- No. I don't think so.
- It was just a lot easier than I thought it was going to be.
- Well, not really, because I was with the School District. So no, nothing surprised me. I felt at home and comfortable with everything. Everybody's very helpful.
- Yes. The learners really are anxious to learn and they appreciate what we do. It makes me feel good.
- Not really.
- How much I learned.
- I think the availability of materials that the Program has for us to use.

Program L

- I have total freedom to instruct a student with minimum supervision, and this I totally enjoy! It opened up a new door for me, very surprised at myself.
- The training was more in-depth than I initially anticipated.

- I never realized how many people couldn't read and write.
- Nothing surprised me. I expected I'd be helping someone to read and write.
- It just got better! There was a lot more to do than expected. The staff were so experienced and friendly.

6. How has tutoring affected the rest of your life?

Program A

- Enabling; giving me a great sense of giving back to my community. I can see personally the impact I have on a person – it's a tangible sense of accomplishment.
- I have more understanding of some of the problems folks go through. It also gives me a point of conversation with others.
- It's extremely rewarding – it gave me a lifelong friend. I'm very close to her, her family. I've met most of her family.
- It's made me think how lucky I am – look at my chance in life. To have the opportunities that I've had; I've been lucky. Look around the world.
- I think people admire anyone that does this! It makes you feel good.
- No.
- I've made a new friend; I've become involved in community and national service; I feel good about what I can give to someone; I'm helping someone.
- It's been very meaningful – it's an enriching relationship. I'm really glad I volunteered – and I'm glad my learner is in my life.
- I'm not religious – that's not what I hear. My close friends are – they think...for them we're average. We've seen each other grow up over the years. We've seen each other. There's something bigger than our own stupid worlds. It was shocking, but good. More personable.

Program B

- Certainly much more aware of the problems and pitfalls poor people face. Before, I knew on an intellectual level - didn't not know before, but now I know on a different level and view - more sympathetic. They are bombarded with scams. For myself, I typically have the tools. . .but she and the bank. . . she didn't understand the system, their language. Then there was the collect call - \$1,000! She didn't understand "collect" or the system. The hole people start out in and claw themselves out of. . .
- I think it has filled a void that was created when I retired. It has put an experience in my life that I enjoy very much on a regular basis.

- Changed my retirement. Gave purpose to my life and my new lifestyle and introduced me to some very special people I would not have met otherwise -- unless maybe I had books overdue--☺! I appreciate the achievements of my family all the more because of my experiences tutoring. I was introduced to a whole new life. I never would have found [this part of town].
- Made it fuller in the true sense of the word. To find out that I could give something that I didn't know I had to give. . .I get mushy (tears up). I only had a high school education, didn't think I could help, and then to find out that I could.
- On just scheduling, not really any big impact. Time management a little, but somewhere is personal satisfaction.
- Don't know if it's affected, but it's something I very much look forward to. Something I do because I enjoy it a whole lot—I do it for me. What it does for her is what it's all about, but I do it for me. It's a very pleasurable experience.
- Made some adjustments-the boundaries. I would get too involved. My husband would be like, "You can't be gone all day". It's funny, I realized there were a lot of people (struggling) on a day-to-day basis. You can kind of begin to actually see. I tell people all the time that I'm a tutor, that it's through the Library, and that it's not scary.
- It makes me feel good about myself. Some days I'm not really 'up' and B will call—like last night. She needed help with a letter she was writing. She needed help spelling a word and she called me. Makes me feel good. Helps me to see that not all who struggle with reading and writing are in jail or are lazy. Just people who for some reason didn't get the skills the rest of us did.
- Makes me realize a lot of different things on a personal level. Unless you've experienced working with somebody who can't read or write or has a difficult time reading or writing, you don't realize how much reading is a part of our everyday lives—reading the newspaper, using the computer. . .I always took it for granted. It's such a blessing. Really makes you realize what a core reading is to every aspect of your life. Until I took the training and started tutoring, I didn't realize how many people in [this area] or the nation have such difficulty reading.
- Really made me appreciate that my parents loved education. . .(gets teary and choked up as she continues) They kept us educated and taught us the importance of education. Tutoring has confirmed this for me. They both passed away, but still have an impact on my life. I

think that's another reason I tutor, to honor them. It makes us whole people when we help others.

