Roles and Goals | FAQs

Q: What is the Roles and Goals framework and why are programs asked to use it with their learners?

A: The Roles and Goals framework gives California Library Literacy Services programs a structure and a set of resources that help program staff and volunteers:

- Identify the goals that learners want to accomplish with their improved literacy skills;
- Provide adults with learner-centered literacy instruction;
- Track, acknowledge, and celebrate progress; and
- Evaluate the impact of the instruction provided to learners.

The framework helps learners set meaningful goals for their time in the program and helps program staff and volunteer tutors understand what learners want to accomplish with their improved skills.

Staff and volunteers can use this information to design learner-centered lesson plans, select the most appropriate materials for instruction, and measure the progress that learners make toward their goals.

Q: How does the Roles and Goals process benefit adult learners?

A: Adult learners come to library literacy programs for specific reasons. They've made personal decisions to improve their skills and accomplish goals that are important to them. When tutoring sessions align with learners' goals, learners are motivated to continue because they see that their needs are being addressed.

Q: How can Roles and Goals information be used to support our local literacy program?

A: Program coordinators are often asked to report on their program's effectiveness to stakeholders such as City Councils, County Boards of Supervisors, and potential funders. Coordinators can use aggregated Roles and Goals data, along with stories and statistics, to demonstrate their learners' achievements and their program's impact.

Q: How does the State Library use the Roles and Goals data it collects in year-end reports?

A: State Library staff aggregate the Roles and Goals data and use it to measure the overall effectiveness of the program and illustrate the value of library literacy programs statewide. The State Librarian shares this information with the State Legislature to demonstrate the impact of California Library Literacy Services.

Q: How are the Roles and Goals introduced to the learner?

A: The Roles and Goals form is initially used as part of the intake process. During a one-to-one conversation, a program staff member asks the learner what they would most like to accomplish with their improved literacy skills, and together the learner and the staff member generate a list of goals that are personal to the learner.

The program staff member transfers the goals that emerge from the conversation onto the Roles and Goals form. Learners are not expected to fill out the form independently.

Q: What if the learner has trouble describing a personal goal, saying instead that they "just want to read or write better"?

A: Program staff might attempt to address this question from a slightly different angle, perhaps asking, "What is it that you want to be able to do (or do with more confidence) as your reading and writing skills improve?"

For some learners, considering their real-life reading and writing challenges can help them set more specific goals. Staff might also wish to utilize a visual cue, such as the *Adult Role Map* (see "Additional Resources" page), to help with the goal setting process.

Q: Is there a recommended number of goals that should be selected on the form?

A: Some learners may describe many things that they would like to accomplish with their improved literacy skills. While it is important to acknowledge these aspirations, the tutor/learner team should focus on a few specific goals that can be worked on regularly in the tutoring sessions.

When tutor/learner teams focus on a limited number of goals, learners are more likely to make progress. Staff can ask learners to prioritize their goals and remind learners that new goals can be added when the form is updated.

Q: Must the learner choose only goals listed on the Roles and Goals form?

A: The form is a collection of goals that are most commonly selected by learners, not a list of all possible goals relating to reading and writing. During the intake process, learners are asked to describe what they would most like to accomplish with their improved skills. If a student's personal goal is not found on the form, there is space to add their goal within each Adult Role.

Q: How often is the Roles and Goals form used with a learner?

A: After a learner's goal are identified at intake, a program staff member checks in with tutor/learner teams at least every six months, sending them a copy of the initial Roles and Goals form, and asking them to indicate if they are making progress or have met some of the goals.

By reviewing the Roles and Goals form approximately every six months, tutors and learners can acknowledge when a learner has made progress toward a goal and when they've achieved a goal. They can also determine which goals may need to be added or deleted for the next few months, and which goals need to be reset for further work.

Q: How can we have confidence that the *Roles & Goals* process accurately represents the accomplishments and success stories of our learners?

A: Tutors, learners and program staff are encouraged to collect real-life evidence of goals achieved by adult learners.

- Evidence might consist of things we can physically point to which show that a goal has been achieved.
- Evidence can also take the form of a conversation with the learner in which he or she describes goals they feel they have achieved.
- Tutors may also witness the achievement of goals and discuss these with the learner.

To facilitate the collection of this evidence, programs can provide an easy-to-use worksheet (*Roles & Goals Evidence/Indicators of Achievement*), or some other means for tutor-learner teams to record this important information.

Programs might also suggest that tutor-learner teams use a *Learner Portfolio* to discuss and record achievements. They can easily integrate the use of the *Learner Portfolio* into their regular sessions, setting aside time every few weeks to discuss what to include.

Q: Does the documented evidence of goal achievement need to be submitted to the State Library?

A: No, but this information will help tutor-learner teams evaluate the work they are doing, stay focused on learner goals, and aid in the completion of bi-annual Roles & Goals updates, It is suggested that copies of this information be kept in the learner's file for future use, and of course the tutors and learners will want to have their own copies.

Q: Our learners often report accomplishing important personal achievements that they did not identify as goals during the intake process. Can the form be used to record these personal accomplishments?

A: The Roles and Goals form has space to record "unanticipated achievements" and tutor/learner pairs should report these when they update the form. It is helpful if tutors make notes about unanticipated achievements as they come up during tutoring sessions. This will make it easier to capture these important items when the Roles and Goals form is updated.