Chatham County Literacy Council

ChathamLiteracy.org

Chatham County Adult Literacy Needs Assessment 2019

Community Narrative Report – Key Findings

Purpose: The purpose of this Community Narrative Report is to provide the broadest summary statements, key findings, and recommendations from the Literacy Needs Assessment and Literacy Skills Assessment. This Community Narrative is the first of three increasingly detailed reports.

The next level of report granularity is presented in the Intermediate Detail document. The Intermediate Detail Report consists of bulleted high-level information from each item in the Literacy Needs Assessment and Literacy Skills Assessment – typically the single most salient summary result for each surveyed or assessed element.

The third layer of available detail is found in the Excel Analysis Results files (which contain the full details, tables, graphics, interpretive statements, and qualitative information and context).

Characteristics of the Study

The Adult Literacy Needs Assessment consisted of 305 completed Adult Literacy Needs Assessment Interviews ("surveys"), supplemented by 88 completed Adult Literacy Brief Skills Assessments [administered to a subset of English-speaking respondents]. Pilot Testing of the Needs Assessment instruments and protocols occurred in December 2018. Twenty-three trained Needs Assessment Interviewers conducted the literacy surveys and assessments across 46 sites, events, and activities throughout the country, between February 2019 and June 2019.

Eighty-five percent of Needs Assessment Interviews were administered in English with fifteen percent conducted using the Spanish-language survey. The Adult Literacy Brief Skills Assessments were conducted exclusively in English. The typical amount of time to complete the needs assessment / skill assessment with each respondent was 30 minutes.

Interviewers reported that it was Not At All Difficult to conduct the interview for 82% of responders. interviewers discerned that 94% of the responders perceived no questions that were Difficult to Understand and that 98% of the responders perceived no questions that were Difficult to Answer.

Overall, the project managers and interviewers sought and recruited representative numbers of needs assessment survey responders in each of the target demographics and geographies (as established prior to interview data collection). Thus, no data weighting was planned or performed. See table. One divergence from expectations: We over-estimated the need for Spanish Language surveys, but we did attain the target number of Hispanic respondents (49% of whom interviewed in English).

Survey Demographic Targets versus Achieved Demographics			
	Actual Sample	Target	Percent of Target
Adult Literacy Needs Assessment Surveys	305	300	102%
Adult Literacy Brief Skills Assessments	88	90	98%
Siler City - Major Catchment Area	137	150	91%
Pittsboro - Major Catchment Area	96	100	96%
Rest of County	72	50	144%
Age 18-24	55	56	98%
Age 25-34	69	68	101%
Age 35-44	66	64	104%
Age 45-54	65	54	120%
Age 55-64	30	36	83%
Age 65 and Older	20	22	92%
English Language Survey	260	215	112%
Spanish Language Survey	45	85	47%
Hispanic Any Race	89	95	94%
Black Not Hispanic	85	85	100%
White and Other Race Not Hispanic	131	120	109%
Male	141	140	101%
Female	164	160	103%
Hispanic Any Race Male	47	44	106%
Hispanic Any Race Female	42	51	79%
Black Not Hispanic Male	33	40	83%
Black Not Hispanic Female	52	45	115%
White and Other Race Not Hispanic Male	61	64	95%
White and Other Race Not Hispanic Female	70	56	125%

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 01 Characteristics of the Study. Full Detail is available in the Excel File 01 Characteristics of the Study.

Characteristics of the Respondents

Among all respondents, 44% state that he-she lives in Siler City, 31% live in Pittsboro. Additional survey respondents reside in: Goldston, Bear Creek, Moncure, Bonlee, Silk Hope, Bynum, Bennett, Gum Springs, and numerous other unincorporated or incorporated areas.

Of the interviewees who responded, 54% are Female, 29% self-identify as Hispanic or Latino (any race), 48% self-identify as White Only, 33% self-identify as Black Only, 14% self-identify as More Than One Race. Respondents ranged in age from 18 to 86, with representative number of respondents in each of the following age groups: 18-24, 25-34, 35-44, 45-54, 55-64, 65 and older.

Of the interviewees who responded, 79% were born in the United States or Territories (such as Puerto Rico). Other native countries of respondents include: Mexico, Guatemala, India, Colombia, El Salvador, Thailand, Germany, Egypt, Costa Rica, Belgium. Among the total sample of interviewees who responded, 22% use Spanish or some other Non-English Language as their Current Dominant Language (speaking, reading, writing). Languages represented by the Needs Assessment respondents include: English, Spanish, Tarasco - Purépecha - Mexican Language, French, German, Italian, Portuguese, Hindi - Indian Language, Gujarati - Indian Language, Nihongo – Japanese, Thai, Arabic.

