



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. R. Scott Ralls, President

AUGUST 19, 2008

MEMORANDUM

**TO: Basic Skills Directors
Community-Based Organization Directors**

FROM: Bob Allen, Director, Literacy Resource Center

SUBJECT: Student Success Activity Grant Final Report

This is the final report of the Student Success Activity Grants. Please make copies and share with your staff. An electronic copy of this report is also attached for your convenience.

Our 2008-2009 Request for Proposals (RFP) is expected to be emailed soon with an October 10th deadline. Please plan to meet this application deadline.

BA/jj

Attachment: 1

cc: Presidents
Senior Continuing Education Administrators
Dr. Randy Whitfield

CC08-185
Paper Copies

Basic Skills Programs Student Success Activity Grants



Final Reports 2007-2008

**August 2008
Literacy Resource Center/Basic Skills
North Carolina Community College System**

**Bob Allen, Director, Literacy Resource Center
Dr. Randy Whitfield, Associate Vice President of
Academic & Student Services, Basic Skills**

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STATE BOARD OF COMMUNITY COLLEGE

State Board Request and Allotment

Student Success Activity Grants for Basic Skills Programs

Request

The State Board is asked to approve 21 incentive grants for \$107,870.00 to Basic Skills programs for the period January 18, 2008 through June 30, 2008. The Student Success Activity Grants recommended for funding are listed on the attached.

Fund Source

Federal funds are provided for incentive grants from the United States Department of Education through the Workforce Investment Act, Title II. States receiving federal funds may provide for funding to basic skills/literacy programs in the state for special projects and statewide initiatives.

Purpose for Funding

The purpose of this grant(s) is to provide opportunities for Basic Skills programs to support new and innovative marketing, recruitment/retention or training initiatives. Funding is to be awarded from \$500 to \$15,000 for special initiatives of activities, which demonstrate best practices, program models, visible results, or significant results that are not a part of regular program activities. Activities should be completed by June 30, 2008. Results will be presented at the Basic Skills Conference in August 2008.

Method of Allocation

On September 27, 2007, a request for proposals was forwarded to all Basic Skills education programs to be returned by October 30, 2007. The System Office received thirty proposals. A committee of five, consisting of representatives of the system office and directors of local Basic Skills programs reviewed and recommended the submissions. Each proposal was evaluated by the group with emphasis on budget, benefits, objectives, and acceptable use of federal funds. The nine grants not funded were eliminated due to non-allowable costs for Basic Skills federal funds.

Contact:
Bob Allen
Coordinator, NCCC Literacy Resource Center
Basic Skills
(919) 807-7185

Student Success Activity Grants for Basic Skills Programs

Grant Allotments: January 18, 2008- June 30, 2008

The State Board is asked to approve the funding of the following Basic Skills literacy programs to provide special student success grants from January 18, 2008 - June 30, 2008

	2007 - 2008 Recommended Allotment
A-B Tech Community College	\$6,500.00
Bladen Community College	\$5,850.00
Blue Ridge Literacy Council	\$3,611.00
Caldwell Community College	\$13,530.00
Central Piedmont Community College	\$13,200.00
Craven Community College	\$6,000.00
Davidson Community College	\$2,425.00
Fayetteville Technical Community College	\$4,830.00
Halifax Community College	\$4,200.00
James Sprunt Community College	\$1,000.00
Lenoir Community College	\$1,000.00
Literacy Council of Wake County	\$10,000.00
Mitchell Community College	\$7,800.00
Reading Connections	\$5,000.00
Rockingham Community College	\$2,369.00
Stanly Community College	\$2,100.00
Wake Technical Community College	\$3,255.00
Wilkes Community College	\$1,200.00
Wilkes Community College	\$7,500.00
Wilson Community College	\$5,000.00
Wilson Community College	\$1,500.00
Total	\$107,870.00



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

February 18, 2008

MEMORANDUM

TO: Basic Skills Advisory Committee

FROM: Bob Allen

SUBJECT: Basic Skills Student Success Activity Grants 2008

The following description represents the key activities from the 21 grants awarded to literacy programs from state leadership funds. A total of \$107, 870 was approved by the State Board on January 18, 2008. All funded projects are to be completed by June 30, 2008.

1. AB-Technical Community College, \$6,500

Asheville-Buncombe TCC will host and facilitate a regional literacy training project for Basic Skills' staff on April 5, 2008. The western region directors will plan and determine agenda focusing on student retention and customer service.

Contact person: Kay Manley (828) 254-1921

2. Bladen Community College, \$5,850

Bladen CC will create a motivational speaking series for students that will result in a published book to demonstrate students' writing skills.

Contact person: Renee Steele (919) 879-5587

3. Blue Ridge Literacy Council, \$3,611

Blue Ridge Literacy Council will create a student-created publication, "A Story Worth Telling," for classroom and recruitment use. The project will help demonstrate writing skills of adult learners and help communicate the value of adult literacy in the classroom and the community.

Contact person: Diane Bowers (828) 696-3811

4. Caldwell Community College, \$13,530

Caldwell CC/TI will be implementing seven separate activities. The projects are 1) North Carolina History through Drama and Legion, 2) Family literacy project, 3) North Carolina Rivers project, 4) Multicultural initiative, 5) Student Leadership, 6) AHS computer curriculum, and 7) DRA history project. Each activity will be facilitated by an instructor who will design and create instructional curricula and classroom strategies.

Contact person: Beverly Jaynes (828) 726-2237

5. Central Piedmont Community College, \$13,200

Central Piedmont CC will develop and pilot a Basic Skills Student Success transfer course to increase the number of students who enroll in certificate or technical career programs. A class of twenty-four students will participate and help create a “Moving on to College Guide”.

Contact person: Bobby Sutton (704) 330-6183

6. Craven Community College, \$6,000

Craven CC plans to conduct a writer’s workshop class for students and produce a publication of the compiled essays. The student success stories will be used for classroom materials and recruitment/retention efforts.

Contact person: Zee Blakely (252) 638-1587

7. Davidson County Community College, \$2,425

Davidson County CC will create a resource guide to promote recruitment and retention. The program will provide a student leadership summit for training and support of leadership skills. Students will be recruited and asked to write essays about the benefits of training.

Contact person: Pat Phillips (336) 249-8186

8. Fayetteville Technical Community College, \$4,830

Fayetteville TCC will provide a Basic Skills Academic Olympics. Teams of 4-6 students will compete in a series of events in program areas. The Olympics will be used to promote academic efforts and educational achievement through academic competitions.

Contact person: Janis Holden-Turuno (910) 678-8351

9. Halifax Community College, \$4,200

Halifax CC will employ a part-time assessment retention counselor to provide a variety of student success activities, including creating student recruiters, and working with non-completers and retention efforts. Students that become “Student Recruiters” would be provided with literacy education materials and HCC resources to assist in this process.

Contact person: Tamba Thompson (252) 536-2467

10. James Sprunt Community College, \$1,000

James Sprunt CC will develop a book reading club and have students participate in a number of activities focusing on the book selection.

Contact person: Renita Allen (910) 296-2467

11. Lenoir Community College, \$1,000

Lenoir CC will start a monthly book club with scheduled meetings to discuss and engage in related activities and events.

Contact person: Renee Sutton (252) 488-5027

12. Literacy Council of Wake County, \$10,000

Literacy Council of Wake County will provide a regional training activity for ABE in community-based organizations and colleges. The focus is on building relationships, collaboration, partnerships, team building, and networking. Date is May 22-23.

Contact person: Laura Walters (919) 787-5559

13. Mitchell Community College, \$7,800

Mitchell CC will develop a booklet for classroom and community awareness called, "Student's Stories of Success". The booklet will provide a template and resource guide for other programs to consider.

Contact person: Candy Putnam (704) 878-3236

14. Reading Connections, \$5,000

Reading Connections will provide and develop a competency checklist for each literacy level for tutors to use while working with students. A total of 50-70 tutors will learn how to use the level-specific lists to measure student progress.

Contact person: Jennifer Gore (336) 230-2223

15. Rockingham Community College, \$2,369

Rockingham CC will incorporate reading a novel by a local author with classroom activities. Students will read "The Body Farm," and solve a reenactment of a crime scene that will be presented by the mobile crime unit.

Contact person: Margo Lindsay (336) 342-4261

16. Stanly Community College, \$2,100

Stanly CC will involve students in a weekly exploration of travel within Stanly County using a theme-based approach to instruction. Educational field trips and visits to historical, medical, industrial, and recreational sites will be structured and provided.

Contact person: Kathy Gardner (704) 991-0278

17. Wake Technical Community College, \$3,255

Wake Technical CC will provide a semester long program for all minority males in Basic Skills programs titled, "Project MENTOR". Individual counseling, progress monitoring, positive role modeling, educational and leadership experiences will be provided to students. The students' writings will be recognized through a writing competition and awards ceremony.

Contact person: Andrea Mace (919) 866-5839

18. Wilkes Community College, \$1,200

Wilkes CC will establish an education partner program, "Peer Partners," to connect tutors, volunteers, and others with classrooms and students. Wilkes CC will develop a summary plan of its program development activities that will be available to other community colleges and agencies.

Contact person: Debbie Woodard (336) 667-2618

19. Wilkes Community College, \$7,500

Wilkes CC will create its own unique "Facebook" for students. Student success stories and writings will be produced and distributed as booklets for classroom and community awareness activities.