Program C

- I feel much better about myself when I look back at the impact that tutoring has made on another person's life. It is a much better way to spend my time than other things I could be doing.
- Well, it has given me a needed interest at this time in my life.
- I needed to do something constructive with my life, and this is it.
- Sometimes it is the best thing I do all week. It is good for my health and self-esteem.
- No. I love being a tutor.
- It doesn't really affect the rest of my life, other than I feel good knowing I can help others.
- It really hasn't affected my life personally.

Program D

- It's given me an extended family.
- Because I helped my student, I was able to help my daughter with her surgical stats.
- Definitely, it broadens our world and the world around us, and helps us to see, feel, and enjoy the challenges in learning.
- I've remembered how much I love language-learning, and have dusted off my old Spanish and Mandarin grammar books.
- I find I talk about it a lot to other people who are not aware of Literacy Programs or what they offer.
- No.
- I'm sure. It shapes my days and weeks with some kind of order.
- I just feel really good about making a difference.
- I volunteered to do the same at work, when the opportunity arose.
- I have met aware and intelligent people.
- I am preparing for a full-time teaching position.
- It is always surprising to know many people so different/needy from your own group. It certainly makes a person tolerant, giving, more understanding.

Program E

- I'm not as gung ho about tutoring now that I have grandchildren to watch two times a week and we do a lot of traveling.
- Very positive. I like those three people (my learners) immensely.
- I feel happier doing it.
- Helped me learn. I gained friendships.
- I feel really good about it.
- I enjoy it, and know it's been good for my learner and his family.
- Broadened my perspective of life – living next to a country with different economic and social aspects.
- Just that it has taken some free time away.
- Made it fuller.
- It has been a rewarding and positive experience. All four learners improved and I am still tutoring.

Program F

- It's enhanced my feeling that I can make changes.
- More sensitive to others who may have trouble reading.
- It's made me a lot of friends. It also gave me something interesting to do with my time after I retired. It's keeping my brain alive and active. I enjoy it.
- Positive effect on my family. They are looking for ways that they can give back.
- I like the "ego-boost" I get. It's personally satisfying to see the progress my student is making.
- Increased my awareness of the population I normally wouldn't have contact with.
- It splits up my week. I'm much more aware of the failures in the educational system. I've learned a lot from my student about how our lives have been different and the same.
- It's made me try to not take for granted what I know and what I've learned, and the opportunities I've had that other people haven't had.
- Well, I think it makes me feel better about myself. My paid employment isn't helping the world to be a smarter place. I'm a technical writer in the computer software industry. As far as just practical matters, it would require me to get home an extra hour later one or two times a month. I was trying to meet with one learner on Saturday. It wasn't so great.

- It's made me more confident about pursuing what I want to do. Like just working in the education field or and or pursuing linguistic interests in the future.

Program G

- Hasn't affected me besides adjusting my schedule.
- Happy about doing it. Proud in a small way to be making a difference.
- Yes, it has made me aware of my own use of the English language.
- Complicated it. Two nights a week are no longer free.
- It has made me appreciate how difficult English is to learn.

Program H

- I see even more the value of volunteering, and it puts a different perspective on contributing without money being involved.
- It's definitely been another highlight for me. It has brought good feelings into my life. It really helped me, in terms of emotional and physical healing.
- Well, it hasn't. Everything you do affects the rest of your life.
- It gives me a sense of frustration sometimes, and sometimes it's very rewarding. It makes me more aware of the value of knowing how to read.
- I like the feeling of helping other people learn how to read. It brings hope to the world.
- I think S's affected my life on a personal level – hearing her optimism and faith. She expands my heart and visions of things. It makes me want to help more.
- I know a lot more people than I used to know – different kinds of people.
- There certainly is a sense of satisfaction in knowing and seeing that you're helping someone, and that individual is growing and appreciative.
- I enjoy it. It's a nice thing and a pleasure.
- I can't imagine my life without tutoring. When everything else is going wrong in the world, this is going right.

