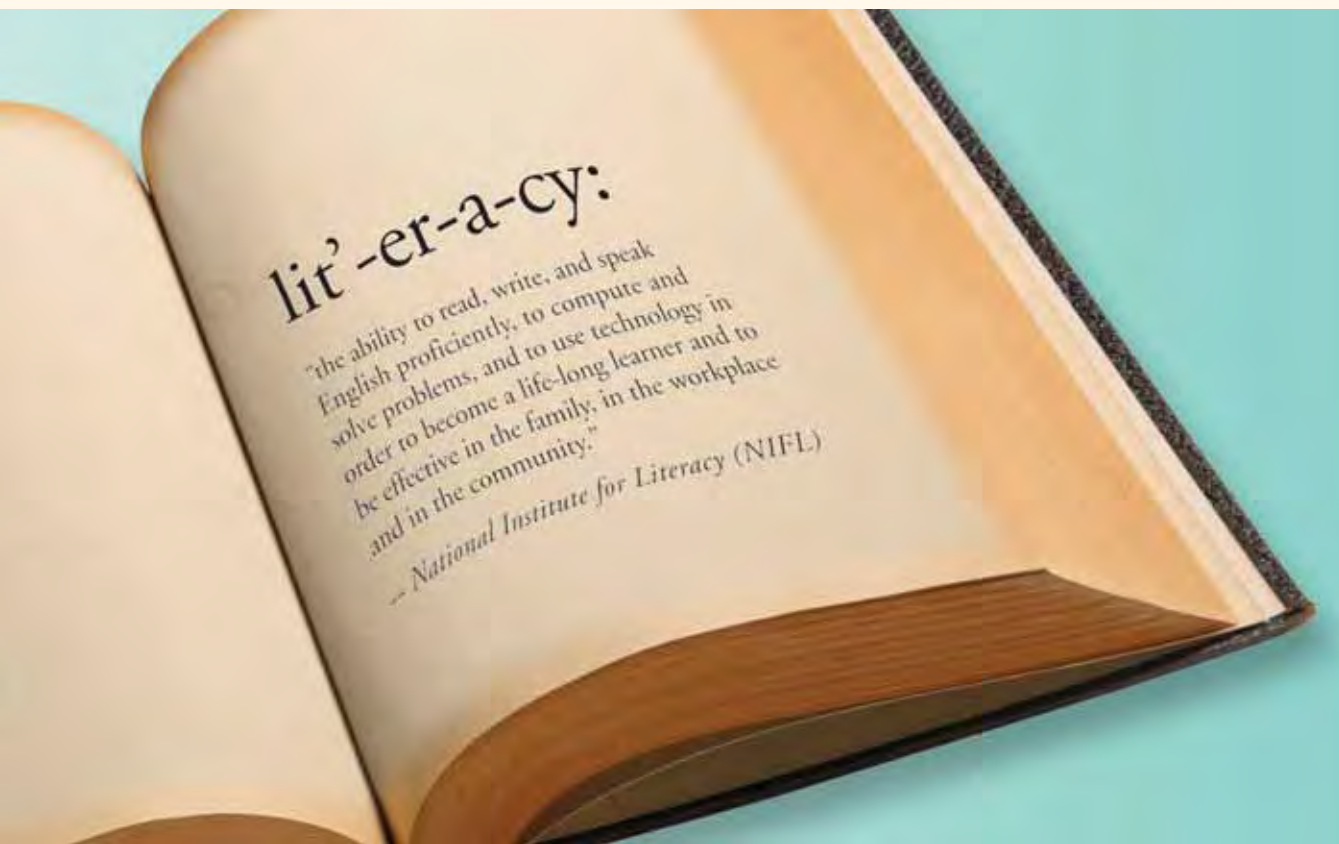


# *Six year.* review

ADULT LITERACY AND BASIC SKILLS INITIATIVE



2003-2008

J. Marion Sims Foundation

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## CHAIRMAN'S/PRESIDENT'S LETTER

*December 2009*

Those familiar with the J. Marion Sims Foundation know that we began a targeted grant making initiative in 2002 to address our area's unacceptably high number of citizens unable to function at the most basic literacy levels. Our hope was to fund programs and projects that would make a difference in peoples' lives and bring literacy to the fore as a community priority.

Three years ago we released a review of progress made in the first three years of our adult literacy and basic skills initiative (2003-2005). That review offered glimpses of an encouraging beginning and indicated emerging engagement by a community committed to improving its literacy situation.

This publication encompasses six years (2003-2008) and it is clear that the early indications have emerged as trends. The communities served in the initiative have rallied to the issue of literacy and understand its importance to our present and future. To those who have learned, taught, volunteered, partnered, or been in other ways involved we commend and applaud your passion and commitment to helping Lancaster County, Great Falls and Fort Lawn become stronger, healthier, and increasingly more literate communities.

Sincerely,

*Dexter L. Cook, Jr. M.D.*  
Chairman

*James T. Morton*  
President



Seated: Dexter L. Cook, Jr., MD. Standing: James T. Morton

## INTRODUCTION &amp; HISTORICAL PERSPECTIVE

**lit'-er-a-cy:** “the ability to read, write, and speak English proficiently, to compute and solve problems, and to use technology in order to become a life-long learner and to be effective in the family, in the workplace and in the community.”

– *National Institute for Literacy (NIFL)*

The United States has a serious literacy problem. Consider:

- According to a major national survey, at least 40 million adults have very low literacy skills
- 43% of people with the lowest literacy skills live in poverty
- Welfare recipients ages 17-21 read, on average, at a sixth-grade level
- Nearly 50% of adults on welfare do not possess a high school diploma or GED

These and other similarly grim statistics only hint at the magnitude of the problem. The impact and cost of low literacy to the nation's quality of life are massive:

- Business and industry lose billions of dollars each year in diminished productivity
- Those unable to secure sustainable employment for lack of basic skills cost the economy because they cannot purchase goods and services or pay taxes
- Children of parents who do not have a basic education are severely disadvantaged when they enter school – and are twice as likely to leave school before graduating

Costs to individuals are as high as those to society. Imagine not being able to:

- Read a menu
- Read a bus schedule
- Understand a paycheck stub
- Interpret your child's report card
- Understand and obey traffic signs
- Understand and follow medical prescriptions

For millions of people those costs are an everyday reality.

Research commissioned by the J. Marion Sims Foundation in 2002 revealed that Lancaster and Chester counties suffered from functional illiteracy rates greater than the nation's and greater than South Carolina's overall rate of 56%. At rates such as those, a host of area residents – while being able to survive at the most basic levels – fell well short of NIFL's definition.