Contact person: Debbie Woodard (336) 667-2618

20. Wilson Community College, \$5,000

Wilson CC will produce a Basic Skills magazine that will highlight student articles, poems, and short stories. The magazine will be used in the classroom and community awareness activities.

Contact person: Barbara Boyette (252) 246-1340

21. Wilson Community College, \$1,500

Wilson CC will hire a part-time assistant retention specialist to monitor the impact of a county-wide recruitment campaign. A recruiting campaign will be created in partnership with the local transit system.

Contact person: Barbara Boyette (252) 246-1340

Final Reports

Asheville-Buncombe Technical Community College
Western Region Professional Development Mini Conference

Kay Manley

kmanley@abtech.edu

828. 254.1921 ext. 488

A. Description of Project:

We in the western region propose to hold a one day Saturday mini-conference for all colleges in our part of the state. The primary audience will be instructional staff from the various program areas of Basic Skills. Our objective is to provide meaningful, accessible and quality staff development with immediate applications for the classroom.

B. Plan of activities:

One day mini-conference will take place at Enka campus of A-B Tech in Asheville. This is a relatively central location in the region and the Enka campus is well suited to handling large groups of people.

Schedule for the day for “Best of the West” will be:

9:00-1:00 “Bridges out of Poverty” Terri Dreussi Smith with AHA Process

(Strategies for working with adults in poverty)

1:00-1:30 Boxed lunch (paid with registration fee)

1:30-2:20 Breakout sessions choose one of six

2:30-3:20 Breakout sessions choose one of six

3:20-3:30 Evaluations

C. Results or success:

Over 170 participants attended the April 5 event. Evaluations were very positive overall with feedback indicating the participants would be incorporating content into the classrooms, benefiting thousands of Basic Skills students. Thirteen colleges were represented at the event.

D. Final Costs:

Final costs were just a few dollars under the \$6500 grant budget. This allowed us to pay the fee for the keynote speaker, Terri Dreussi Smith, materials for all 170 participants and \$100 stipends for the breakout presenters.

E. Evaluation:

The overall format seemed to work well with a plenary session for the first part of the day and smaller sessions for the afternoon. There would be a longer lunch break to allow for relaxing and networking. Breakout sessions would be longer as there was much interest in the breakout topics and not much time to provide in-depth coverage.

The amount received from the grant allowed us to put on a quality one day event, therefore achieving our goals.

Bladen Community College
Motivational Speaking Series
Renee Steele
rstele@bladenc.edu
910-879-5587

A. Description of Project (purpose)

A motivational speaking series was created for Bladen Community College's GED/AHS students, which was overseen by a coordinator. Four people from the community were asked to share their personal life stories with students. Speakers traveled to five class sites throughout the county (Elizabethtown, Clarkton, Bladenboro, Dublin, and East Arcadia). Students wrote essays describing what they learned from each speaker and how they could apply it to their lives. At the end of the speaking series, participating students selected at least one essay to be published in the booklet. The purpose of this project was to improve students writing skills as well as inspire them by exposing them to people who overcame personal challenges in their lives.

B. Plan of activities (action plan)

- Speakers were selected.
- Instructors and students were informed about the project.
- Students were given a release authorization form to publish essays.
- A speaking schedule was distributed to instructors.
- Coordinator accompanied speakers to each class site and took pictures of students and speakers.
- Coordinator contacted various printing companies for quotes to print the booklets.
- Students revised selected essay in class and submitted to their instructor.
- Instructors submitted essays to the coordinator.
- Coordinator assembled booklet, reviewed essays, and submitted final booklet to the printing company.

C. Results or success (measurable numbers, effectiveness)

A total of 50 students participated in the motivational speaking series. Out of the 50 students, fifteen students contributed essays to the final project. Participating students demonstrated significant improvement in their writing skills and developed a sense of accomplishment.

D. Final Costs (vs. budget, unexpected expenses)

The total grant budget was \$5,850. The majority of the money was allocated to the coordination of the project (4,800). All of the money was spent except approximately \$850.00. The total amount allocated for travel was not needed. Additionally, the money allocated for publishing the books was not spent due to the fiscal year ending. The business office's deadline for submitting purchase orders did not coincide with the completion of this project.

E. Evaluation (What would you plan/do differently next time?)

If given the opportunity to do this project again, I would do the following:

- a. Obtain more “buy in” from the students to get more student participation.
- b. Have instructors identify students who need an English credit or need to take the language arts/writing portion of the official GED test. This would create more “buy in” from students because they will be working towards a goal of completing a credit or preparing for the official GED test.
- c. Create a ceremony recognizing participating students in the project.
- d. Create a reward system for the class that submitted the most essays for the project. (i.e. pizza party etc). I would solicit the assistance from a local business to help pay for the reward.

Blue Ridge Literacy Council
Blue Ridge Literacy Council
diane@litcouncil.org
828-696-3811

A. Description of Project (purpose)

The purpose of this project is to produce a student created publication entitled “A Story Worth Telling.” This project will not only increase the writing skills of our adult learners, but also be used to reach out to our larger community in Henderson County to increase student and tutor recruitment and to communicate the value of adult literacy to potential business donors.

“A Story Worth Telling” will:

- Increase the number of tutors and students who contribute to the project.
- Give students and tutors a learning tool which goes beyond the initial writing experience by including post-writing expansion activities.
- Create a curriculum piece prepared by students to be used by other students to develop their reading and English skills and to increase their motivation to stay in the program by using materials developed by their peers.
- Create a professionally-printed, student-generated publication to represent the Blue Ridge Literacy Council and become a recruitment tool for new students and volunteers.
- Increase the visibility of the Blue Ridge Literacy Council in Henderson County.
- Provide a powerful vehicle to help tell our story to potential business funders.

B. Plan of Activities (action plan)

Plan of Action	Description	Timeline
Create materials packet	-Develop forms and handouts to help guide tutors and students. -Publicize project to students and tutors. -Distribute materials packet.	January 2008
Provide tutor and student assistance	-Help tutors to introduce activity and provide guidance. -Work with tutors to present extension lessons for activity. -Obtain signatures for release forms. -Take photographs of students and tutors.	February 2008
Edit and compile submissions	-Collect stories and photos from students and tutors. -Review submissions and, when necessary, return to student for revisions. -Format and proofread. -Research printers and gather quotes.	March-April 2008
Submit to printer	-Collaborate with printer on design. -Proof copy.	May 2008
Distribute copies to students and public	-Develop list of distribution locations. -Contact places for distribution and obtain approval. -Coordinate staff and volunteers to disseminate copies.	June-July 2008
Post PDF on web	-A copy of the publication will be made available on	June 2008

site	web site to be accessed by future BRLC students and other interested students/tutors.	
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C. Results or success (measurable numbers, effectiveness)

Forty-two adult learners (representing 24% of our active student population) and thirteen tutors (representing 12% of our active tutor pool) participated in this project. Students responded either orally (via a Language Experience Activity) or in written format to questions prompts that guided them to share their experiences with the literacy council. After handing these stories in for publication, tutors used activities provided to help them continue to use these stories as a learning tool. (Attached documents include question prompts, Language Experience Approach instructions and post-story activity suggestions.)

We predicted that 50% of students participating would make progress in oral, grammar, spelling and/or writing skills as reported by their tutors on their Individual Learning Plans (ILP). As of this time, we are still collecting ILPs and entering data, but preliminary returns indicate we are on course to meet that goal.

Due to compilation challenges and printing delays, we are running about a month late and have not yet received the “A Story Worth Telling” from the printer and distributed it. (Latest word from the printer is that it will be delivered by August 1.) Therefore, it will be several months before we can expect to have meaningful follow-up numbers for student and tutor recruitment which resulted directly from seeing “A Story Worth Telling”. We will be happy to provide these along with full learning gain stats when they become available.

The on-line version of the document has been posted to our web site at www.litcouncil.org/.

D. Final costs (vs. budget, unexpected expenses)

E. Evaluation (What would you plan/do differently next time?)

Since one goal of this project was to “market” the benefits of becoming a tutor or a student at BRLC, we provided very specific question prompts directed at this. Some of the tutors and the students felt this was too restrictive. In future projects, we would broaden the scope of what the writings could be about.

During the execution of this project there were two unforeseen difficulties. Since the majority of photos were taken and submitted by the tutors we did not have control over the quality of the photos. Consequently, because of the resolution and clarity of some of the photos, they did not reproduce well. In order to improve photo quality we would make an effort to take all of the photos ourselves next time.

Thirdly, because we chose to have a color photograph on the cover this delayed printing, since our printer had to send the cover to another agency for printing. If we were to use a color photo in the future we would build in additional time for printing.