Among all respondents, 24% state that he-she has less than 12 years of education completed and 16% state that he-she is currently enrolled in school or college, full-time or part-time, including trade, vocational, and certificate programs. Among all respondents, 63% state that he-she is currently employed full-time or part-time and 21% state that he-she is currently unemployed (and either looking or not looking for work).

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 02 Characteristics of the Respondents. Full Detail is available in the Excel File 02 Characteristics of the Respondents.

Difficulties in English

Numerous Literacy Needs Survey questions assessed each respondent's self-reported difficulties understanding or communicating in English. Among all respondents and regardless of usual language spoken, 16%-22% reported some broad level of difficulty understanding, speaking, reading, or writing English.

Across lists of specific scenarios involving understanding, speaking, reading, or writing English (such as understanding English language television, understanding bank statements, filling out forms at doctors' offices), approximately 23% reported some level of difficulty, regardless of usual language spoken.

Approximately 14% of respondents reported that he or she often needed some level of assistance from family members, friends, coworkers, or others with various task involving reading or writing English (such as looking up information on English-language internet, writing notes or letters in English).

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 03 Difficulties in English. Full Detail is available in the Excel File 03 Difficulties in English.

Difficulties in Spanish or Other Languages

Numerous Literacy Needs Survey questions assessed each respondent's self-reported difficulties understanding or communicating in Spanish or Some Other Non-English Language? Among the sub-sample of respondents for whom English Only was not the language usually spoken in their home growing up and among those respondents whose current "own language" is other than English, approximately 14% self-report some level of current difficulty understanding or speaking the particular non-English language (such as difficulty understanding what is said when speaking to others in the specific language, understanding what is said on television in the specific language).

Among the sub-sample of respondents for whom English Only was not the language usually spoken in their home growing up and among those respondents whose current "own language" is other than English, approximately 25% report some level of difficulty reading in the non-English language (such as understanding a letter from a business, school, or workplace) and approximately 30% report some difficulty in tasks involving writing in the non-English language (such as searching for information on the internet).

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 04 Difficulties in Spanish Other Languages. Full Detail is available in the Excel File 04 Difficulties in Spanish Other Langs.

Current Events Information and Health Information

Among all respondents and regardless of usual language spoken, 77% of respondents report that they get Some or A Lot of information about current events from the internet and 73% report similar amounts of information from television. Respondents were least likely to receive significant information about current events from newspapers and magazines. Among all respondents and regardless of usual language spoken, 77% state that they get All current events information in English. while 18% state that they get Half or Less Than Half or Little or None of their current events information in English.

In regard to sources of health-related information, respondents were approximately equally likely to get Some or A Lot of Health information from the internet (73%) as compared to getting Some or A Lot of Health information from doctors, nurses, and other healthcare providers (78%, 72%, 71% respectively).

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 05 Current Events Information and Health Information. Full Detail is available in the Excel File 05 Current Events Information and Health Information.

Classes - Basic and Specific Skills

Among all respondents and regardless of usual language spoken, 21% state that they have taken a class to improve his-her basic skills in Reading, 19% to improve basic skills in Writing, and 19% to improve basic skills in Math. Among all respondents and regardless of usual language spoken, 39% have taken a class to improve his-her computer skills; 20% have taken a class to improve his-her skills managing money; and 19% have taken a class to improve his-her understanding of health issues.

Among all respondents and regardless of usual language spoken, 16% state that they have taken a class to learn English as a Second Language [ESL class]. Among the subsample of respondents with Spanish or Another Language spoken in his-her home growing up and-or currently (exclusively or in combination with English) and regardless of usual current language spoken, 44% state that they have taken a class to learn English as a Second Language [ESL class]. Among those respondents who have ever taken a class to learn English as a Second Language [ESL class], 33% are taking such a class now or, most recently, within the last year.

Among all respondents and regardless of usual language spoken, 3% state that they have taken a class to prepare to become a US citizen. Among the subsample of respondents who are not US-Born (i.e. potentially non-citizens) and regardless of usual language spoken, 16% state that they have taken a class to prepare to become a US citizen. Among those respondents who have ever taken a class to prepare to become a US citizen, 10% are taking such a class either now or, most recently, within the last year. Among those respondents who have ever taken a class to prepare to become a US citizen, 40% took such a class more than five years ago.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 06 Classes Basic and Specific Skills. Full Detail is available in the Excel File 06 Classes Basic and Specific Skills.

