Summary
Use of certified instructors as tutors began in 2012 at the Maplewood Branch. Funding was initially provided by Senator Joseph Robach, with current instruction services funded from New York State Senate Bullet Aid, branch operating, and grant funds. In 2017-18 English as a Second Language (ESOL) and Test Assessing Secondary Completion (TASC) tutoring occurred at five branch locations. From September through June 1 2017-18, the RPL served 203 unique individuals for 968 hours of instruction. Below is additional detail for the RPL’s adult tutoring services in fiscal year 2017-18.

Instructors
The RPL maintains a roster of independent contractors referred from various partner organizations, many serving with the RPL since program inception in 2012. The average tenure of service with the RPL is three years. Instructors are compensated at a rate of $28 per hour for services including classroom preparation, instruction, and maintaining statistics of attendance and hours with monthly reporting to RPL staff.

Tutoring Outputs
Lyell and Maplewood have the most TASC hours served with 425 and 156 respectively for the year as of June 1st. Maplewood is the only ESOL instruction included in this assessment, as an ALA grant award to Winton for ESOL tutoring is on a different time period (May-October 2018). Maplewood had 258 hours of ESOL instruction as of June 1.

Tutoring Survey
Arnett and Lyell administered surveys developed by the RPL and recorded through Project Outcome, a Public Library Association initiative to measure service impact. Five students took the survey through Project Outcome, with an additional six taking a survey from RPL staff. 100% of students surveyed agreed or strongly agreed that:

- They felt more confident about what they learned from RPL instruction
- They intend to apply what they learned from instruction
- That they are more aware of resources and services provided by the RPL

Students surveyed also provided useful feedback on hours of instruction and additional ways the RPL can support their learning. Feedback on instructors was universally excellent.

Tutoring Impact - Instructor Stories
As we see with the longevity of instructor tenure, multi-year relationships enable library users to achieve their goals at a pace that works with their schedule. In many cases, students have worked for several years with instructors to finish portions of exams. The instructors and their relationships with their students and with other class providers have a substantial impact. Examples of information shared by RPL instructors during the year include:
• Please let me share the joy I experienced this morning! Meliq had not completed his paperwork as of Thursday last week, and was slated to take his remaining two tests on Friday Morning. While with Meliq at Wheatley, I called and requested he be able to take them; [staff] accommodated my request, Meliq showed up with paperwork in hand. This morning I was delighted to hear Meliq passed both sub-tests, and his TASC Diploma is on its way via the mail!

• Brittni N has worked with me at both Lyell and Wheatley libraries, mostly last season, due to her work hours she is unable to attend presently. I supplied online support for her to continue and it paid off! Brittni only needed Math, after taking her TASC in October 2017 and passing the rest of sub-tests. Brittni passed her Math and her TASC Diploma is in the mail!

• Kathy has worked with me at Arnett last season and presently; she passed all of the TASC sub-tests except Math in September 2017. Kathy just missed Math with a 493 score (500 is passing) and had computer malfunction during the exam and will retest in March or May. Kathy has surgery scheduled, which will determine on whether March or May for the test rescheduling.

**Goals for FY2018-19**

Branch Administration, under the supervision of Dr. Reeves, will take responsibility for building out Adult Education Services for the RPL in FY18-19. Branch Community Services Librarians, operating out of Branch Administration, will focus on the following goals:

• Increase marketing of adult education services available at RPL locations
• Provide year-round assessment for students to be administered by instructors surveying their satisfaction with individual progress and personal goals
• Secure additional grant or private/donor resources to expand classes at branch locations
• Include the Community Services Librarian on the Rochester Education Foundation FAFSA sub-committee to increase awareness of TASC and ESOL offerings, among other Adult Education service providers in the area.
• Reach out to OACES and Ibero to better understand services required by newly arrived citizens from Puerto Rico
• In partnership with Adult Education providers, foster a stronger offering of support for adult education within RPL including but not limited to:
  o Coordinate informational sessions for patrons on determining best options for furthering personal educational goals within the branches
  o Facilitate one-on-one meetings between Adult Education providers and patrons to assist with systems navigation of adult educational resources