Caldwell Community College and Technical Institute

Beverly Jaynes
bjaynes@ccti.edu
828-726-2237

Budget Category		
Salaries Instructional	Federal Funds Requested	Actual Cost
Part time salaries for curriculum development		
1. NC History through Drama and Legend curriculum dev \$25 hr x 15 hrs = 375	\$ 375.00	\$ 425.00
2. Family Literacy project curriculum dev \$25 hr x 30 hrs = \$750	\$ 750.00	\$ 750.00
3. North Carolina Rivers project curriculum dev \$25 hr x 40 hrs = \$1000	\$ 1,000.00	\$ 1,500.00
4. Multi-cultural initiative curriculum dev \$25x 20 = \$500	\$ 500.00	\$ 500.00
5. Student Leadership Curriculum dev \$25 hr x 25 hrs = \$625	\$ - \$ 625.00	\$ 1,250.00
6. AHS computer curriculum Curriculum dev \$25 hr x 40 hrs = \$1000	\$ 1,000.00	\$ 1,200.00
7. Oral History Project curriculum dev \$25 hr x 30 hrs = \$750	\$ 750.00	\$ 1,250.00
Subtotal	\$ 5,000.00	\$ 6,875.00
Administrative costs	\$ -	
Educational Materials and Supplies		
1. NC History through Drama and Legend textbooks 15@ \$45= \$675	\$ 675.00	\$ 675.00
2. Family Literacy project instructional supplies	\$ 250.00	\$ 250.00
3. North Carolina Rivers project books (\$19.99 x 30 = \$600) includes shipping	\$ 600.00	\$ 900.00
4. Multi-cultural initiative		\$ 350.00
5. Student Leadership		\$ 250.00
6. AHS computer curriculum text books 25@ \$30 = \$750	\$ 750.00	\$ 750.00
7. Oral History Project disposable camera, cassette recorders, tapes, CD's	\$600	\$ 1,000.00

photo processing, etc		
Subtotal	\$ 2,875.00	\$ 4,175.00
Training to be implemented		
1. NC History through Drama and Legend		
2. Family Literacy project		
3. North Carolina Rivers project		
4. Multi-cultural initiative		
5. Student Leadership		
Initial inst/training \$25 x20 = \$500	\$ 500.00	\$ 250.00
6. AHS computer curriculum		
prof dev costs \$25 hr x 10 hrs x 2 inst = \$500	\$ 500.00	\$ 500.00
Oral History Project		
inst/training \$25 x 20 = \$500	\$ 500.00	\$ 200.00
subtotal	\$ 1,500.00	\$ 950.00
Travel		
1. NC History through Drama and Legend curriculum related field trips	\$ 300.00	\$ 250.00
2. Family Literacy project capstone fieldtrip to NC Zoo	\$ 1,000.00	\$ 990.00
3. North Carolina Rivers project curriculum related field trips	\$ 300.00	\$ 500.00
4. Multi-cultural initiative travel in state vehicles to Catawba Science Centers	\$ 75.00	\$ 25.00
5. Student Leadership curriculum related field trips	\$ 300.00	\$ 600.00
6. AHS computer curriculum		
prof dev costs \$25 hr x 10 hrs x 2 inst = \$500		
7. Oral History Project curriculum related field trips	\$ 250.00	\$ 200.00
Subtotal	\$ 2,225.00	\$ 2,565.00
Other Expenses		
1. NC History through Drama and Legend tickets for various drama presentations	\$ 300.00	\$ 400.00
2. Family Literacy project instructor admission to NC Zoo	\$ 96.00	
3. North Carolina Rivers project photo processing	\$ 34.00	\$ 100.00
4. Multi-cultural initiative		

video/photo processing, admission to Catawba Science Center	\$ 700.00	\$ 350.00
5. Student Leadership presenter for "kick-off" of class	\$ 200.00	\$ 350.00
6. AHS computer curriculum		
Oral History Project speakers, printing costs	\$ 600.00	\$ 200.00
Subtotal	\$ 1,930.00	\$ 1,400.00
Total Federal Funds Requested	\$ 13,530.00	\$ 15,965.00
Contributions from other sources		\$ 2,435.00

Central Piedmont Community College

Community Development, CPCC

Student Success Transfer Course

Gilda Rubio-Festa, Gilda.rubio-festa@cpcc.edu

704-330-4684

A. Description of Project

The overarching goal for this project was to increase the number of Basic Skills students continuing in credit bearing certificate and degree programs at CPCC. This was accomplished by creating a course that would facilitate transition from GED, AHS or Advanced ESL programs into credit bearing certificate or degree programs at CPCC. The Student Success Transfer course was developed to provide awareness, college study skills and information on how to successfully transition into credit bearing programs.

B. Plan of activities

The project activities including: 1. Creating an interdisciplinary team comprised of Community Development and Outreach and Recruitment staff to develop and pilot an innovative Basic Skills transfer course. 2. Recruit cohort of twenty-four total students from GED, AHS, and Advance ESL to participate in either a day or evening section in spring 2008. 3. Using a constructivist approach, develop the Student Success Transfer course that engaged students in project that improved their research, writing and technology skills, and resulted in “Moving On to College Guide” for Basic Skills students. 3. Secure a scholarship for all students completing the course to support their first semester in a credit bearing program.

The project as divided into 3 phases: 1. Develop and organize project leadership and institutionalization of the transfer course. 2. Create Basic Skills course that improves academic skills and knowledge about post-secondary transfer. 3. Disseminate results and lessons learned at Basic Skills Conference.

C. Results or success

	Major Activities and Benchmarks	Measurable Outcome
Goal 1.	Develop and organize project leadership and institutionalization of the transfer course.	Completed – Results
1.a	Convene inter-disciplinary team to oversee the development and implementation of the project	Completed – 10 member team met and advised on project
1.b.	Recruit Student Success cohort (24 total students from Basic Skills programs)	1. Contacted 114 potential students, 2. Tested and interview 62 of the potential students. 3. Registered 27 students for 24 spots.
1.c	Develop scholarship protocol and method to identify recipients	Secured a \$500.00 scholarship to be used for tuition, books, and student fees for all 08.

1.d	Research and identify best practices on transitioning Basic Skills students to post-secondary programs	Identified and contacted federally funded research project. http://www.collegetransition.org/join.html
1.f	Attend transition-based training or conferences	Attended 2 conferences on student transition, college success.
1.g	Identify new part-time hires (Academic Advisor and Instructional Developer)	Identified and hired PT staff to assist with advising.
Goal 2.	Create Basic Skills course that improves academic skills and knowledge about post-secondary transfer.	Completed – Results
2.a	Develop 48-hour course that creates academic structure and consistency for students to experience "college" level class	Course syllabus and grading rubrics completed. Copy sent to Resource Center.
2.b	Secure technology lab and class materials	Web enhanced course. Course supported by Moodle.
2.c	Teach 2 sections (one morning and one evening section) of 8-10 week pilot course	2 sections offered with 15 students in each section.
2.d	85% of student pilot cohort will complete transfer course	85% completed course as outlined by course grade rubrics
2.e	85% of students will indicate interest in Fall curriculum enrollment	100% indicated interest in attending in fall 64% registered for summer or fall 08 as of June 15, 08
Goal 3.	Disseminate results and lessons learned at Basic Skills Conference.	Completed – Results
3.a	Prepare presentation with results and lessons learned	Hard copy sent to Resource library.

D. Final Costs (vs. budget, unexpected expenses)

Budget was expensed per projected costs. An unexpected cost was participation in conference. This was expense was proposed but not funded. The information received from attending conference was invaluable.

E. Evaluation (What would you plan n/do differently next time?)

In general we are extremely pleased with our measurable outcomes. And, student exit interviews were so strong that we plan to implement this course every semester. Our challenges were most evident in the recruitment phase. The Basic Skills Program operates in over 6 campus locations and in many community based organizations. More staff is needed to serve as the Academic Advisor or the go-to person for students. So, depending on funding we will plan to hire more Academic Advisors so they can reach all our locations served.

We need to establish a scholarship award specifically for this population. And, we need to include more “homework” for students and a lab that serve as a structured homework help place.

Craven Community College

Zeledith Blakely

blakelyz@cravencc.edu

252-638-1587

- A. **Description of Project (purpose):** The Basic Skills Staff of Craven Community College found that many students struggle with the writing process. In many cases, insufficient skills in this area present obstacles to students as they pursue their educational goals. As a result, the purpose of the project was to develop a 'Writer's Workshop' to help students improve their writing skills, prepare for the writing portion of the official GED exam, and/or attain career goals. The end product of the workshop would be for each student to write a final essay following the learned steps of the writing process. A publication of the compiled student essays would, then, be printed to be used as classroom materials for subsequent learners.
- B. **Plan of activities (action plan):** Prior to the beginning of Spring 2008 semester, we hired an instructor to conduct the writing workshop. The instructor holds a master's degree in English with the focus on writing and composition. She taught Kindergarten – Adult Education for 30 years, including five years at NCSU teaching freshman literature and writing and Scientific and Technical Communicates for engineering students. She currently teaches writing to young adults at the public library. The workshop was scheduled to begin when regular term classes began for the spring semester. Students met once a week for the entire semester. The class focused on accomplishing the following objectives:
- Engaging students in self-discovery that would help them develop a view of themselves as competent, successful writers and students.
 - Improve writing skills by learning the writing process steps.
 - Create two products: a process journal and a formal essay.
 - Read different types of texts to understand the connections between writing and reading and to examine different writing styles.
 - Work cooperatively as partners and a group to evaluate writing and increase student ownership of projects.

Students were given the TABE at the beginning and at the end of the semester. Pictures were taken of each student to be used on a bulletin board, along with their goals for the workshop. Throughout the course the instructor provided narrative and e-mail feedback, and was available for students to counsel with her individually if necessary. Flash drives were provided so students could work in class on writing projects and save their writing on the flash drives to edit at home or send to a peer editing partner. Craven Community College Foundation agreed to pay for lunch for the completers of the workshop. To help the students decide on the best place to go for lunch they prepared persuasive essays. Based on the most persuasive essay, the students were able to decide on a lunch location.