## INTRODUCTION & HISTORICAL PERSPECTIVE

Clearly, something had to change. The foundation began awarding grants to non-profit organizations to launch adult literacy and basic skills programming. These awards continued until, by 2004, 15 different organizations had received a total of \$6 million to create programs to initiate such change. On average, learners entered basic skills instruction reading at between 3rd and 5th grade levels. (As dark as that statistic is, a bright side is that adult learners, once started, often make rapid progress.)



After the initiative had been under way for three years, the foundation gathered and presented data to the community that indicated promise. (*Adult Literacy and Basic Skills Initiative Three-Year Review*, available at [www.jmsims.org](http://www.jmsims.org)) At the same time, we knew that reviewing data after six years would be much more meaningful and would provide a clearer picture of the initiative's impact. Results of that review, from data compiled and tabulated by Results Consulting of Columbia, SC, follow on the ensuing pages and demonstrate dramatic increases from the previous review and a substantial return on the foundation's investment, which now stands at \$8 million.

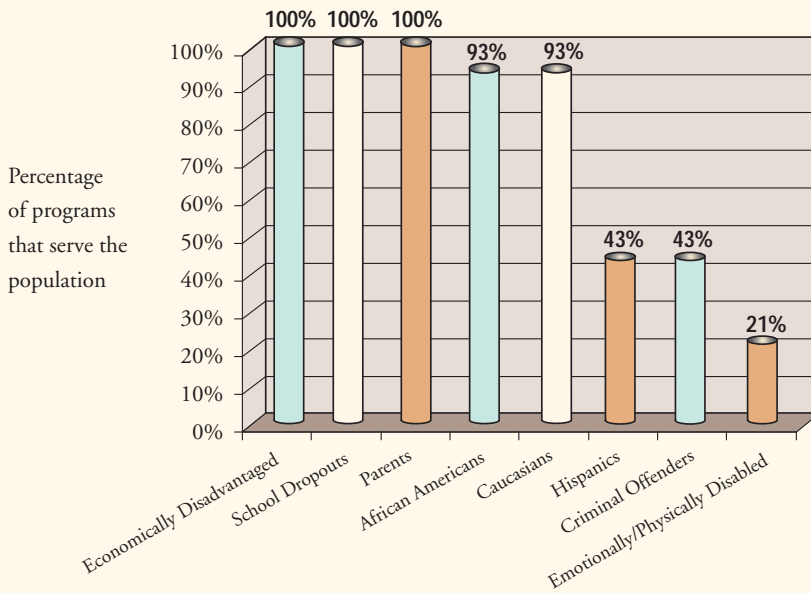
Much has changed since 2002. The nation has endured its most severe economic downturn since the Great Depression of the 1930s. Springs Industries, the area's largest employer and the mainstay of its economy for a century, has closed virtually all of its local operations and now employs only a small fraction of its former workforce. Other companies have followed suit – at this writing, unemployment in the area stands at just under 20%. Demand for services from providers of literacy and other types of programs and assistance has skyrocketed.

Many programs remaining from the original cohort now find themselves working not just with individuals who have historically fared poorly economically, but also with many previously-employed residents who were making good salaries despite low literacy levels and a lack of skills to transfer into other jobs. These displaced workers have needed adult education, GEDs, and computer skills to reinvent themselves in preparation, when economic conditions improve, for a new job market in which their old skills are no longer needed.

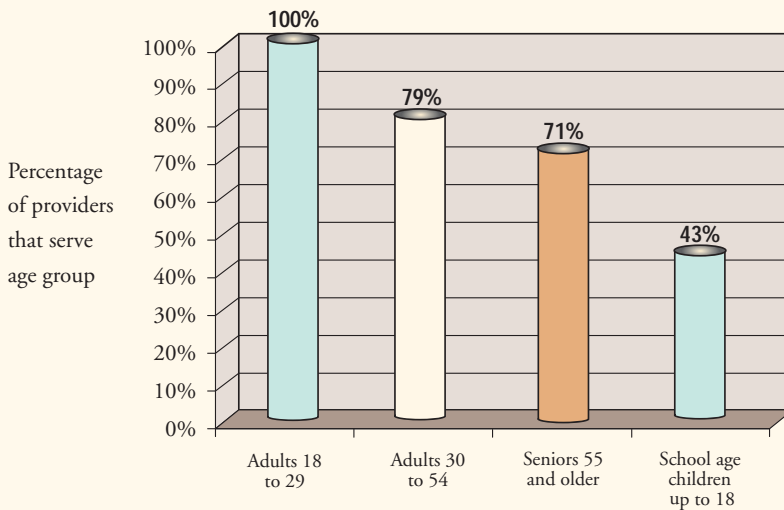
Accordingly, programs have adapted their offerings to help meet the need for employment training and re-training, have added GED preparation components, and are continually developing new curricula and modifying and enhancing their approaches to teaching and instruction, including more mentoring and one-on-one tutoring and individualized attention. Additionally, providers have realized the need to address learners in a holistic manner, in some cases attending to emotional needs; in others helping with resume preparation, building “soft skills,” addressing financial literacy, and providing service learning opportunities.

Against this backdrop, the foundation's initiative and the work of the various literacy programs take on added urgency and importance. Much remains to be done. But as information on the following pages attests, literacy programs serving Lancaster County, Great Falls, and Fort Lawn have had a measurable impact and, with continued and increased community support, stand to do so for many years to come.