Job and Occupation Issues

Among full-time employed respondents, email and written or verbal directions comprise the most prominent source of job-related communication. The least likely sources of job-related information for the respondents in the needs assessment study included spreadsheets, reports, manuals, and diagrams.

Among all respondents and regardless of usual language spoken, 45% state that they have taken courses, workshops, or on-the-job training specifically to help the respondent do his-her job better; 22% state that they have taken courses, workshops, or on-the-job training specifically to help the respondent get a promotion; and 18% state that they have taken courses, workshops, or on-the-job training specifically to help the respondent get a job or a different job.

Excluding job-specific skill development and training (such as how to operate a fork-lift), the most commonly reported training topics (among those respondents who have ever taken ever taken any job-related courses) were training or education to improve his-her Skills in Talking and Working with Co-Workers (25% reported taking such a course) and or education to improve his-her Computer Skills (17% reported taking such a course).

Among those respondents reportedly in the labor force and regardless of usual language spoken, 25% state that his-her opportunities at work (e.g., to get a promotion or a new job) are limited A Lot or Somewhat or a Little by his-her Skills in Reading; 25% feel that their opportunities at work are similarly limited by their Skills in Writing; 31% feel opportunities are limited by his-her Skills in Computers; 22% feel opportunities are limited by Skills in Math. Among those respondents reportedly in the labor force and regardless of usual language spoken, 21% state that his-her opportunities at work (e.g.,

to get a promotion or a new job) are limited A Lot or Somewhat or a Little by his-her Skills in Talking with Co-Workers and 24% feel that his-her opportunities at work (e.g., to get a promotion or a new job) are limited A Lot or Somewhat or a Little by his-her Skills in Talking with Customers or Clients.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 07 Job and Occupation Issues. Full Detail is available in the Excel File 07 Job and Occupation Issues.

Early Childhood Through School Age Youth Issues

Among all respondents and regardless of usual language spoken, 55% care for familial children under the age of 18 in their own home or in a relative's home. Among those respondents caring for familial children under age 18, each such respondent has an average of 2.1 children under the age of 18 in their home or in a relative's home. Among those respondents caring for familial children under age 18 in their own home or in a relative's home, 13% of such children under age 18 are grandchildren.

Among those respondents caring for familial children between the ages of 6 months to 6 years in their own home or in a relative's home, 51%-66% state that they read to or with such children, practice the alphabet and word-naming, and similar activities frequently.

Among those respondents caring for familial school age children between the ages of 5-17 years in their own home or in a relative's home, 78% talk with their school age child(ren) about what they learned and studied in school every day or almost every day.

However, among those respondents caring for familial school age children between the ages of 5-17 years in their own home or in a relative's home, 22% do not (or cannot) help such school age child(ren) with their homework and 12% rate their ability to understand a child's report care, homework, or other messages from school as Not Very Good or Cannot Understand.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 08 Early Childhood Thru School Age Youth Issues. Full Detail is available in the Excel File 08 Early Childhood Thru School Age Youth Issues.

Technology Issues

Among all respondents and regardless of usual language spoken, 95% have a personal cell phone. Among all respondents and regardless of usual language spoken, 91% have ever used a computer, 75% have a computer, laptop, or tablet in their home, 93% have ever used the Internet, and 89% have access to the Internet at home (from computer, laptop, tablet, or phone).

Among the sub-sample of those respondents who have ever used the Internet, 96% state that they use the Internet to look up information at least occasionally, 90% state that they use the Internet to send or receive email at least occasionally, 86% state that they use the Internet to use social media (Facebook, Instagram, Twitter) at least occasionally, 86% state that they use the Internet to watch videos at least occasionally, 72% state that they use the Internet to buy things at least occasionally, and 63% state that they use the Internet to do their banking at least occasionally.

The majority of respondents self-rate their ability to use computers and the internet as Very Good. However, among the sub-sample of those respondents who have ever used a computer, 14% rate their current ability to use a computer as Not Very Good or Cannot Use a Computer; and among the sub-sample of those respondents who have ever used the Internet, 8% rate their ability to use the Internet as Not Very Good or Cannot Use the Internet.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 09 Technology Issues. Full Detail is available in the Excel File 09 Technology Issues.