- C. **Results or success (measurable numbers, effectiveness):** We began the workshop with 19 students, and finished with four. Fifteen students failed to complete the workshop for a variety of reasons: incarceration, relocation, lack of regular attendance, health concerns, family issues, and work conflicts. Some of the students had a very low writing level. Therefore, while they did improve, the improvement was not significant enough to prepare them to take the official

GED exam or receive an English credit at the time. These students could benefit greatly from another workshop. On the other hand, students who attended regularly did improve their abilities to focus an essay toward a specific topic and organize their writing to accomplish the purpose of the writing task. Of the four students that completed the workshop, one completed his last English credit, received his Adult High School Diploma, and enlisted in the Coast Guard. One student has taken the writing portion of the GED, and awaiting the results. Another student was able to complete the requirements for an English credit, and continues to pursue her Adult High School Diploma. The last completer of the workshop is preparing to take the writing portion of the next scheduled official GED exam.

D. Final Costs (budget vs. unexpected expenses): We received \$6000 to carry out the purpose of the grant. We spent a total of \$1424.55 on instructor salary, instructional supplies, social security, and printing expenses. In order to have things in place before the start of the Spring 2008 semester, many items were purchased out of our Basic Skills budget prior to the grant being funded. Additionally, our instructor, who was perfect for the job and truly had the students' best interest at heart, was limited to the amount of money she could earn. She was retired and to receive too much compensation would adversely affect her other benefits/compensation. We had four completed essays, therefore, our printing expenses were minimal.

E. Evaluation (What would you plan/do differently next time?)

During the last class session, the students were asked to give their suggestions for improving the Writing Workshop. They indicated the following:

- Have the class meet multiple times throughout the week so it would be more focused with quick feedback and would not last the entire semester.
- Provide flash drives at the beginning of the workshop.
- Use pre and post assessments that match the objectives of the class. The TABE did not really match the objectives of the class and does not assess the main objectives for a writing class. Additionally, it does not give an accurate assessment of student writing skills. Having an established rubric would be a more effective way to measure student success and whether or not the objectives of the class had been met.

Davidson County Community College

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A. Description of Project:

The purpose of the Student Success Activity grant was to develop leadership skills for Basic Skills students through a leadership summit and three subsequent follow-up sessions.

B. Plan of Activities:

Eric Rowles and his company, *Leading to Change*, partnered with Davidson County Community College to plan a leadership summit and three workshops on leadership training. The target audience for the training was our 16-24 ages Basic Skills students. Students in this age category were invited to attend from our various programs locations in Davidson and Davie counties. A leadership team was identified from students planning to attend the summit to plan activities with the *Leading to Change* staff. At the summit, which was held on March 10, 2008, students were involved in group activities and seminars on the topics of career exploration, finances, and personality types. Three follow-up sessions were held with the leadership team the week of June 1 and included topics on teambuilding, including a ropes course, gang awareness and dealing with conflict with your peers. All students who participated in the summit or follow-up sessions received tee-shirts. Door prizes and food for the summit and follow-up sessions were provided by Davidson Works, a DCCC partner in our Get REAL program.

C. Results or success:

78 students and 12 volunteer assistants attended the Leadership Summit. Evaluations for the summit were very good, requesting that we do something like this again next year. 20 students who had participated in the leadership team to design the Leadership Summit participated in the 3 follow-up sessions. Evaluations of this experience were very positive, especially the ropes training. A significant difference in self-esteem and attitude has been noticed by Basic Skills instructors with those students who participated in the 4 sessions. They have become mentors for other students through the positive results of these events.

D. Final Costs:

The Student Success Activity Grant paid \$2425 for the leadership summit design and facilitation. The cost of the summit and workshops was \$2850 and \$1000 for promotional materials. The grant paid \$2425 and DCCC Basic Skills paid the additional \$1425. *Davidson Works* paid an additional \$1000 for door prizes, food and other costs for a total of \$4850.

E. Evaluation:

Overall, the events went very well for a first type of this event for DCCC. We learned some new ideas for marketing which we will incorporate into future planning. Next time we will incorporate more lead time in planning for the events. The model for students in being a part of the planning is a key to the success of the activities. Getting 78 students to attend an all-day event on a Saturday was a great success and was a result of the leadership planning team being proud of the event they had helped plan and encouraging other students to attend. This is another example of how students are our best recruiters and is definitely something we will want to include in future event planning. In the next round of planning, we will want to include our student of the year activity in this event and open it to a wider age range for students.

Fayetteville Technical Community College

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A. Description of Project (*purpose*)

The Basic Skills Academic Olympics promotes the importance of excellence in broad academic performance by motivating students to reach their fullest potential through a series of competitive events. The goals are to encourage students to excel in academic pursuits by promoting enthusiasm for learning, developing a spirit of competition, working as a member of a team, participating in peer tutoring, emphasizing preparation, and increasing communication skills.

B. Plan of activities (*action plan*)

For the most part, we followed the action plan that was outlined in our grant. The only true deviation was that we had to move the date of the Academic Olympics to the end of May to accommodate the post-testing schedule. In the end, the change of date was good because it gave students a reason to continue to come to class after post-testing. It also gave the students more time to prepare for the upcoming events.

Basic Skills instructors began meeting in January 2008 to determine the types of educational activities that would both interest their students and would stimulate the students to learn outside of the classroom. Throughout the spring, various instructors met to develop Jeopardy® answers and to determine how to best divide the students into groups that would allow the competition to be fairly level.

In late April, students formed teams for the competition that would take place at the end of May.

Students practiced the 24Game and Just-a-Minute in their classrooms. They worked on the past tense of verbs, spelling, and vocabulary in preparation for the Academic Olympics.

When May came, the students were enthusiastic about the upcoming competition. Finally, Academic Olympics Week arrived. Whole classes came to support their teams and it was clear that the audience was engaged in the activity.

C. Results or success (*measurable numbers, effectiveness*)

The group that we targeted for our initial Academic Olympics was composed of the classes that meet at our Main Campus during the day. Approximately 90 students (twenty-two teams of four with two alternates) competed in the Academic Olympics. In addition, the Academic Olympics were viewed by classmates of those competing, which numbered around 250 others. The teachers whose students competed have remarked on the pride that their teams developed and have noticed an improved spirit of cooperation in the classroom. Students have also remarked that they would like to compete again because they have seen the academic improvements that have taken place as a result of preparing for the competition.

As a result of the Academic Olympics, instructors have found new activities to incorporate in their classrooms. In the past, the Just-a-Minute game was only used by English as a Second Language instructors. Adult Basic Education instructors have seen how the game can help develop reading and critical thinking skills, particularly in the lower levels. Communication is an integral part of the game and students have learned to be more precise in conveying ideas and concepts to others through practicing with Just-a-Minute. The students love the game and have even tried to develop their own versions for the classroom.

None of our math instructors had ever seen the 24Game played and they were leery at first. After seeing how well the students did at the game, the instructors are impressed. Because the students have to solve a math problem using basic math operations, they focus on seeing the relationship among numbers. There has been a decided improvement in students' mastery of the multiplication tables among those who play the 24Game regularly. A great deal of peer tutoring took place after the first few students figured out what was required of them to "play" the game. Those who understood the task required worked with the ones who didn't. Skills were strengthened and confidence was built.

The Classroom Jeopardy® game was, by far, the most fascinating to our students and teachers. Even students who were shy about playing became avid fans. During the Jeopardy® games, the auditorium was silent as students who were not on teams played the game by themselves. The temptation to blurt out the answer was evidence of student engagement.

The Student Success Activity Grant has given our students a means to challenge themselves. By holding the Academic Olympics, students became more personally involved in their learning process. Because they are naturally competitive, they wanted to win the games; however, winning became less important as the students saw that their academic performance increased through preparation. In the long run, the participants and audience both felt that they had taken part in a very worthwhile learning activity that showcased the forward strides they had made by preparing and competing in the Academic Olympics.

D. Final Costs (vs. budget, unexpected expenses)

Our grant request was funded in the amount of \$4830 and we were slightly under budget with a total expenditure of \$4622.57.

E. Evaluation (What would you plan/do differently next time?)

We were very pleased with our Academic Olympics. One thing that we are considering is to have Jeopardy® tournaments throughout the year so that students can have the chance to practice with questions developed by their instructors. Our next full Academic Olympics is scheduled for the week of March 30, 2008 through April 2, 2008. We would love to have others come to that event and see this great learning activity. The students truly felt successful because they could see their educational growth.

Halifax Community College

Literacy Comes to Life
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A. Description of Project (*purpose*)

The purpose of the Student Success Activity Grant for our program was to create an environment for student success. In order to ensure that Halifax Community College's Basic Skills Program ensures student success, we strongly believe that motivation plays a vital role in this process. Innovative recruitment and retention strategies were provided to former, current and prospective literacy education students along with community members. Our desire is for students to become effective personal leaders in their respective homes and communities. We also desire to become more student centered as we have a deeper appreciation for literacy education, continuing education and curriculum programs as we move into the future. We strongly believe that knowledge is power. As our students, faculty, staff and community members are educated about literacy education; we believe they will become more conscious of the numerous benefits the program has to offer. In turn, they will continue to encourage individuals to take advantage of literacy education services.