■ Populations Served by Literacy Programs

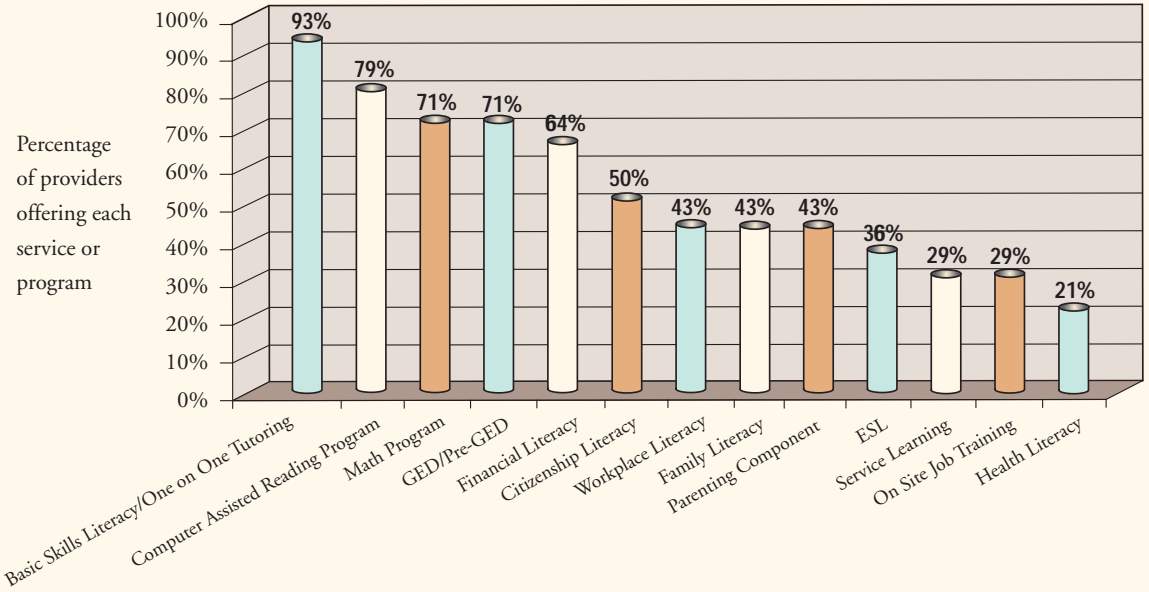


■ Age of Students Served by Literacy Providers

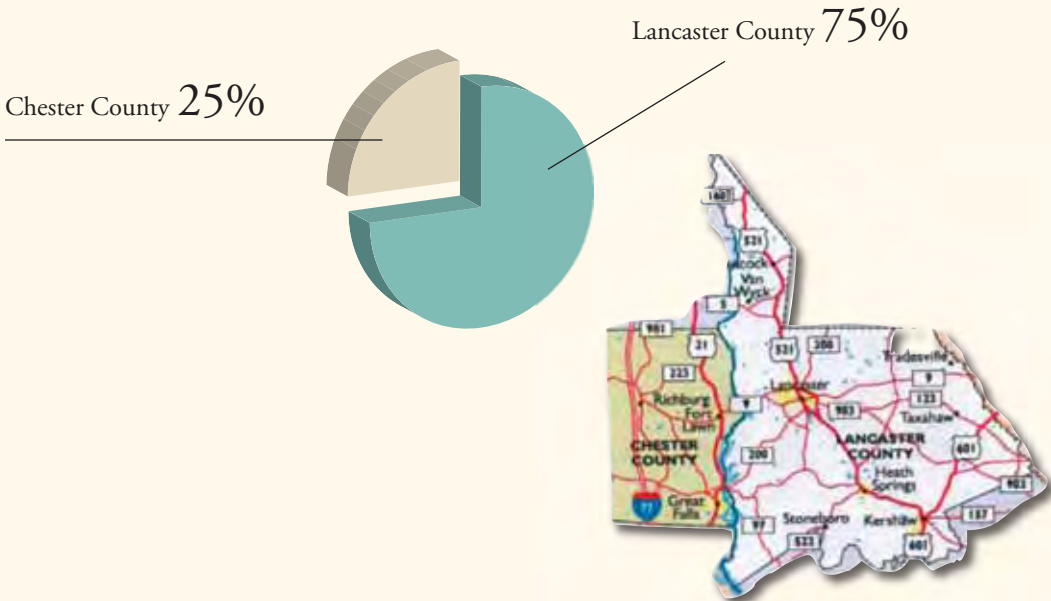




■ Programs and Services Provided by Literacy Programs



■ Geographic Area Served



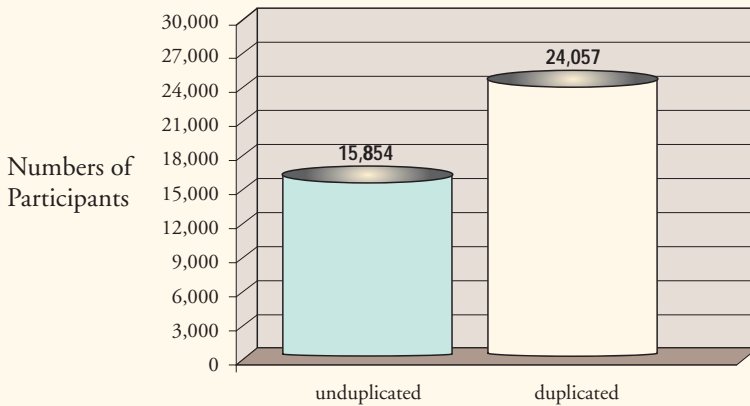
IMPACT

■ Statistical Snapshot

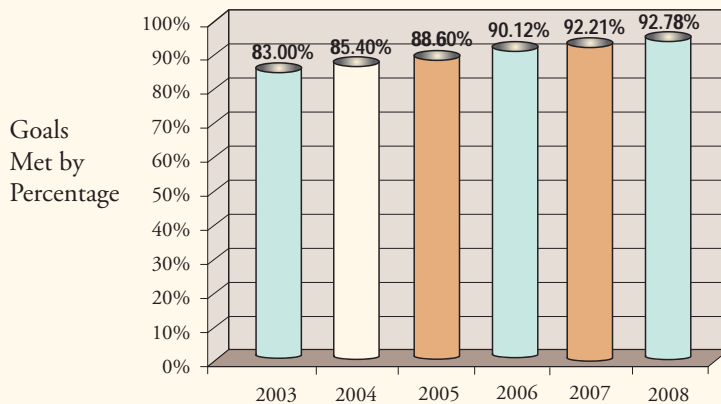
Early in the initiative, the foundation and providers of literacy services learned that literacy instruction must be highly individualized and that it does not occur in isolation – it is influenced by a host of societal factors and circumstances. Effective literacy programming involves more than developing skills – it involves a holistic approach that addresses the needs of the whole person, and in some cases, whole families. Some programs have instituted components in conjunction with the criminal justice system and government-provided social services as well as with private enterprise in areas such as work preparation, job placement and retention.

Thus, the impact of the providers’ work can be viewed in a variety of ways from a number of perspectives, such as community engagement represented by volunteers and their hours, hours of instruction provided to learners and learners’ progress toward individual goals, development of appreciation for community service, GEDs obtained, foster children reunited with their families, and others. The accompanying sample of quick facts provides a glimpse of some of the impact the programs have made.

■ Participants Served in All Program Components



■ Yearly Percentage of All Participants Meeting Individual Goals



IMPACT

AT A GLANCE



Number of  
volunteers:  
**1,089**

Volunteer  
hours:  
**182,589**



Total hours of  
instruction:  
**166,359**



Number of juvenile offenders and at-risk  
students avoiding incarceration: **293**



Number of foster  
children returned  
to their families:  
**150**



Number of  
GEDs earned: **116**



Community service hours: **23,882**

## IMPACT

### ■ Economic Impact

In addition to learning gains and social impacts on individuals, families, neighborhoods, and communities the initiative has also made an economic impact. The following sample of estimated dollar values serves as a measuring tool for various services and outcomes, providing a sense of that impact.