Program I

- It gives you the chance to meet different people, different backgrounds.
- Gives me a good feeling even when I'm having a bad day.
- It encourages me to support people in their struggle and to effect political change.
- More fulfillment, deeper understanding of people. Humanity.
- Makes me feel useful in the community. Hope in young people.
- The circle of life. How everything is connected.
- I pay more attention to how people read, especially people who struggle.
- No, I came into tutoring because of how I see the world.
- I'm contributing. Changed my perception about people.
- Already had a great... I look forward to it. Highlight of my week.

Program J

- I have enjoyed meeting every learner, if they stick around or not.
- Tutoring adults gave me the initiative to start my own business tutoring children.
- I am now more aware of the need for tutors and Literacy Programs such as [this one].
- I find this joyful. I included it in my Christmas letter about how much fun I have tutoring.
- I feel like what I'm doing is positive.
- This has blessed me. Brought an awareness that I share with everyone I come into contact with!
- I now have great self-esteem.
- Great satisfaction! I see progress and it is a joy to see people grow.
- This has been a rewarding, but challenging opportunity to help the community.
- This is one of the things I look forward to in my life.

Program K

- I think it's made it better. It's given me a certain satisfaction. I think everyone likes to give back.
- Aside from personal satisfaction, it has helped me with family members dealing with illiteracy. It has helped me at home with my own relatives who are illiterate. I'm able to talk to them and hopefully they will come. I'm hoping.
- It's helped me become more centered. For instance, in reading – I read more carefully than I had been reading.
- Well, it's a little volunteer job that I feel I should have been volunteering all along. It gives you a different insight into other people
- I love tutoring, so it makes me want to help people more.
- It gives you self-worth. When you know you're helping someone, it makes you feel good, like you're needed.
- In one way I feel good about myself – raised self-esteem. I tell everybody about it and try to encourage them to do it and work around our schedule. It makes me feel good about myself.
- It makes me look forward to teaching. I like to see the results.
- I think it made me see or feel how important volunteering is. If people don't volunteer, they're missing something.
- I've been tutoring in California for over 30 years. Everyone I tutor, be it adult or child, changes the way you look at people and their everyday issues.

Program L

- It made me more aware of people's shortcomings as far as education is concerned.
- I try to give books as gifts when I can afford it.
- More appreciative of my education.
- Because of new found confidence in myself in tutoring my student, I plan to go back to school. This has opened up new doors for me.
- Increased my ability to speak in public.

7. If you could say just one thing to convince somebody to become a tutor with (Program name), what would you say?

Program A

- Share your gifts – share your education – with someone that needs it. We forget we have it, and probably take it for granted – until you meet someone that wants it.
- How easy, and important – you can change someone's life.
- It's personally enriching and broadening – you learn a lot about different people, different cultures, even!
- That's hard; it depends on the person. The feeling you're contributing to that person and their existence – makes a great deal of difference.
- Share with you have with those that haven't had the opportunities.
- The rewards are very, very nice.
- It'll change your life.
- Nothing. A person has to have a certain heart; you can't just do this. You have to want to do this.

Program B

- Not anything fancy to say. . .but you'll find it immensely satisfying. Such an important life skill and to be able to help someone achieve greater ... is very satisfying. It makes such a difference. Can't think of anything else that would be so important. . .maybe the lottery? What more could you do that would make such a huge difference? Oh, now I've made myself cry. . .
- It's very nice. You receive all the grateful appreciation from those you tutor. You get to meet. . .I enjoy meeting the people; they're fun and interesting. And you feel their gratitude and appreciation. They are sincerely grateful for what you're doing. It's fun! I have a very nice time every week.
- Why not? Why the hell not?! (And I don't usually swear...) The payback/feedback has been terrific. I get phone calls, cards, see former tutees on the street. It is so rewarding, SO rewarding! Feeling of fulfillment you wouldn't get it you sat around and watched TV or even read books. [This interviewee called back days later with a few more things that were on her mind since our talk.] My Library changed my life! I gained more for myself than I ever gained.