Service Awareness and Utilization

Among all respondents and regardless of usual language spoken, 50% state that they have heard of Chatham Literacy; 9% state that they (or someone in their family) have received services from Chatham Literacy. Among the sub-sample of respondents who have heard of Chatham Literacy, 17% state that they (or someone in their family) have received services from Chatham Literacy. Sixty percent of respondents/family members in the Literacy Needs Assessment Survey have received some services from the Department of Social Services at some point; 55% have received services from Central Carolina Community College; 54% have received services from a Food Bank; 46% have received services from the Department of Public Health; and 31% have received services from the Salvation Army. These frequently accessed organizations and institutions would be useful partners for enhanced collaboration with (and referral to) Chatham Literacy.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 10 Service Awareness and Utilization. Full Detail is available in the Excel File 10 Service Awareness and Utilization.

Library Utilization

Among all respondents and regardless of usual language spoken, 84% state that they have used a library in Chatham County. Among all respondents and regardless of usual language spoken, 16% state that they have Never used a library in Chatham County. The most-frequently mentioned reasons for visiting a Chatham County library included: Borrow Books, Magazines, or Videos (mentioned by 79% of respondents who have ever used a Chatham County library), followed by Use a Computer or Internet (52%), Use Copiers or Printers (45%), Read (34%), Do Homework (30%), Attend a Book Sale (17%), Attend a Children's Story Group (16%), plus numerous other stated purposes. Among those respondents who have ever used a Chatham County library, 32% state that he-she borrowed materials from the library in the past month.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 11 Library Utilization. Full Detail is available in the Excel File 11 Library Utilization.

Class or Tutoring Interest

Numerous Literacy Needs Survey questions assessed each respondent's self-reported interest in classes or tutoring (if such could be provided at a convenient place and time) in various topic areas. The most popular topic areas include classes or tutoring to learn how to: Manage My Finances Better ("Get Ahead") (cited by 54% of respondents), Improve My Chance to Get a Better Job (47% of respondents), Get Affordable Housing/Buy a House (46%), Improve My Chance for a Promotion at Work / Do Better (39%), Improve His-Her Reading, Writing, Math Skills (33%), Help My Child(ren) or Grandchildren Be Successful in School (33%), Use a Computer (29%), and Communicate Better at My Work (26%).

Among all respondents and regardless of usual language spoken, 20% state, if provided at a convenient time and place, he-she would be interested in taking a class or tutoring to Obtain High School Diploma. Of those respondents with less than 12 years of education (no high school diploma or GED), 58% indicate interest in taking a class or tutoring to obtain a high school diploma.

Among all respondents and regardless of usual language spoken, 17% state, if provided at a convenient time and place, he-she would be interested in taking a class or tutoring to Learn English. Of those respondents who are not English-Dominant currently, 69% indicate interest in taking a class or tutoring to learn English.

Other Survey questions probed the barriers to be mitigated – or features to be included – to encourage respondents to attend various classes or tutoring. Among all respondents and regardless of usual language spoken, 80% state if they wanted to attend a class, it would be Very Important to Take Class For Free [At No Cost]; 38% state it would be Very Important to have Class Scheduled During the Day; 37% state it would be Very Important to Take the Class Online [Internet]; 33% state it would be Very Important to have Transportation Provided; 33% state it would be Very Important to have Class Scheduled in the Evening; 23% state it would be Very Important to have Childcare Provided.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 12 Class or Tutoring Interest. Full Detail is available in the Excel File 12 Class or Tutoring Interest.

Literacy Skills Assessment

Interviewers recruited respondents to participate in the Adult Literacy Brief Skills Assessment based on any potential literacy problems suggested by the interviewee's responses in the Adult Literacy Needs Assessment Survey. The Adult Literacy Brief Skills Assessment Tasks were conducted only in English. Thus Spanish-Only speakers did not participate in the Adult Literacy Skills Assessment. The Adult Literacy Brief Skills Assessment portion of the Needs Assessment Study was funded to provide 90 completed assessments (88 of which were accomplished).

Word Meaning [Print Vocabulary]. Circle the word that matches the picture. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 94% selected the Correct Choice on this Print Vocabulary item. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 6% selected an Incorrect Choice [or left the item Blank] on this Print Vocabulary item.

Sentence Processing. Read each sentence. Select YES if the sentence makes sense or NO if the sentence does not make sense. Respondent must determine if the sentence makes sense - based on facts known from everyday life and logic. Note: Varying sentence length, complexity, and logic. The first two sentences have a Reading Grade Level of less than third grade [Flesch-Kincaid Reading Grade Level]. The last three sentences have a Reading Grade level between approximately fifth grade and seventh grade. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 69% scored 100% on the Sentence Processing Section [Assessed all five sentences correctly]. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 31% did not assess all five sentences correctly in this Sentence Processing Section.