#### Quick Facts:

- Funding awarded to programs from sources other than the Foundation: \$3,670,359
- In-kind contributions to programs: \$3,007,373
- Value of volunteer time: \$3,387,026 <sup>1</sup>
- Value of students' community service time: \$443,011 <sup>2</sup>
- Value of books distributed by programs: \$62,970 <sup>3</sup>
- Savings from return of children to families from foster care: \$1,874,880 <sup>4</sup>
- Savings from juvenile offenders/at-risk students avoiding incarceration: \$21,082,815 <sup>5</sup>
- Additional earnings for holders of GEDs/diplomas: \$14,268,000 <sup>6</sup>

**Total estimated economic impact: \$48,509,285 <sup>7</sup>**

#### Explanations of footnotes:

- 1 – Estimate is based on 182,589 volunteer hours @ \$18.55/hour, Independent Sector's average value per volunteer hour for 2003-2008.
- 2 – Estimate is based on 23,882 community service hours @ \$18.55/hour, Independent Sector's average value per volunteer hour for 2003-2008.
- 3 – The programs distributed 6,279 books at an average estimated value of \$10 per book.
- 4 – Estimated savings are based on 150 children returned to families from foster care at an average annual cost of \$4,464, using the average of the amounts South Carolina reimburses foster parents for children in age groups 0-2, 3-9, and 10 years and older, and an average foster care stay of 2.8 years, the South Carolina average. Sources: National Resource Center for Family Centered Practice and Planning, Hunter College School of Social Work, City University of New York; and the National Data Analysis System, Child Welfare League of America.
- 5 – Savings are based on 293 juvenile offender and at-risk students (of 311 served) avoiding incarceration at 2003-2008 average annual cost of \$14,391 per the South Carolina Department of Corrections' reported cost per inmate including state, federal and special revenues received and expended for incarceration.
- 6 – Estimate is based on an average annual wage difference of \$4,100 between GED holders and non-GED holders as found by the General Educational Development Testing Service (GEDTS) Research Studies (2008) in its analysis of data from the 2003 National Assessment of Adult Literacy (NAAL), and assumes an average of 30 years of post GED-employment.
- 7 – Total estimate is calculated using values for funding from sources other than the foundation, in-kind contributions, values of volunteer and community service time, distributed books, savings in state foster care and incarceration expenditures, and value of 30 years of post-GED employment.

## ■ Organizations and Programs

### WORKPLACE LITERACY



*Workplace literacy* addresses the development of written and spoken language, math and thinking skills that workers and trainees need to perform specific job tasks effectively and efficiently, to work well with others, to work well within their employment context, and to plan and direct personal and professional growth.

## WORKPLACE LITERACY

### PROGRAM: Guided Academic Preparation Program (GAPP)

**Administering Organization:** Chester County Literacy Council

**Target Group:** Unemployed and underemployed adults in the Great Falls community who have been identified as needing basic skill development

**Program Description:** Increase workplace literacy levels and basic skills for unemployed and underemployed adults in the Great Falls area by providing needs-based instruction using research-based strategies

#### Quick Facts:

- Slightly more than 83% of program participants entered the program at or below a fifth-grade skill level
- In addition to computer-based instructional activities, the program provides one-on-one tutoring to all students reading on or below third-grade skill level, and one-on-one and small-group basic math instruction to all functioning below fifth-grade skill level

#### Impact:

- 92% of program participants demonstrated an increase in reading level, fluency and comprehension as indicated by pre and post test ReadOn skill levels or pre/post TABE literacy levels
- 76% of participants improved their math skills as indicated by pre and post test results
- 87% job placement retention rate

### PROGRAM: Bridge to Enhanced Skills Training (BEST)

**Administering Organization:** York Technical College Foundation

**Target Group:** Employees of Lancaster-area industries who do not have a high school diploma or GED, who are high school graduates with basic skills deficiencies, who have a language barrier, or who lack basic computer skills.

**Program Description:** Provide on-site workplace literacy and basic skills training to targeted employees at area industries and businesses

#### Quick Facts:

- In addition to providing its on-site services at industrial locations such as basic literacy, basic computer, and English as a Second Language (ESL) and Spanish classes to multinational employee populations, BEST completed 12 WorkKeys job profiles and 222 employee assessments, providing nearly 3,000 hours of basic skills training to fill skill gaps identified by the assessments
- Implemented a summer camp for educationally at-risk youth that provides career and job skills knowledge to help direct young adults into appropriate training for chosen career fields

#### Impact:

- 99% of students increased their proficiency in at least one skill area
- WorkKeys job profile data indicate that following assessment and instruction, 98% of participants scored at or near minimum level required for employment in math; 100% scored at or above the same minimum level in reading

## WORKPLACE LITERACY

### PROGRAM: Lit-up: Up with Literacy and Basic Skills

**Administering Organization:** Christian Services of Lancaster

**Target Group:** Adults 17 and older who are interested in improving their literacy skills for work

**Program Description:** Increase workplace literacy levels and basic skills for unemployed adults by combining literacy instruction with job opportunities and mentoring

#### Quick Facts:

- In addition to instruction in basic skills, computer literacy, and financial literacy, the program provides help with resume writing, interviewing, communications, and problem solving skills
- Lit-up also provides students with mentors to provide individual encouragement and guidance

#### Impact:

- 98% of students increased literacy by at least two levels
- 95% of students achieved their individual goals
- More than 100 students obtained gainful employment

### PROGRAM: YouthBuild

**Administering Organization:** Communities in Schools of Lancaster

**Target Group:** High school dropouts ages 17-24 in Lancaster County.

**Program Description:** Increase workplace literacy levels and basic skills using a hands-on, integrated approach to academic and workplace development for high-risk males and females ages 17-24

#### Quick Facts:

- The program provides a hands-on, integrated approach to academic and workplace development, providing classroom instruction and practical job training in construction. Vocational counseling and mentoring components are also included.
- YouthBuild trainees contributed more than 17,000 hours of community service to area agencies, organizations and churches

#### Impact:

- On average, trainees increased their math proficiency by nearly two grade levels and their reading proficiency by one grade level
- 44 trainees earned GEDs
- 50 trainees were placed in employment; 72% remained employed 24 months later

## WORKPLACE LITERACY

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### ■ PROGRAM: Reading for Workplace Success

**Administering Organization:** Lancaster County Literacy Council

**Target Group:** Adults 17 and older who are no longer in school and reading at or below 6th grade level; adults who need basic skill work for self-improvement and employment; displaced and underemployed adults who are seeking workplace skills to increase employability

#### Quick Facts:

- Reading for Workplace Success prepares students who fall below minimum requirements to enter Lancaster County's Adult Education Program
- Students are able to take advantage of services offered by adult education, such as assistance in creating resumes, seeking employment and obtaining WorkKeys certification

#### Impact:

- 87% of students demonstrated gains of one level or more as measured by pre and post test results on the Test of Adult Basic Education (TABE)
- 40% of students increased one level or more in the computer-based ReadOn program



## ■ Organizations and Programs

### FAMILY LITERACY



*Family literacy* is an intergenerational approach to literacy education that addresses the literacy needs of the parents with low literacy skills as they promote family members' growth and development, meet family needs and responsibilities, and strengthen their family systems.