7. If you could say just one thing to convince somebody to become a tutor with (Program name), what would you say? 96

Absolutely. Can't emphasize it enough. . . You might think you're helping someone else, but. . .

- It's rewarding—it rewards you and your students. I'm just an average person—If we could just reach more 'average' people. . . It doesn't take much. It's not hard; it's rewarding.
- It's easy and it's fun.
- One of the most meaningful things you can do with another person. It just seems to make a big difference to their confidence in their job to things they can do recreationally. I never thought about how reading or not reading impacts a person's life. It's always been a big part of my life. I just never thought about what it would be like if I couldn't do it. It makes me feel so positive seeing their progress and the changes they make. It sounds crazy, but it makes ME feel positive.
- It makes you just feel good about yourself—makes you feel like you're contributing.
- Make a difference!
- Basically the same —reading is such a big part of my life and so many people for many different reasons can't. If you have the ability to share. . . It's like the difference of being able-bodied or not. Whatever you have, a lot of others might want to get that ability too. By tutoring you are sharing your blessings.
- It will be one of the most rewarding experiences of your life if you can commit. If you can commit to tutor, it will be such a rewarding experience. You have to sacrifice. You have to give up your time and be committed and consistent. You can never be judgmental or condescending in your body language or your voice or anything. You can't do that. They don't need more hurt. Obviously been through some bad things not being able to read or write. Don't need any more hurt. I guess that's more of a tip about tutoring, but . . .

Program C

- It is an excellent way to spend your time. Not only can you create a change in the student's life, but it will change your life for the better just as much, if not more.
- It is a very rewarding endeavor for both the student and the tutor.
- Be good to yourself and someone else. Volunteer as a tutor; it is a very worthwhile project.
- If you need something to do, become a tutor.
- Being a tutor is something really rewarding to do with your time.

7. If you could say just one thing to convince somebody to become a tutor with (Program name), what would you say? 97

- It is easy to be a tutor and it is a good way to help others and your community.

Program D

- You get more out of it than you would ever expect.
- I can't think of just one thing.
- It feels good to do something worthwhile.
- Huge personal gains. It just goes along with giving others self-confidence and esteem.
- The rewards far exceed the commitment.
- Seeing the progress of some of the students at the Program is a very rewarding experience
- It is the most rewarding thing I have ever done – to see someone blossom before your eyes. I realize I have a most unusual learner, so that accounts for some of it. Although my learner has far to go with the book learning, she has developed many life skills and gained much self-confidence.
- You'll learn stuff about the language and yourself that'll fascinate you. The past two weeks I've been thinking about the differences in the words to make/to do and to say/to tell – how do I explain when to use which?
- The satisfaction of helping students look beyond the language barrier and see the world through a broader lookingglass.
- Wow, what it would be? If you want to do it for somebody else, what a way to affect your whole family.
- I would say the rewards. It feels good. If you want to help people and make a difference.
- It will open your eyes to a new world of another person and how they see and cope with their life experiences.

Program E

- There is a huge need to be filled.
- If someone has an interest in tutoring, it is a rewarding experience.
- It's an adventure. It is for people who don't mind working hard and who want to help people.
- There are people who have this need. You'd be surprised at how many are out there.

7. If you could say just one thing to convince somebody to become a tutor with (Program name), what would you say? 98
- Can you imagine helping someone stuck in a world where they can't read?
 - It's a good way to discover another level of one's community and meet your neighbors.
 - It's a really rewarding experience.
 - The time I spend with those three truly is rewarding.
 - I think it's really rewarding one-on-one. I like that part.
 - It is very rewarding and very needed.