B. Plan of activities (*action plan*)

- 2/26/08 – “Putting Your Best Foot Forward” with Althea Riddick, Motivational Speaker (Several Basic Skills students and staff members attended this college-wide event).
- 2/08 – Submitted ad for the Part-time Assessment/Retention Counselor.
- 3/19/08 – GED Kickoff – Dr. Ervin V. Griffin, Sr., President/CEO of Halifax Community College opened the event with words of encouragement and shared his personal testimony. Former GED students shared personal testimonials and Ms. Rosa Sherk, Certified Master Trainer and Motivational Speaker with the Les Brown Network was the keynote speaker.
- Ongoing - Motivational mini sessions were held at literacy education sites; on and off campuses.
- 6/08 – The Part-time Assessment/Retention Counselor participated in “Valley Fest.” This community collaborative project provided information to community members relevant to educational and community resources.
- Student Success Committee was developed to encourage all current and prospective students to become successful. Student officers were selected.
- GED Alumni Association - Former GED graduates were contacted and asked to become student recruiters; inactive students were to be encouraged to enroll in our Basic Skills Program. Group meetings were scheduled and students met with the Part-time Assessment/Retention Counselor on an individual basis.
- GED Alumni Association Scholarship: - The Part-time Assessment/Retention Counselor and Director of Literacy Education met with representatives from Halifax Community College's Foundation and obtained requirements for developing a scholarship. A rough draft of the scholarship criteria has been developed. Our goal is to recognize and promote success for GED graduates in need of financial assistance as they pursue educational goals. This project will continue to be pursued.

C. Results or success (*measurable numbers, effectiveness*)

Students participated in a Student Success Survey. The results are as follow:

- 39 out of 43 students found it easy to study in the classroom
- 37 out of 43 students reported that literacy education classes were held at convenient times
- 37 out of 43 students reported that literacy education classes were held at convenient locations
- 43 out of 43 students reported that instructors were willing to help them
- 38 out of 43 students reported that instructional materials are sufficient for their studies
- 43 out of 43 students reported that they were comfortable asking instructors for help

D. Final Costs (*vs. budget, unexpected expenses*)

Recruitment material – approx. \$300.00

E. Postage – approx. \$200.00 Evaluation (*What would you plan/do differently next time?*)

Include educational materials and administrative costs (office supplies, postage, etc.)

James Sprunt Community College

Basic Skills Book Club

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A. Description of Project (*purpose*)

The purpose of this project include was to spark a renewed interest in reading, expose students to individuals and topics in literature that they are unaware of, initiate a feeling of community within the classroom through reading, discussing, and analyzing the literature.

B. Plan of activities (*action plan*)

In January, Basic Skills staff will meet to choose the literature for the book club and begin familiarizing themselves with the content. The book chosen was **The Teacher Who Couldn't Read, by John Corcoran**. During the month of February, the book club was advertised to students through fliers that were placed in each classroom. Books were ordered from the author. Instructors received information on how to use "Literature Circles" in their classes as a way to facilitate discussion and participation. The Book club began in May at the beginning of the Summer Semester. Each student received a personal paperback copy of the book. Time was devoted each week to discuss a chapter(s) of the book and do activities surrounding the related topics of the book. Instructors used a variety of instructional techniques to broaden the students' level of understanding of the material (Video, Oral Reports, Audio Tapes, Vocabulary Building, Pop-Quizzes, and Role Playing).

C. Results or success (*measurable numbers, effectiveness*)

70 students completed the reading of the book. Overall success was seen in our ABE/GED class that meets on campus as every student progressed a level during June testing. Students were eager to turn in homework assignments and made good grades on them. Participation was phenomenal. Students could be seen with their eyes fixed on their books as they waited for their rides. The book club was extremely successful.

D. Final Costs (*vs. budget, unexpected expenses*)

Our budget was \$1000. \$1000 was not enough to purchase all the books needed for each student. Upon contacting Mr. Corcoran directly, he eagerly gave us a substantial discount so we could purchase as many books as we could. 108 books were purchased with the \$1000. An additional 85 books were purchased at a cost of \$855.60 (purchased from regular BSP Budget) for a total spent on the Basic Skills Book Club of \$1855.60.

E. Evaluation (*What would you plan/do differently next time?*)

Next time I would allow about 2 months for the book club. The instructors and students felt a little pressured to get the book read in about a month. I would also have the celebration already planned. It has been hard to fit it in during the summer.

Lenoir Community College-
Jones County Center
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A. Description of Project (*purpose*)

We started Jones County's first book club in January 2008 at LCC- Jones County Center to boost the literacy rate in the area. We invited students and members of the community to join us. We selected the book for the first month for the participants to read. They were given one month to read the book. Then we met at the college the following month to discuss the book, asking questions to promote a better understanding of the book. To make the club more inviting, participants brought a dish or refreshment for all to enjoy during the discussions. The club participants decided upon a book list for a 6 month period. We hoped upon implementation that we could continue the book club for a one year period.

B. Plan of activities (*action plan*)

Fortunately, we were able to adhere very closely to the original timeline of planned activities. Of course, the dates for the meetings were changed to accommodate the participants and they elected to meet on the second or third Wednesday of each month during their lunch hours from 12-1. The original timeline is listed below:

December 1	Decide which six books will be read in the first six months and order 10 paperback copies of each title. Advertise the book club using the Jones Post newspaper and handing out flyers around the county. Register participants for the first book club and sign out books.
January 15	Book club meets to discuss book; month two books are distributed
February 15	Book club meets to discuss book; month three books are distributed
March 15	Book club meets to discuss book; month four books are distributed
April 15	Book club meets to discuss book; month five books are distributed
May 15	Book club meets to discuss book; month six books are distributed
June 15	Book club meets to discuss book. Club participants suggest and vote on books for the book list for the next six months.

C. Results or success (*measurable numbers, effectiveness*)

February 2008 Meeting- 11 people attended, 6 were new to the college, 2 of these enrolled in the Learning Lab, 2 enrolled in HRD computer classes, 1 enrolled in the Effective Teacher Training class. We discussed "Their Eyes Were Watching God" by Zora Neale Hurston. This meeting was held in conjunction with the Lenoir-Jones Reads events with the LCC-main campus. Refreshments were provided afterwards.

March 2008 Meeting- 10 people were present to discuss the book "The Friday Night Knitting Club" by Kate Jacobs. One new person attended and she also enrolled in an HRD computer class. Angie Stallings brought a large pot of chili to share with the group after the discussion.

April 2008 meeting- 10 people attended the meeting to discuss the book “Brick Lane” by Monica Ali. There were three new members who attended that had never been to Lenoir Community College before! Refreshments were provided afterwards. One member expressed interest in enrolling in a continuing education class in the fall.

May 2008 meeting- 8 people attended the meeting to discuss the book “The Glass Castle” by Jeannette Walls. There was one new person who had never attended before. One LCC-Jones County cooler was given away as a door prize to Angela White.

June 2008 meeting- 8 people attended the meeting to discuss the book “Chosen by a Horse” by Susan Richards. One new person attended the meeting. The LCC cooler door prize was won by Sedonna Murrell.

The Book Club was a means to attract people to the college who had never visited LCC in Jones County in the past. These book club members were given information about basic skills classes and other educational opportunities at the college. They shared the information given to them with others in the community and we were able to reach 12 people who had never visited the college in Jones County. We served a total of 17 people through this grant and we received referrals for approximately 55 potential students who could benefit from our programs.

D. Final Costs (vs. budget, unexpected expenses)

A total of 99% of the budgeted \$1000 was expended. Approximately 50% was spent on salaries and 50% was spent on the books for the Book Club. There were no unexpected expenses and the budget was adhered to as originally submitted to the system office.

E. Evaluation (What would you plan/do differently next time?)

In reflection, we would have allocated more money for marketing and advertising purposes. It is difficult to reach people in rural areas and we only have one county-wide newspaper that is distributed weekly. We utilized it as much as possible but it would have probably been beneficial to have done a bulk mailing. We would also like to allow the students to nominate/suggest books for monthly readings. We feel this would give them more ownership of the project.

Literacy Council of Wake County

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A. Description of Project (*purpose*)

The Literacy Council of Wake County proposed a regional training activity for the central part of North Carolina to target Adult Basic Education staff in community-based organizations and local community colleges. The training was offered to all Basic Skills Departments at area community colleges and all Literacy Councils/Centers in the state. The training was a two-part event scheduled over two days and was entitled “Summer Literacy Camp”. The first day was a day dedicated to building strong relationships amongst basic skills providers and included how to make a stronger impact through regionalism, collaboration, sharing resources, and leadership skill development. A focus was on successful process and program management, methods to effectively self organize, and how to refine communications. On the first day, activities were held outdoors and included team building activities with camp staff and the afternoon included rope courses, wall climbing, and zip lines which built on the theme of working with others in partnership to accomplish a goal. Planned activities were appropriate for all levels of fitness.

The second day’s training was facilitated by ProLiteracy America and was broken into two parts.

Part 1.

Building Learning Communities

Being part of a “community” and building relationships with the instructor and other students improves student motivation and persistence, retention and commitment. Participants learned about the benefits of group learning for students, what three types of instruction students value in collaborative learning, and strategies for building community within your classroom

Part 2.