## FAMILY LITERACY

### PROGRAM: Home Literacy Trail

**Administering Organization:** Brooklyn Springs Elementary School

**Target Group:** Adults and families in the Brooklyn Springs attendance area

**Program Description:** Bridges gaps between parents, teachers, and students by providing one-on-one academic tutoring for family members, parenting classes for adults, and a literacy coach for teachers

#### Quick Facts:

- The program trained teachers to work more effectively with parents and students in the target group while providing a classroom set aside for parents to work on improving their basic skills while increasing their children's achievement
- Home Literacy Trail also provided an extended day program to give extra assistance to students and allow the parents to further increase their literacy skills

#### Impact:

- Parent participation in school activities has increased from 20% to 95% over the life of the program
- 95% of students increased their literacy skills by one or more levels, with 60% increasing two levels or more and 30% increasing three levels
- 96% of students met their individual learning goals, such as learning English, obtaining employment, and helping children with their homework

### PROGRAM: Map to Success Family Literacy Program

**Administering Organization:** Lancaster Housing Authority

**Target Group:** Parents and children under all of the Lancaster Housing Authority's public housing programs, including those residing at Caroline Court and in Section 8 housing

**Program Description:** Equips low-literacy adults residing in public housing and Section 8 units with the tools needed to improve their literacy and basic skills and to make them better parents and community members

#### Quick Facts:

- Map to Success provides programming in basic skills, financial literacy and parenting and also incorporates a service learning component
- The program also has implemented Motherread, a nationally known model designed to develop literacy skills and strengthen the bonds between parent and child and to teach and encourage mothers to read to their young children

#### Impact:

- 90% of adult participants in the program increased their reading skill by one or more levels
- 92% of children in the program demonstrated an increase in their reading skills
- 100% of students who participated in the after school program passed their grade levels

## FAMILY LITERACY

### ■ PROGRAM: The Community Powerhouse Family Literacy Program

**Administering Organization:** Faith, Hope and Victory Christian Church

**Target Group:** African-American males ages 17-24 from low socio-economic status homes who have not attained a high school diploma or GED; who are currently unemployed or seeking employment; who lack adequate social behaviors and motivations to care for their families; families with children that are deemed academically at risk for becoming dropouts

**Program Description:** Offers literacy education instruction, career exploration, and technology training in one of Lancaster County's highest poverty areas to African-American males who have dropped out of school

#### Quick Facts:

- The program provided 17,470 hours of literacy empowerment sessions devoted to improving basic reading, writing, and computer skills, financial literacy, and social skills
- In addition to basic educational instruction, the program focuses on building the students' confidence to help them succeed in environments in which they were previously unsuccessful

#### Impact:

- More than 60% of program participants have re-enrolled in high school, enrolled in adult education, or obtained employment
- 91% of students completing 50 hours of instruction demonstrated improvement as indicated by pre and post-test results; 81% of participants report reading as a part of their life

### ■ PROGRAM: The Southside Family Literacy Project

**Administering Organization:** Deliverance Word of Faith Church

**Target Group:** Low economic families composed mostly of African-American parents, children, and extended family members living in the Southside community of the city of Lancaster

**Program Description:** Break the cycle of illiteracy in Lancaster's Southside area by providing community-based, family-focused literacy programs and services including reading and math instruction and GED preparation

#### Quick Facts:

- The program has been a referral site for South Carolina Department of Social Services clients for basic skills and parenting classes, in part to help parents re-unite with their children who have been placed in foster care
- Southside's after-school institute includes a homework center, computer learning center, conversational Spanish, character education and a reading club

#### Impact:

- 96% of students have advanced one or more levels; average advancement was 2.5 levels
- The retention rate for program participants placed in jobs is 80%
- 80% of students in the after-school institute improved their grades in two or more subjects

## FAMILY LITERACY

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### ■ PROGRAM: Skills for Success

**Administering Organization:** The Children's Council

**Target Group:** Low education-level families with two and three year-old children or older children who have tested not ready for school

**Program Description:** Increase school readiness and adult literacy by working in the homes of target group families

#### Quick Facts:

- The program completed more than 9,000 home visits in its first four years of operation
- A total of 2,800 books have been distributed to families through the program

#### Impact:

- On average, second graders whose families had participated in the program tested higher in reading than children on free/reduced lunch and at a level very near that of those on paid lunch
- 95% of program participants have reached their yearly goals

## Organizations and Programs

### HEALTH LITERACY



*Health literacy* refers to the capacity of an individual to obtain, interpret and understand basic health information and services, and the competence to use such services in ways that are health enhancing.

## HEALTH LITERACY

### PROGRAM: Learning Institute for Tomorrow (LIFT)

**Administering Organization:** Learning Institute for Tomorrow

**Target Group:** Adults and youth 13 and older in Lancaster County, Great Falls and Fort Lawn who have been diagnosed with psychiatric disorders and/or chemical dependencies

**Program Description:** Increase educational skills and empower adult clients diagnosed with functional psychological and chemical dependency disorders

#### Quick Facts:

- 31% of enrolled students report a learning disability; 71% did not complete high school
- A substantial number of students entered at the pre-GED level (5th-7th grade level)

#### Impact:

- 89% of students demonstrated progress toward their individual goals; 84% achieved goals they set for themselves, such as obtaining a GED or becoming employed
- A LIFT student in its CareerReady! WorkKeys Certification Program (a partnership with York Tech) achieved a platinum rating – the highest possible – a first for both for LIFT and for York Tech
- 100% of students reported an improved quality of life as measured by the California Quality of Life Assessment