Program F

- Try it. You might like it.
- It's inspiring to see someone through challenging things. I have fun with my student. People here are very supportive. And you can keep your involvement with the student very contained.
- It's stimulating and you feel that you are making a contribution. A good thing to do with spare time.
- Reward is in the giving.
- You are doing something worthwhile for the students, yourself and your community.
- I found it very valuable to have this connection with my community and to contribute to it.
- You're needed!
- It's very rewarding.
- It's a highly worthwhile Program and the people in it are nice.
- You can do so much with so little of your time for you community, and it will make you feel good.

Program G

- It's rewarding helping others!
- Gives you a good feeling to help somebody else learn the language.
- You give a lot, but you get even more.
- It is wonderful and rewarding to see the progress in your students.
- It's rewarding to see how you can help someone.
- If you have the time, the reward is there.

7. If you could say just one thing to convince somebody to become a tutor with (Program name), what would you say? 99

Program H

- It's very rewarding.
- I'd say, "Give it a try. You'd be surprised how much you get back from it."
- I usually learn more than my students do!
- There's much more to it than helping someone to read. That's great, but it changes your life.
- It could open up a whole new world for someone.
- You would get more out of it than your student – not meaning this sarcastically!
- It's needed and rewarding and fun.
- Do it! You'll love it!
- I would say in my experience as a tutor, I've learned just as much from the learners as they learned from me.
- Try it! You'll like it! Anyone can become a tutor who has genuine desire to connect with someone else. You don't have to be a teacher.

Program I

- Just try it.
- I have a good time. I'm helping someone else.
- So satisfying. And you learn so much.
- How do you feel about reading? Do you enjoy it? Imagine if you couldn't.
- It opens doors. You give someone a gift.
- Get rid of shyness, negativism, and be ready to help.
- Tutoring is best place to see results of your volunteering. You can see progress, accomplishments.
- If your love of reading has opened doors and enriched your life, how about helping someone else to read? Especially young people and children.
- So many people are looking for meaning. If they could tutor, it would bring the whole world into perspective.
- It's a very rewarding way to spend your time, to meet different people.

Program J

7. If you could say just one thing to convince somebody to become a tutor with (Program name), what would you say? 100
- I'd say "Just Do It" because you'll love it. I can't find any more eloquent words.
 - It's fun!
 - The people I have met have been interesting, and the work is beneficial to all we meet.
 - It's great. They match you up with someone, and if it doesn't work out, it is not your fault.
 - It is very rewarding.
 - Best job I ever had!!!
 - Reach out and open another person's mind.
 - The help is there – go volunteer.
 - If you have time and nothing to do, and want to be rewarded, come help someone learn to read.
 - It is a big benefit to tutor as it is to the learner. "The pay is fantastic."

Program K

- It would probably be the most rewarding way to invest your time that you could find.
- If you can read, they can learn.
- It's a learning experience for you, too. I want to go on learning for the rest of my life. I think other people do, too.
- It makes you feel good that you're helping somebody less fortunate because it's very unfortunate that we don't all read.
- If you like helping others, this is a great way to do it.
- Oh, golly. I just love it, see? I just want to help people to read. It's so important.
- Try it!
- I would just say, "Go teach." No, "Go help teach."
- I guess I would say it would enhance your life and make you new friends.
- Gosh, there's so much I would say. Besides saying it's rewarding, it's fun for me to see someone light up, to get it, for it to make sense; when they know what to do, you see the light bulb. I guess that's what you would say.

Program L

7. If you could say just one thing to convince somebody to become a tutor with 101 (Program name), what would you say?
- It's really rewarding and fun to interact with a student, knowing that you are teaching them and they are learning something from you.
 - The enjoyment of what you get out of watching someone learn what you have been teaching them is indescribable. There's a feeling both student and tutor get when they both feel they've accomplished something together.
 - Really good cause – a chance to help people.
 - People need to read and write and it's good to help people. Reading is one of the important things in life.