Contextualized Instruction

Contextual instruction connects education to students’ everyday lives, creating a bridge between the classroom and outside environment. The participants learned about understanding how research supports contextualized instruction, explored methods for identifying content and materials for contextualized instruction, and created a lesson plan based on principles of contextualized instruction

B. Plan of activities (*action plan*)

The training was held at Caraway Conference Center and Camp in Sophie, NC. The Center helps organizations maximize organizational performance through experiential training and development, leadership coaching, teambuilding, and management training.

Invitations were sent to all of North Carolina community college basic skill departments and to community based organizations. All fees for the training were paid by the grant and food and lodging during training was also provided so participants were only responsible for their own travel.

C. Results or success (*measurable numbers, effectiveness*)

45 people registered for Summer Literacy Camp and of those, 41 people actually attended. At the completion of the second day an evaluation form was handed out. Comments were mostly positive with a few suggestions such as not holding the camp on the Thursday and Friday before a holiday (which was Memorial Day), ending the second day earlier especially if it's on a Friday, provide a structured activity for Thursday night, and provide a variety of workshops. Everyone was very excited about the location. The accommodations were very comfortable and it was a beautiful wooded setting that offered relaxation along with the workshop. The networking opportunities were also highly praised as the Summer Literacy Camp allowed lots of interaction and conversation that allowed new relationships to build.

D. Final Costs (*vs. budget, unexpected expenses*)

The Summer Literacy Camp stayed right within its budget. Costs of the training and fees for ProLiteracy America and Camp Caraway were actually lower than projected but the staff costs were increased due to a higher than expected amount of time needed for planning, organizing and instructing.

E. Evaluation (*What would you plan/do differently next time?*)

Overall, evaluations of the training were very positive and complimentary. For the future though, I would not schedule it for the week before a holiday weekend and I would end Friday early. I would also plan a networking/social activity for the first night. The location was excellent so I would definitely keep that the same.

Mitchell Community College
Pre-GED Students' Stories of Success
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A. **Description of Project :** This project was designed to promote self-confidence in Pre-GED students' ability to write, to teach writing as a viable form of communication, provide instruction as to the basic rules of American Standard English, reinforce correct grammar and usage, and discover the inter-connectivity of 1st Person and 3rd Person reading and writing.

B. **Plan of activities:** This project was divided into two sections (each session being one hour long), two days a week, for ten weeks. The first hour session was simply to teach grammar, usage and mechanics. The second hour session was simply writing exercises to practice improving vocabulary, paragraphing, dialogue, paragraph transitions, and sequencing.

C. **Results or success:** The first and last class days I pre-tested and post-tested, using the 9D-10D (respectively) TABE sections of Language, Language Mechanics, Vocabulary, and Spelling. Each student tested showed growth in all four areas. I shared this information with the students in the form of "years of growth" based on Grade Equivalency. An attached report will show student growth. Obviously, seeing their writing in the final published booklet excited the students, caused them to share the booklet with other friends (who incidentally, wanted to know when the next SSS class would begin) and I believe, provided the confidence that we had hoped it would.

D. **Final Costs:** Final costs were as shown: \$7,800.

E. **Evaluation:** With this project, and the final publication, I allowed the final drafts (although they had been edited by the author, and then peer-edited) to be published as written. This was with the realization that these students had NOT yet been fully prepared for the GED. Therefore, many grammatical and usage errors are evident. It did NOT cause embarrassment to the students, nor to my peers because we all knew where the students' proficiencies were when we began. I would probably require a longer set of sessions if/when this project was repeated. That would give additional time to "clean up" the final drafts.

Overall, I feel like the students gained much needed confidence, they realized that they had overcome many obstacles to reach this state of achievement, and they learned that WRITING wasn't the abhorrence they once believed it was. After this project, I still have students asking me to read stories or poems that they have written about their experiences. One final personal benefit is that by using peer-editing, students began to appreciate each other, relate to each other, and became much less judgmental of others, in general. The project was definitely a real-life "Walk a mile in his shoes...." lesson.

Reading Connections
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A. Description of Project (*purpose*)

Reading Connections received support through the NCCCS Student Success Activity Grant to improve programmatic outcomes. This funding supported efforts to train tutors on the use of checklists for each functional literacy level. (A sample of a checklist was provided with the original request for funding.)

B. Plan of activities (*action plan*)

Activity	Date	Responsible Party
Conduct tutor training (Greensboro and High Point)	January 10, 12, 15 (High Point) January 23, 26, 28 (Greensboro) February 14, 19, 22 (Greensboro) March 11, 13, 15, 19 (High Point) April 24, 26, 29 (Greensboro) May 13, 14, 17, 19 (High Point) June 19, 21, 24 (Greensboro)	Reading Specialist, Program Staff (Sarah, Rhiannon, Claire, Emily, Michele)
Conduct checklist training	Ongoing as tutors are matched with students	Reading Specialist
Conduct student testing	May-June	Program Staff

C. Results or success (*measurable numbers, effectiveness*)

The specific objectives of the grant were to train a total of 50-70 new and existing tutors in the use of level-specific checklists and to improve student progress as measured by NRS literacy level advancement. In particular we wished to improve outcomes for ABE students as reported in the tables (attached) by 10 points total when compared to NCCCS requirements for literacy level advancement. Our efforts to integrate the checklists into instruction were very successful, largely due to the number of new tutors who have been trained to use the checklists in working with their students. Between January 1 and June 30 we **trained 60 tutors** in the use of the checklists. This included 57 new tutors and 3 already active tutors who wished to begin using the checklists.

Implementing the use of these checklists for just a few short months with a small subset of the 248 tutors who were active this program year had a significant impact on our student outcomes. According to a preliminary analysis of our programmatic outcomes for this year, our deviation from state ABE outcome requirements improved by 13 points. Our overall outcomes (ABE and ESOL) also improved, from 9 points below NCCCS requirements to 12 points above. A greater overall percentage of our students (30%) advanced a full literacy level, compared to last year (25%).

D. Final Costs (*vs. budget, unexpected expenses*)

Our final costs matched our submitted budget of \$5,000.

E. Evaluation (*What would you plan/do differently next time?*)

This project could have been even more successful if we had adopted tutor training on the checklist system earlier in the year, and if more existing tutors already working with students were trained to use the checklists. We expect to see even larger gains in the next year as a greater proportion of our active tutors are trained in the use of these checklists, and as students and tutors have an entire year to work within the checklist framework. In order to increase the number of tutors using the checklist system we will continue to train all new tutors in their use and encourage existing tutors to take advantage of supplemental training and adopt the checklist as a guide for instruction. Our future plans include development of a similar set of competency checklists for ESOL students and tutors and dissemination of the checklists to other adult literacy agencies.

Rockingham Community College Basic Skills

BSP to CSI

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A. Description of Project (*purpose*)

Our Basic Skills program proposed an activity that improved students' basic skills, increased recreational reading, as well as introduced students to careers in Forensic Technology, Basic Law Enforcement, Biotechnology and Criminal Justice. Basic Skills students participated in reading the book "*The Body Farm*" by Patricia Cornwell and solved a reenactment of two crime scenes that was presented by a mobile crime lab unit. This project culminated in a true "out of box" experience for the students. These activities brought together our Basic Skills students with county and regional agencies, Continuing Education, and curriculum programs.

B. Plan of activities (*action plan*)

January

- Promotion of the **BSP to CSI** (Basic Skills Program to Crime Scene Investigation) journey (at orientation).
- Marketing the **BSP to CSI** initiative (RCC's website, ETC.).
- Ken Leonard (High Point Police Officer/wounded in Iraq) gave a motivational talk "Never Give Up" to aid in retention, and looking beyond BSP.
- Students were issued a ticket to pick up "*The Body Farm*" and entered the **BSP to CSI** journey.

February

- Instructors facilitated students' progress in their assigned reading.
- A guest speaker from the Biotechnology program (joint degree program RCC/Forsyth) Classes of students toured the Biotech Mobile Lab and had an interactive experience.
- Study Guide issued to participating students.

March

- The BLET director visited classes and spoke about the BLET program.

April

- Basic Skills instructors had class discussions regarding the plot and subplots details in "*The Body Farm*".
- A RCC faculty member visited classes and provided information about the Criminal Justice program.

May

- Students completed their reading "*The Body Farm*".
- Study Guide Completed.
- A visit from the local Mobile Crime Lab/crime scene reenactment.
- Recognized participating students at GED graduation.

C. Results or success (*measurable numbers, effectiveness*)

Approximately 138 books, and 85 study guides were given to BSP students. Several students made comments that they had "NEVER" read a book and loved this book. A few students purchased the whole series for their own recreational reading. 150 students attended the Biotechnology Mobile Lab presentation. 95 students attended the various presentations that were offered throughout the BSP to

CSI program. Wal-Mart provided \$50.00 gift cards to students who completed the program. Nine students participated in the reenactment of a crime scene which was an entire day event. These students worked collectively along with participating Law Enforcement officials to solve the crime scene. Students used critical thinking skills, math/measurements, oral/written communication, interviewing techniques and teamwork to solve the crime scene. The overall effectiveness was positive and did increase interest in recreational reading and in RCC's curriculum programs. Basic Skills instructors have continued to facilitate reading in their classes. This experiential learning activity provided students with an opportunity to apply basic skills, life skills and to learn about possible job opportunities.

D. Final Costs (*vs. budget, unexpected expenses*)

The final expenditures of the grant were 2188.84. However, monies were spent that were not included in the grant. Due to student demand, 75 additional books were ordered for the total cost of 239.39, and an added cost of transportation of 95.00, which were not included in the grant. (The college vans were out of commission.) Therefore, the actual cost of the BSP to CSI project was 2523.23.