### PROGRAM: Improving the Health Literacy of Health Consumers in Southern Lancaster County

**Administering Organization:** University of South Carolina Research Foundation

**Target Group:** Persons who have or will continue to routinely utilize the medications assistance program operated by the USC-Kershaw Primary Care Education Center and the Kershaw Area Resource Exchange

**Program Description:** Improve the readability and comprehension of health education and information materials, and improve the ability of low literacy consumers to understand application forms required for access to healthcare

#### Quick Facts:

- Engaged health profession students (medical and social work graduate students) in community outreach activities to familiarize them with the health literacy of local residents to improve the students' ability to communicate with their patients
- Developed health information pamphlets on hypertension reflecting consumers' educational, social and cultural backgrounds and trained more than 100 hypertensive patients in management of high blood pressure

#### Impact:

- The program improved indigent patients' ability to apply for free medications. Of those served, nearly 75% were able to complete forms with minimal assistance
- Patients demonstrated improvement in their ability to manage their diabetes and helped produce diabetes and nutrition information compatible with their educational, social and cultural situations

## Organizations and Programs

### CITIZENSHIP LITERACY



*Citizenship literacy* involves the development of general literacy skills applied to the everyday tasks of being a citizen and active community member. At the heart of citizenship literacy development is citizens becoming involved in community improvement efforts and creating just, healthy environments. By uplifting the skills of large numbers of citizens and encouraging civic participation, the quality of life in communities improves.

## CITIZENSHIP LITERACY

### ■ PROGRAM: Fort Lawn Community Center's Family, Workplace, Health and Citizenship Literacy Program

**Administering Organization:** Fort Lawn Community Center

**Target Group:** Adults seeking to increase basic skills and workplace, family and citizenship literacy

**Program Description:** Provides comprehensive programs and services to increase workplace, family, and citizenship literacy for adults 17 years and older in Fort Lawn and surrounding areas

#### Quick Facts:

- More than 2,000 people have been served in the center's programs. Of these, 75% have been enrolled in basic skills and computer literacy classes
- The Center served as a transition site for the South Carolina Employment Security Commission for displaced workers in the wake of plant closings in the area

#### Impact:

- Approximately 30% of those completing classes reported having obtained their GED; 28% reported the center helped them obtain employment
- Among Workforce Investment Act (WIA) students, 13% located employment and 31% went on to secondary education

### ■ PROGRAM: Multi-Cultural Information Center: Empowering our Future Today

**Administering Organization:** The Multi-Cultural Information Center (MCIC)

**Target Group:** Limited-English speakers ages 17 and older in Lancaster County

**Program Description:** Provides comprehensive programs and services to increase literacy and basic skills among non-English speaking members of the community and to help the international community with information to improve their social and economic situations

#### Quick Facts:

- In addition to providing literacy services, MCIC helped clients obtain Individual Taxpayer Identification Numbers, and facilitated communication between members of the medical profession and the Hispanic community
- MCIC provided financial literacy assistance for members of the international community to assist them in financial management and relationships with financial institutions

#### Impact:

- 93% of students met their ESL/basic skills goals and reported being better able to communicate with supervisors and co-workers and receive promotions
- 90% of students met their computer literacy goals