Passage Comprehension. Read this letter to the newspaper editor and circle the correct word in each sentence. Respondent must be able to comprehend the overall meaning of each sentence (and the Word Selection options) in the context of the meaning of the overall passage. Overall Reading Grade Level for the Passage Comprehension paragraph = seventh grade [Flesch-Kincaid Reading Grade Level]. Ten sentences with two-word choices per sentence. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 84% scored 100% on the Passage Comprehension Section [Assessed all ten sentences correctly]. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 16% did not assess all ten sentences correctly in this Passage Comprehension Section.

Quantitative Task – Personal Financial Literacy. You need to borrow $10,000. A Home Equity Loan advertisement offers a monthly payment of $156.77 for 120 months. Explain to the interviewer or write below how you would compute the total amount of interest you would pay under this loan plan. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 6% provided the Correct Response on this Personal Finance item. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 94% provided an Incorrect Response [or left the item Blank] on this Personal Finance item.

Prose Text Search Task. Read the newspaper article and answer a specific question. Respondent must use Text Search skills to find the correct answer without being misled by potential distractor text. Overall Reading Grade Level for the

Prose Text Search Article = ninth grade [Flesch-Kincaid Reading Grade Level]. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 75% provided the Correct Response on this Prose Text Search item. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 25% provided an Incorrect Response [or left the item Blank] on this Prose Text Search item.

Hybrid Task - Prose Text Plus Bulleted List. Read the newspaper article and answer a specific question. Respondent must use Text Search skills across both prose and bulleted list items to find the correct answer without being misled by multiple potential distractor text elements. Overall Reading Grade Level for the Hybrid Prose-Bulleted text = seventh grade [Flesch-Kincaid Reading Grade Level]. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 69% provided the Correct Response on this Hybrid item. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 31% provided an Incorrect Response [or left the item Blank] on this Hybrid item.

Form Document Question - Form Document Literacy. Look at the Wage Statement. [Pay stub with multiple rows columns cells containing current and year-to-date hours, gross wages, net wages, and withholdings]. What is the gross pay for this year to date? Form Document Literacy - Ability to locate and process information from Form Documents. Respondent must find the Gross Pay Year-To-Date on the pay stub form without being distracted by other Year-To-Date Values and without being distracted by the Current or Net Values. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 73% provided the Correct Choice on this Form Document Literacy item. Among those English-speaking respondents who participated in the Literacy Skills Assessment, 27% provided an Incorrect Response [or left the item Blank] on this Form Document Literacy item.

Additional Detail is presented in the Intermediate Word Document, Sub-Topic 13 Literacy Skills Assessment. Full Detail is available in the Excel File 13 Literacy Skills Assessment.

Grouped Item Analysis – Domain-Level Analysis

In addition to the analysis of each individual survey and assessment item, the analysis incorporated information from groups of similar Needs Assessment and Skills Assessment items into broader Literacy Needs Assessment Domains. For example, clusters of items related to reading can be grouped into a Reading Literacy Domain. The Grouped Domain-Level analysis provides broader statements of Literacy Need, while at the same time allowing for additional demographic details of Need.

The full set of developed Domains for the Chatham County Literacy Needs Assessment consists of the following:

Verbal Comprehension Listening Skills Domain

Communication Speaking and Listening Domain

Reading Literacy Domain

Writing Literacy Domain

English as Second Language Domain

Native Language Literacy Domain

Early Childhood [Age 0.00-4.99] Literacy Domain

School Age Children Youth [Age 5.00-11.99] Literacy Domain

Secondary School Age Youth [Age 12.00-17.99] Literacy Domain

Young Adult and Adult Literacy and Education {Age 18 and Older] Domain

Workplace Communication Domain

Math Skills Domain

Personal Economics and Financial Literacy Domain

Technology Literacy Domain

Media and Information Literacy Domain

Health Literacy Domain

Social Community and Linguistic Isolation Domain

Brief Assessment of Adult Reading Literacy Skills Domain

Literacy Service Awareness and Utilization Domain

The Survey Items and Skills Assessment items within each domain may be considered Potential Needs Assessment Indicators for the domain. For example, the number and percent of survey respondents who state that it is very hard, moderately hard, or somewhat or slightly hard to read English would be an obvious potential indicator of Literacy Need in the Reading Domain. Similarly, the number and percent of respondents who state that they get A Lot, Some, or A Little Help from family members, friends, co-workers, or others with Reading Medical Information could comprise another potential reading needs indicator. Combining similar items into domains creates a more complete picture of potential needs issues in any given area – and also provides a sufficient sample size to more reliably assess demographic differences (male vs female) and geographic differences (Siler City vs Pittsboro) within each Domain.