E. Evaluation (*What would you plan/do differently next time?*)

- Transportation was an issue; the cost of renting a van should have been included in the grant as a back up plan, in case college vans were not available for use at the time of the activity.
- Increase the number of books allotted in the grant.
- Consider the length of project.
- Consider students separated before completion of project.
- Plan for students wanting to enter late in the project.
- Transportation was an issue for remote, outlying county class sites.

Stanly Community College
Stanly Community College, NC, and YOU
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A. Description of project (*purpose*)

The “SCC, NC, and You” grant was designed to acquaint Basic Skills students with resources and history in North Carolina by engaging them in direct, hands-on activities and experiences. Research has shown that when students are actively engaged in their learning and with each other, positive results occur.

Through our grant, we intended to enlighten our students to the concept that learning occurs every day in every place and that to become a successful and literate citizen, one must embrace lifelong learning. In addition, we hoped that through the grant the students would benefit from increased exposure to learning in an enjoyable and non-traditional setting, and recognize the connection of history and local culture to their homes, families and personal lives. Also, we expected our classroom instructors to become more aware of the benefits of hands-on activities in their teaching and the advantages of group learning.

B. Plan of activities (*action plan*)

Promotion of the grant began with posters in each classroom, a bulletin board in the Basic Skills classroom building, and an article in the Literacy student newsletter. The bulletin board included a summary of trips planned and sign-up sheets for each trip. Each classroom was also provided with display articles such as maps and history timelines.

One staff person assumed the responsibility for scheduling field trips and developing curricula for our classes. Lessons included activities appropriate for all Basic Skills programs (ABE, GED, AHS, ESL, CED) in various subject areas.

Guest speakers came to our ABE/GED and AHS classes to present information about Stanly County history and resources.

Field trips included: Morrow Mountain State Park, Fork Farms, Stanly Regional Hospital, YMCA, Bost Grist Mill, Salisbury/Spencer (NC Transportation Museum), Stanly County Museum, and Reed Gold Mine. These sites were selected to give students exposure to local history, recreation, culture, and industry. Students who participated in the trips maintained journals of their experiences.

C. Results or success (*measurable numbers, effectiveness*)

There were several ways in which we measured student success. The Adult High School students were required to turn in notebooks containing the following items: a report on each field trip attended, worksheets completed on NC History, and brochures from the places they visited. These were graded and those students received an elective credit for their work.

Secondly, success was measured by the ever increasing numbers of students who went on the field trips. Word of mouth, from the students who went on the first and second fieldtrips, generated interest in the later trips. Several students remarked that they would be coming back to these places again so they could look more closely at all we saw. What a wonderful result that is! Further, on one fieldtrip, students were required to take a walking tour. Everyone was given a map and 10 places they had to see. They had to find the places on the map and then walk to each place before returning to the starting place. All were successful!

In the classrooms, teachers taught students about NC History. Students played games (such as Jeopardy) and filled in worksheets about the state. Some students were reluctant at first to participate, but they enjoyed the activities despite themselves.

D. Final Costs (vs. *budget, unexpected expenses*)

The original grant award was in the amount of \$2,100. Costs to be covered by this amount were for curriculum development, office supplies, student journals, state maps, NC History books and travel costs for field trips.

Stanly Community College contributed to the grant through the use of a college van for transportation, part time salaries for some instructors to assist with the field trips, and student ticket purchases for the Bost Grist Mill field trip.

The North Carolina Community College System reimbursed program expenses in the amount of \$1,462. Expenses were reimbursed as submitted with the exception of the Bost Grist Mill trip which was denied. This was an unexpected expense as full documentation was provided for the trip and it was written into the grant from the beginning.

The low expense of this project combined with the positive response from it's participants would make it very suitable for repetition in future semesters.

E. Evaluation (*What would you plan/do differently next time?*) Overall, the students had a wonderful opportunity to learn about and see their state. There were some administrative things which should be improved for next time, however.

First, there should be a workshop held for part time instructors to help them prepare for their part in the grant. Secondly, there was one speaker who came to the students this year. It would be wonderful to have more speakers come to the classes. Lastly, the students were not given an evaluation. It would be nice to have their feedback.

Wake Technical Community College

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A. Purpose:

Wake Technical Community College's Adult Education Center is an environment unlike any other in the College's network. It is home to a large English as a Second Language population, with students from every corner of the globe. It is also one of two major hubs for high school completion programming, through Basic Skills' Adult High School Diploma Program and the Resource Center's offering of GED classes. Due to the AEC's location in downtown Raleigh, it draws to its programs significant numbers of inner city students with their unique social issues: gang participation, drug and alcohol addiction, anger management challenges and a sense of hopelessness. A large proportion of these students, with a significant number being minority males, need additional efforts extended to facilitate their retention and movement toward graduation and college enrollment. The intent of Project MENTor was to bring these young men together on a regular basis to develop a sense of community among those who have dreams that their futures might be brighter than their present circumstances. While these social networks served as the backdrop, new vistas were introduced to the world of books and writing, as well as values such as being respectful to those in one's community, learning to manage one's anger, understanding the relationship between choice and consequence and being true to one's word.

B. Plan of Activities

- Selected staff
- Developed focus of monthly sessions
- Ordered books and materials
- Invited guest speakers
- Developed "recruiting materials"
- Organized and held two productive field trips
- Held orientation session
- Planned and executed three successful monthly gatherings
- Collected feedback from participants regarding needs and program effectiveness
- Established availability for tutoring and guidance

C. Results

- There was an average of 24 participants in each of the sessions held
- A demonstrated interest in reading (Students could be observed reading and showed pride in ownership of their new novels)
- The introduction of "Eyes on the Prize" peaked participants' historical curiosity around the Civil Rights Movement and the era of the 60's
- Comments on participants' response cards was positive and offered suggestions for programming
- One participant graduated and received a diploma

D. Final Costs:

- Approved \$3,255.00
- Total Expenditures \$2,817.03

E. Evaluation

- More timely notification of funding would have facilitated implementation so that deadlines could have been more easily met.
- Due to minimal funding and the limitations placed on usage, the grant did not permit the number and depth of activities we believe are necessary to foster lasting behavioral change.

Wilkes Community College
Education Partners Program
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A. Description of Project (*purpose*)

Wilkes Community College Basic Skills proposed to develop an Education Partners Program to provide volunteer tutors and classroom assistants through Peer Partners (Basic Skills student tutors), WCC work/study students, community volunteers, and others, to appropriate students in all areas of Basic Skills programs. The purpose of the program was to enhance student learning for those who would benefit from one-on-one tutoring and instruction and to offer an opportunity for capable Basic Skills Students and community members with an expertise in one or more academic subjects to share their knowledge and be of service.

B. Plan of Activities (*action plan*)

- Hire a part-time Coordinator to implement the program
- Assess instructors' and students' need for Education Partners
- Orient instructors to the Education Partners concept and program
- Facilitate in-service training for instructors requesting Education Partners in their classrooms
- Solicit requests for Partners with specific skills or interests
- Provide resources for instructors to use in furthering their thinking on the potential for Education Partners participation in their classrooms
- Locate and recruit Partners from Basic Skills classrooms, the college community (including students participating in the work/study program), and the community at large
- Prepare Volunteer Guidebook and other training and procedural materials and present training to Education Partner volunteers
- Provide informational presentations to groups or organizations about this opportunity for volunteer participation
- Prepare Student Ambassadors to accompany Coordinator and assist in making presentations to community organizations on WCC Basis Skills and opportunities to volunteer
- Solicit and incorporate feedback from Partners, classroom instructors. and students
- Provide guidance for ongoing program improvement

C. Results or success (*measurable numbers, effectiveness*)

Not all instructors who were approached about utilizing Education Partners in their classrooms were receptive, so several were selected as pilot project participants. Classroom needs were assessed, and informal, individual orientation sessions were held. The Coordinator conducted local research, contacting numerous local agencies who regularly use volunteers, among them Communities in Schools, Volunteers for Wilkes Literacy, S.A.F.E., Our House, and United Way. These organizations functioned as the “model sites” for development of our policies and procedures. A PowerPoint presentation was developed and public presentations announcing the volunteer opportunities were made at the Business Expo and Job Fair, among others. Student Ambassadors assisted in presentations at several churches and other locations. A Volunteer Guidebook was written, distributed for editing, and produced. Seven volunteers were recruited and two were trained. The volunteers contributed a total of fourteen hours in Basic Skills classrooms.

D. Final Costs (*vs. budget, unexpected expenses*)

Since local agencies were able to provide such valuable information and insights into the use of volunteers, it was deemed unnecessary for the Coordinator or other staff to conduct site visits out of the local area. By the same token, these agencies provided sufficient expert advice to make appearance by a guest speaker unnecessary. Funds originally allocated for these purposes were transferred to the Coordinator’s salary line, as the implementation of the initial phases of the project proved more time-consuming than anticipated.

E. Evaluation (*What would you plan/do differently next time?*)

There are several matters that need to be addressed to lay the basis for future success for this project: 1) Research needs to be done to provide instructors with successful models and incentives that will inspire them to join wholeheartedly in the project; 2) Long-term, ongoing and consistent public contact and exposure resulting in good word-of-mouth will most reliably bring a steady stream of community volunteers; 3) Coordination with the work/study program to align calendars and attract suitable student tutors is necessary for successful involvement of these students; 4) Allocation of sufficient time for community contacts, presentations, and follow-ups needs to be included in the Coordinator’s budgeted salary. We have made a successful start and believe there is great potential for meeting the needs of students and enhancing the image and the effectiveness of Basic Skills through the Education Partners project.