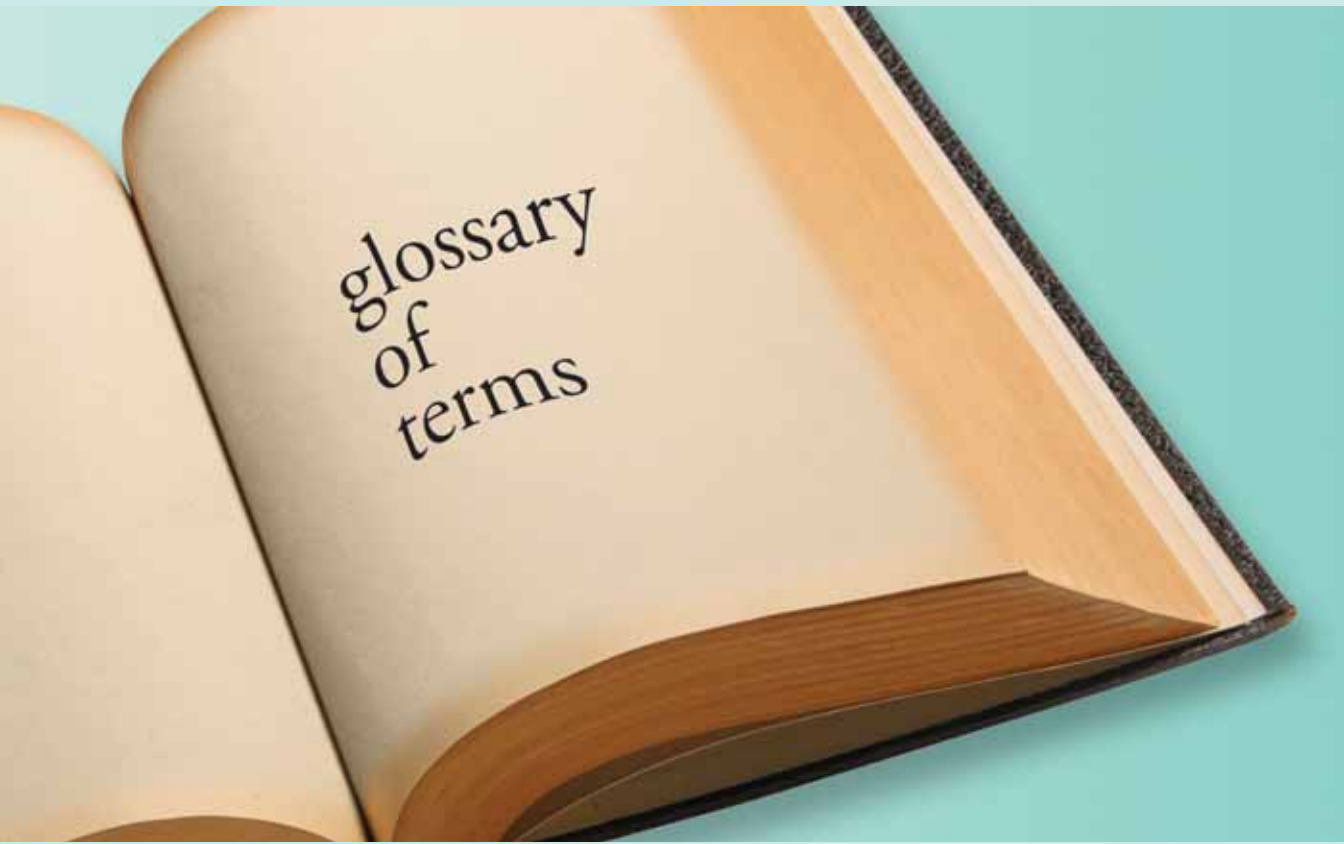
## SIX YEAR LIST OF ADULT LITERACY GRANTEE PARTNERS\*

1. Alpha Kappa Alpha Sorority, Incorporated
2. Alpha Omega Foundation
3. AVON
4. BEST Americorps
5. Bethlehem Baptist Church
6. Bi-Lo, Lancaster
7. Blackswan Farm, Rhonda Dortch
8. Bob Doster's Backstreet Studio
9. Bowater
10. Brooklyn Springs Elementary School
11. Buffalo Baptist Church
12. Burbee Place Early Care & Education Center
13. Coldwell Banker
14. Cardinal Healthcare
15. CareNet
16. Carolina Center for Behavioral Health
17. Carolina Community Action
18. Carolina Panthers
19. Carowinds
20. Catawba Care Coalition
21. Catawba Fish Camp
22. Catawba Work Group, Rock Hill
23. Causey's Welding and Fabrication
24. Chamber of Commerce – Chester County
25. Chamber of Commerce – Lancaster County
26. Charlotte Knights
27. Chester ATAX
28. Chester County Council
29. Chester County Department of Juvenile Justice
30. Chester County Department of Social Services
31. Chester County First Steps
32. Chester County Mental Health Center
33. Chester County School District
34. Chester County Senior Services
35. Chester FAST
36. Chester Healthcare Foundation
37. Chester Library Bookmobile
38. Chester News & Reporter
39. Chester Rotary Club
40. Chick-Fil-A of Lancaster
41. Children's Attention Home
42. Christian Services of Lancaster
43. City of Lancaster
44. City of Lancaster Fire Department
45. City of Lancaster Police Department
46. Clemson Extension Service
47. Clinton Elementary School
48. Communities in Schools of Chester
49. Communities in Schools of Lancaster
50. Community Health Outreach Coalition
51. Curtis Mingo Masonry
52. Deliverance Word of Faith Church
53. Delta Sigma Theta Sorority
54. Department of Juvenile Justice
55. Diane Barnes/Shepherd's Care Ministry
56. Do It Printing
57. Duke Energy
58. Eastside Academy
59. Edward Jones Company
60. Edwards-Scott House Catering
61. El Bethel Methodist Church
62. Elgin Feed & Garden Center
63. Episcopal Church of Our Savior
64. Evans Formal Wear
65. Faith, Hope & Victory Christian Church
66. FB Enterprises
67. First Citizens Bank of Lancaster
68. First Palmetto Savings Bank
69. First Presbyterian Church of Lancaster
70. First United Methodist Church of Lancaster
71. Food Lion - Main Street location, Lancaster
72. Footprints Carolina
73. Fort Lawn Animal Clinic
74. Fort Lawn Baptist Church
75. Fort Lawn Community Center
76. Fort Lawn Post Office
77. Fort Mill School District – Office of Student Services & Special Education
78. Frans Gordon Boarding Home
79. Fundamental Development, Inc.
80. Game Day Sports
81. GEAR UP Program
82. Genesis Ministries
83. Girl Scout Troop of Union Ezell AME Zion Church
84. Good Samaritan Medical Clinic
85. Grace Bleachery
86. Great Falls High School
87. Great Falls Police Department
88. Guardian Ad Litem Program
89. Habitat for Humanity
90. Harris Teeter of Indian Land
91. Heritage Community Service
92. Home Depot of Lancaster
93. H.O.P.E. in Lancaster, Inc.
94. HOPE Center Church of God of Prophecy
95. IMO Pump
96. J's Fine Furniture and Art
97. J.T. Stevens Foundation
98. Jackie's Quick Stop
99. JETTI Career Counseling
100. Joanie Winters, Esquire
101. Kershaw Community Health Education Center
102. Kershaw Correctional Institute
103. Kershaw Elementary School
104. Kershaw News Era
105. Keystone, Rock Hill
106. Kilburnie, the Inn at Craig Farm
107. Koss Motor Sports
108. L & C Railway
109. L.A.D. Enterprises
110. Lancaster Area Literacy Cooperative (LALC)
111. Lancaster Breakfast Rotary Club
112. Lancaster City Council
113. Lancaster County Adult Education
114. Lancaster County Arts Council
115. Lancaster County Council

\*Total number of partnerships: 317; Some organizations partner with more than one grantee