Each Literacy Domain also may contain one to five sub-Domains (sub groupings of items) that attempt to describe different facets of Needs Assessment.

Current Behavioral or Capability Risk Factor Indicators. Using the Reading Domain as an example, items such as "Hard to Read English" and "Help to Read Medical Information" are current behaviors or capability limitations that could be considered potential risk indicators for Reading Literacy.

Characteristic or Demographics Risk Factor Indicators. Respondents whose current dominant language is Spanish or another language other than English and respondents who total completed education was less than ninth grade are examples of individual/personal characteristics or demographics that may be associated with potential proficiency issues in Reading (in this example Domain).

Current Non-Awareness or Lack of Knowledge or Lack of Access or Lack of Availability Risk Factor Indicators. The extent that survey items reveal that respondents are unaware of available literacy services is an additional sub-class of risk-based potential Literacy Need indicators.

Current Positive Awareness, Knowledge, or Behavior - Protective Factor Indicators – Occasionally, it is useful to describe (as a part of Total Needs Assessment) documented levels of awareness, knowledge or behaviors that might reduce literacy risk or mitigate some of the effects of other Literacy risk factors. Such items are grouped in this Sub-Domain.

Current or Past Demand or Utilization or Behavior Indicators - Respondents who have taken basic skills classes in the past to improve their reading skills is an example of a Past Demand indicator of Reading Literacy Need. The premise for including previous or current service utilization [previous or current demand - demonstrated need] is that such defines a portion of the "met need" and also represents an estimate of the "baseline need" for ongoing services.

Future Demand or Expressed Interest Indicators – Example: Respondents who state that they would be interested in a class or tutoring to improve their reading capabilities. Such items are useful for planning future services or programs to address facets of literacy need.

Example Results of the Grouped Item Domain Analysis.

Overall, approximately 16% of the Needs Assessment and Skills Assessment respondents are potentially in need of Reading Literacy Services. See table below for the highest-level summaries.

Median Percent of Respondents with Potential Needs Assessment Indicators - Potentially in Need Across All Indicators

Verbal Comprehension Listening Skills Domain	17%
Communication Speaking and Listening Domain	16%
Reading Literacy Domain	16%
Writing Literacy Domain	19%
English for Speakers of Other Languages Domain	15%
Native Language Literacy Domain	2%
Early Childhood [Age 0.00-4.99] Literacy Domain	6%
School Age Children and Youth [Age 5.00-11.99] Literacy Domain	9%
Secondary School Age Youth [12.00-17.99] Literacy Domain	10%
Young Adult and Adult Literacy and Education [Age 18 and Older] Domain	22%
Workplace Communication Domain	23%
Math Skills Domain	20%
Personal Economics and Financial Literacy Domain	11%
Technology Literacy Domain	24%
Media and Information Literacy Domain	20%
Health Literacy Domain	18%
Social Community and Linguistic Isolation Domain	14%
Brief Assessment of Adult Reading Literacy Skills Domain	7%

Demographic Concentrations of Risk Among the Grouped Item Domains

In general, persons whose dominant language is Spanish or another language other than English are more likely to report Literacy issues – as are persons with lower educational attainment, and the unemployed. Literacy need varied across the genders, age groups, race groups, employment status, and other demographics by Domain.

In general, however, as compared to current Chatham Literacy service demographics, the Domain Profiles showed relatively large sectors of apparent Unmet Literacy Need among younger adult age groups, males, white and other non-Hispanic race-ethnicity respondents, and the employed. Similarly, while the Siler City catchment area tended to have the most respondents in need of Literacy services, the Pittsboro area and other portions of the County demonstrate relatively large volumes of unserved need.

Grouped Item – Domain Analysis – Additional Detail

See the Word document *Grouped Item Analysis – Domains and Indicators – With Demographics – Results – Intermediate Detail.docx* for additional detail in text format, with abbreviated tables and charts.

For the full detail, see the Excel files: Example: Reading Literacy Domain – Excel File: 03 READ.xlsx