Wilkes Community College
We are the Face of Basic Skills
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A. Description of Project (*purpose*)

Wilkes Community College created its own unique “Facebook” comprised of writings, success stories, and photos of WCC Basic Skills students in Wilkes, Ashe, and Alleghany counties. In addition, a PowerPoint presentation was developed using these materials which has been shown at numerous locations in the WCC service area. The purpose of the project was to positively affect recruitment and retention by projecting a positive image of WCC Basic Skills; to increase students’ writing proficiency, academic outcomes, self-esteem and enthusiasm for achievement through involvement in the program; and to inform the public about Basic Skills programs and expand opportunities for referrals.

B. Plan of Activities (*action plan*)

- Initiated the project by informing instructors in all Basic Skills areas; coordinator also met with students as needed to explain the project and encourage participation
- Compiled writings, designed layout, and developed and produced the “Facebook” and PowerPoint presentation
- Distributed booklets and presented PowerPoint, “We Are the Face of Basic Skills” at public gatherings

C. Results or success (*measurable numbers, effectiveness*)

Forty-three submissions were received from students. Feedback from students, peers, and instructors on the process and the product was universally positive. Enthusiasm from students choosing to submit writings was very high, and students’ motivation for improving their writing and polishing the final product was remarkable. Community response from locations requested to place the completed “Facebooks” in public access areas was overwhelmingly positive. Members of the public who viewed the “We Are the Face of Basic Skills” PowerPoint were also enthusiastic and impressed with the program. Data on effect on recruitment and retention and increase in student achievement outcomes is not yet available, but we are anticipating a positive impact.

D. Final Costs (*vs. budget, unexpected expenses*)

Budget was expended as planned.

E. Evaluation (*What would you plan/do differently next time?*)

Enthusiasm and expectations for the next edition of the “Facebook” are running high. The next edition will feature a “Where are They Now?” section to follow up on students’ success after they complete their studies with Basic Skills, and a “Generations” section which will highlight students who inspired their parents or children to return to school or continue their education. In addition, a profile of the

Dean of Continuing Education and one or more instructors will be included. The coordinator will increase the amount of individual time available to work with students and to travel to outlying classrooms. We will follow up participation with a brief, multiple-choice survey to rate the students' and instructors' satisfaction with the project. We found that many organizations in the community were ignorant of the full range of our programs and were not aware that Basic Skills classes are not located on the WCC main campus. To rectify this, we will accompany distribution of the "Facebook" with a bulleted outline of "Who," "What," "Where." etc., for quick reference. Some logistical snags could be avoided by purchasing a digital camera and high quality color printer for the department.

Wilson Community College
Moving Forward Basic Skills Magazine
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A. Description of Project (*purpose*)

In a collaborative effort, basic skills students enrolled in the Compensatory Education, English as a second language, adult basic education, adult high school, and GED classes created a magazine entitled, *Moving Forward*. At every stage of the magazine's development, students were involved. All throughout the course of this project to the finished publication, students were excited about having a chance to get their written ideas and thoughts into print. This experience gave instructors an opportunity to use text that was created by and important to students to teach grammar, build vocabulary skills, identify main ideas, and develop writing skills.

B. Plan of activities (*action plan*)

- Two basic skills instructors were selected to serve as the magazine's chief editors.
- Basic skills students nominated and selected students to serve on the magazine staff.
- Basic skills students recommended magazine titles and voted on the title that reflected their perception of themselves. The magazine title, *Moving Forward*, received 80 percent of the students' votes.
- Basic skills students were invited to submit articles for publications. All basic skills instructors were involved. Class time was set aside to give students an opportunity to write their articles and to get assistance from their instructors.
- Basic skills students selected the magazine's layout and articles.

C. Results or success (*measurable numbers, effectiveness*)

The creation of the basic skills magazine, *Moving Forward*, was a bonding experience for students and instructors. They worked collaboratively on a project whereby the students' ideas and decisions were sought out. Students' challenges were the writing of their articles. The writing exercises taught students that written works should be presented to clearly express to the reader their intended meanings, ideas, and thoughts.

The Basic Skills Program intends to use the magazine, *Moving Forward* as a reader for adult basic education classes. Also as a student retention and recruitment tool, it will illustrate to non-high school completers and those who need to improve their basic education skills to enroll in a basic skills class. Copies of the magazine will be issued to the basic skills students, the College's Senior Administrators, Trustee Board, and Foundation Board, Wilson County partnering agencies, and a copy to basic skills directors in the North Carolina Community College System.

D. Final Costs (vs. budget, unexpected expenses)

The final cost to produce the Moving Forward Magazine was \$5,873.00. Wilson Community College was awarded \$5000 from the Student Success Grant. Due to a delay in getting the magazine completed and to the printers before the grant deadline expired, \$2027.00 of the grant funds allocated for printing cost remained unused. However, the 22-page magazine will be published and ready for distribution by July 31, 2008. The printing cost for 1500 colored copies is \$2900.00. The print cost associated with this magazine will be paid for by other college funds.

E. Evaluation (What would you plan/do differently next time?)

The publication of the Moving Forward magazine was a major accomplishment. The project motivated students to continue to write, and it has inspired others to do more writing. However, the amount of time available to complete the project was not sufficient enough for students to build their writing skills and to submit their articles prior to the project's deadline. We do plan to continue publishing a basic skills student magazine. With sufficient amount of time ahead of us and with the setup of writing classes, we anticipate publishing the next Moving Forward magazine in the spring 2008 semester.

Wilson Community College

Retention Study

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A. Description of Project (*purpose*)

A retention study was done of the Basic Skills Program's efforts to retain students enrolled in basic skills classes; to re-engage students who had stopped out of their programs of study; and to monitor the number of calls, walk-ins, and emails received from interested persons looking to enroll in the Basic Skills programs. Two part-time assistant retention specialists were hired to provide counseling to currently enrolled students; to follow-up on student stop outs; and to keep an accounting of the number of basic programs' admission queries received and monitor those who inquired about program admission through actual enrollment in a basic skills program at anytime during February through May 31, 2008.

B. Plan of activities (*action plan*)

- To encourage adults to complete their secondary degree and/or to enroll in English as a second language classes, the Basic Skills Program used non-grant funds to advertise its programs on the City of Wilson's Wilson Transit Bus System.
- Assistant retention specialists visited basic skills classes to talk with students about the economic and personal benefit that come with continuous daily attendance in their program of study through attainment of their educational goal(s).
- To re-engage students who stopped out of their program of study, retention specialists telephoned students to encourage them to return to class and to find out the reason(s) why they stopped attending classes. For those students who were unreachable via telephone, postage paid postcards were mailed to their homes with an invitation to return to class, to call, or to return the postcard with reason(s) as to why they stopped out.
- Lastly, the number of inquires received for basic skills programs' admission and re-admission information was collected. Contact information of everyone who inquired about basic skills admission processes was maintained for the purpose of determining whether the individuals actually enrolled in a basic skills program.

C. Results or success (*measurable numbers, effectiveness*)

A total of 977 (duplicate) queries were received during Feb 1 through May 31, 2008 from minors to adults who wanted basic skills programs' enrollment information. A total of 19 students enrolled within 7 days of inquiring about program admission and an additional 186 new students enrolled anywhere from 30 to 90 days after their initial contact with college. In addition, the retention specialists telephoned or mailed postage paid postcards to 297 students who had not re-enrolled by February 1, 2008 for the spring 2008 semester or who had not attended classes after 2 consecutive weeks of non-attendance. Overwhelmingly, students reached by telephoned and those who returned the postcards appreciated follow-up from the

retention specialists. The reasons given by most students for stopping out were work, illness, or childcare issues.

D. Final Costs (vs. budget, unexpected expenses)

The final cost to implement the retention study was \$2,057.00. Wilson Community College was awarded \$1500 from the Student Success Grant. These funds were used to pay assistance retention specialists' salaries. A balance of \$708 of the grant funds remained unused. The other costs associated with this study were paid for by other college funds.

E. Evaluation (What would you plan/do differently next time?)

An effective retention plan must include all basic skills staff. A couple of staff persons cannot implement a program wide retention plan without the assistance and cooperation of everyone. That is why we have taken action to implement a retention plan that includes the basic skills instructors, retention specialist, and coordinators. Based on this study, the retention model being implemented requires all instructors to follow-up with their students at least after 2 weeks of consecutive absenteeism. The retention specialist and coordinators will monitor classroom attendance reports. Any student who has failed to attend classes after 2 weeks will be contacted by their instructor to find out why the student discontinued his or her studies. A record of the contact will be maintained in the student's folder and/or the retention book for that class. The new retention plan includes regular meetings with instructors to review their student follow-up reports.

Another component added to the retention plan is regularly scheduled small (10 instructors) group professional development meetings with the basic skills director to discuss adult literacy topics. Prior to the meetings, the instructors will be provided with a copy of the topic of discussion. The intent of this activity is to expose instructors to adult literacy research and give them an opportunity to share and discuss how the implementation of an adult literacy research strategy or theory could be beneficial to retaining students.