## SIX YEAR LIST OF ADULT LITERACY GRANTEE PARTNERS\*

- |   |  |
|---|--|
| 116. Lancaster County Drug Court                                      | 173. Shropshire Electrical Services                              |
| 117. Lancaster County First Steps                                     | 174. Sistare Landscaping   |
| 118. Lancaster County HeadStart                                       | 175. Soliant, Inc.   |
| 119. Lancaster County Literacy Council                                | 176. South Carolina Continuum of Care                            |
| 120. Lancaster County One Stop  | 177. South Carolina Department of Commerce                       |
| 121. Lancaster County Partners for Youth                              | 178. South Carolina Department of Health & Environmental Control |
| 122. Lancaster County Performing Arts Series                          | 179. South Carolina Department of Probation & Parole             |
| 123. Lancaster County Recreation Department                           | 180. South Carolina Department of Vocational Rehabilitation      |
| 124. Lancaster County Sheriff's Department                            | 181. South Carolina Mentor                                       |
| 125. Lancaster County Youth Council                                   | 182. Southside Early Childhood Development Center                |
| 126. Lancaster Fatherhood Project                                     | 183. Springs Memorial Hospital                                   |
| 127. Lancaster High School Prom Bank                                  | 184. State Farm Insurance  |
| 128. Lancaster Humane Society   | 185. Storage to Go   |
| 129. Lancaster Lunch Rotary Club                                      | 186. Success by 6 of Chester County                              |
| 130. Lancaster County School District                                 | 187. 20th Century Book Club                                      |
| 131. Lewisville ROTC  | 188. Texaco, Fort Lawn, SC                                       |
| 132. Lord of Life Outreach Ministries                                 | 189. The Children's Council                                      |
| 133. Lovern's Landscaping   | 190. The Flower Market, LLC                                      |
| 134. Lutz Foundation  | 191. The Lancaster News  |
| 135. Mae Aldridge Sinclair Out Reach                                  | 192. The Municipal Court System of Great Falls                   |
| 136. Management Treatment Services (MTS)                              | 193. The Outdoorsman   |
| 137. Mark Grier Law Office  | 194. The Purple Rooster  |
| 138. Mary Kay Cosmetics, Lancaster & Fort Lawn                        | 195. The Springs Close Foundation                                |
| 139. MetLife  | 196. Thomas & Howard, Attorneys at Law                           |
| 140. Metrolina Railroaders  | 197. Town of Fort Lawn   |
| 141. Michael Blackmon Foundation                                      | 198. Town Council of Fort Lawn                                   |
| 142. Morrison Textile Machinery                                       | 199. TruVista  |
| 143. Mount Pleasant Baptist Church                                    | 200. United Christian Heritage Total Family Outreach             |
| 144. Mount Zion AME Church  | 201. United Way of Chester County                                |
| 145. Multi-Cultural Information Center                                | 202. United Way of Lancaster County                              |
| 146. NAMI (National Alliance on Mental Illness) – Piedmont Tri-County | 203. US Airways  |
| 147. NAMI (National Alliance on Mental Illness) – SC                  | 204. US Foods  |
| 148. National Crime Prevention Council                                | 205. U.S. Department of Housing and Urban Development (HUD)      |
| 149. New Day Family Practice & Wellness Center                        | 206. U.S. Department of Labor                                    |
| 150. New Option Appraisals  | 207. University of South Carolina School of Medicine             |
| 151. Nibrol   | 208. USDA Rural Development                                      |
| 152. Old English District   | 209. Wamsutta  |
| 153. OMNOVA   | 210. YMCA of Chester   |
| 154. Palmetto Grill   | 211. York County One Stop  |
| 155. Panorama Computer Learning, Inc.                                 | 212. Youthbuild U.S.A.   |
| 156. Pardue Street Apartment Complex                                  | 213. Youthnet  |
| 157. Parenting Plug Ins   | 214. WRBK Radio 90.3   |
| 158. Parkinson's Association  | 215. Wagon Wheel Restaurant                                      |
| 159. Perception Builders, LLC   | 216. Weyerhaeuser  |
| 160. Phillips Staffing  | 217. White Springs Baptist Church                                |
| 161. ProCal, Inc.   | 218. Williams' Floor Covering                                    |
| 162. Pulte Homes  | 219. Winthrop University   |
| 163. ProStaffing, Inc.  | 220. Winthrop University – Close Scholar Program                 |
| 164. Rebecca Rhodes Out Reach   | 221. Winthrop University Small Business Office                   |
| 165. Regional HIV/AIDS Consortium                                     | 222. Witherspoon Tax & Accounting                                |
| 166. Riggs Advertising of Columbia                                    | 223. Workforce Investment Act                                    |
| 167. Safe Passage   | 224. Wright's Printing Service                                   |
| 168. Saint Paul AME Church  | 225. Young's Garden Center                                       |
| 169. Sassie Sallie  |  |
| 170. SCANPO   |  |
| 171. SCIway   |  |
| 172. Schumacher   |  |



## GLOSSARY OF LITERACY TERMS

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**Assessment** – The gathering of information from several measurements to show strengths and weaknesses of a particular ability, or of a particular attribute. The terms, *assessment* and *test* are often used interchangeably.

**Basic Skills** – Shorthand to describe the lowest level of math, reading, and writing skills.

**Citizenship Literacy** – Involves the development of general literacy skills applied to the everyday tasks of being a citizen and active community member. At the heart of citizenship literacy development is citizens becoming involved in community improvement efforts and creating just, healthy environments. By uplifting the skills of large numbers of citizens and encouraging civic participation, the quality of life in communities improves.

**Computer Literacy** – Training in the use of computer software, including off-the-shelf applications such as word processing, spreadsheets, databases, and graphics and communications, among others. Also includes training in company-specific software applications.

**Employability** – A combination of personal qualities (such as self-confidence, self-awareness and flexibility), skills of various kinds (including generic skills such as communication skills, teamwork and problem solving), and subject understanding relating to the particular area of work.

**Educationally Disadvantaged Adult** – An adult who demonstrates basic skills equivalency equal to or below that of students at the fifth grade level or who has been placed in the lowest literacy level.

**English as a Second Language (ESL)** – Adult education for adults whose inability to understand, speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability or to function in society, or successfully complete the citizenship application process. Citizenship classes must use English as a Second Language as a method and citizenship as content.

**Family Literacy** – An inter-generational approach to literacy education that addresses the literacy needs of the parents with low literacy skills as they promote family members' growth and development, meet family needs and responsibilities, and strengthen their family systems.

**Financial Literacy** – The ability to read, analyze, manage, and communicate about the personal financial conditions that affect material well being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future, and respond competently to life events that affect everyday financial decisions, including events in the general economy.

**Functional literacy/illiteracy** – A person is functionally literate/illiterate who can/cannot engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.

## GLOSSARY OF LITERACY TERMS

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**GED** – Stands for the General Education Developmental Test that measures developing skills taught in secondary schools. The GED test is given to high school students who have dropped out of school; students who pass the test are awarded a GED as an alternative to a high school diploma.

**Goals Met** – This term refers to the percentage of program participants (learners) attaining their individual goals. Learner goals are developed based on the individual needs of each participant.

**Health Literacy** – Refers to the capacity of an individual to obtain, interpret and understand basic health information and services, and the competence to use such information and services in ways that are health enhancing.

**In-kind contributions** – Contributions of equipment, supplies, or other tangible resources, as distinguished from monetary contributions.

**KeyTrain** – A WorkKeys curriculum that includes pre-WorkKeys and WorkKeys skill levels.

**ReadOn/Learning100** – A reading program formerly known as CYCLES, this computer assistance program is an integrated instructional and management system that diagnoses, instructs, and provides practice and reinforcement of reading and language competencies.

**Rosetta Stone** – A language-learning curriculum used with students learning a second language. It is available in 30 languages.

**Sustainability** – Capable of being continued with minimal long-term effort.

**TABE** – Test of Adult Basic Education, a norm-referenced test designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in instructional programs. Reading, language, mathematics, and spelling are the areas measured.

**WIA** – The federal Workforce Investment Act offers a comprehensive range of workforce development activities through statewide and local organizations. Available workforce development activities provided in local communities can benefit job seekers, laid off workers, youth, incumbent workers, new entrants to the workforce, veterans, persons with disabilities, and employers.

**WorkKeys** – A job skills assessment system that measures work skills that employers have identified as critical to job success.

**Workplace Literacy** – Programs that offer literacy geared toward employment. These programs address the development of written and spoken language, math, and thinking skills that workers and trainees need to perform specific job tasks effectively and efficiently, to work well with others, to work well within their employment context, and to plan and direct personal and professional growth.

**School-Age Population** – Number of children in the officially defined school-age-group, whether enrolled in school or not.

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