

J. Marion Sims Foundation

LANCASTER COUNTY | FORT LAWN | GREAT FALLS | SOUTH CAROLINA

ADULT LITERACY AND BASIC SKILLS INITIATIVE

Three year

●
review



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In the course of framing and carrying out its Adult Literacy and Basic Skills Initiative, the Foundation has had conversations with a wide range of community leaders about the area's functional illiteracy levels and associated issues. Herewith and elsewhere in this publication is a sampling of their views:

“So many of our problems – dropout rates, risky behaviors, workforce readiness, parental involvement – all of them stem from illiteracy. It’s a South Carolina issue and a national issue.”

— Dr. Barry Campbell
Superintendent of Chester County
Schools

“Literacy is way at the top of the priority list as far as I’m concerned. Illiteracy causes a lot of other problems. We see it in domestic violence, with fathers and mothers who don’t have skills or an opportunity to learn skills.”

— Hugh White
Lancaster Chief of Police

J. Marion Sims Foundation



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CHAIRMAN'S/PRESIDENT'S LETTER

June 2006

When the J. Marion Sims Foundation elected to undertake its first targeted grant-making initiative, we were unsure what to expect – in terms both of all that is required to shepherd a special, long-range initiative, and of how the community would respond.

Like most communities Lancaster County, Great Falls and Fort Lawn face a broad array of pressing issues. In surveying the landscape of health-related challenges the Foundation became convinced that the rates of functional illiteracy formed an underlying basis for a host of other community problems. Given the deep, tangled, and entrenched roots of illiteracy, it can be convincingly argued that we could not have picked a tougher issue to tackle.

Though it is difficult to capture all that has occurred, this report is intended to provide a sense of the initiative's activities and progress during its first three years. Perhaps the biggest lesson we've learned during that time is not to underestimate what can happen when a community's creativity is encouraged and unleashed. As the following pages attest, the response to the initiative's first three years has been in a number of ways extraordinary, as many participants have surmounted significant and stubborn barriers to improve their lives.



There is such a long way to go and so much still to do. But a good and important start has been made. And that is reason for hope.

George W. Flanders
Chairman
Board of Trustees

James T. Morton
President

HISTORICAL PERSPECTIVE

Why Literacy?

On the surface it may not seem to make much sense: a foundation concentrating on health and wellness selects adult literacy and basic skills as the focus for its first targeted grant making initiative. But a look beneath the surface reveals the connection between literacy and health and the reason for the choice.

In the late 1990s the Foundation's Board of Trustees undertook an exhaustive planning process, examining a wide array of community health issues and indicators. Domestic violence, substance abuse, teenage pregnancy, unhealthy lifestyle choices, low educational levels and rising health care costs, among others, all shared a common influence – an unacceptably high rate of functional illiteracy among adults.

The effects of low literacy extend beyond employment, to family life and to the management of one's health. Being able to help a child with homework, understanding medical instructions and a host of other tasks taken for granted by some of us represent substantial struggles for far too many of us. And, as that frustration builds, behavior often deteriorates, leading to undesirable outcomes that affect the entire community's health. So it was that we chose to try, with a substantial portion of our grant dollars, to make an impact on a deeply embedded problem.

Functional illiteracy can be traced to a myriad of causes: failure to complete school because of family or work demands, running afoul of disciplinary or legal policies, frustration with lagging academic progress, or simply failing to value learning's importance. Even those who achieved certain levels of success in earlier times may now find themselves challenged to keep pace with the rapidly changing demands of modern life. The South is not terribly far removed from a time when it was possible to provide successfully for one's family with only the most basic skills, or less. Those days are gone for good.

Addressing literacy problems is particularly demanding because what is necessary to be functional keeps changing. Jobs require higher and higher levels of skill and citizens compete not only locally and regionally for them, but also nationally and globally as well. Everyday life in stores, homes, hospitals, and other venues revolves more and more around technology, requiring increasingly sophisticated sets of skill. The National Institute for Literacy defines literacy in today's world as "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."

A Nation at Risk

By that standard, we are a nation at risk. Estimates from the latest survey released in 2005 are that 30 million Americans lack even the most basic of skills that allow them to perform such functions as using a television schedule or comparing prices between two items. Another 63 million possess only basic skills, and, at that most basic level of proficiency, have difficulty locating places on maps or understanding food labels. And as the world grows more complex, the skills needed to survive and thrive increase as well.

Unfortunately, the functional illiteracy levels among South Carolina's adults—and those in Lancaster and Chester counties—mirror the nation's, meaning that many among us do not possess the basic skills needed for a successful family life, employment, or healthy living. Thus, when it came time for the trustees to select an area in which to invest a significant portion of the Foundation's grant dollars, they chose to challenge the community to become involved in attacking the problem of adult illiteracy. The premise was simple: that a more literate population will, over time, become a healthier population.

The first request for proposals was released in 2002; since that time 15 organizations have been awarded grants totaling slightly more than \$6 million. The funded proposals were far reaching in their ambition, cooperative in their planning and promising in their content.

These organizations, the vast majority of which ventured into literacy programming for the first time, have woven a blanket of services that encompasses a wide variety of service types addressing various needs. The programs are spread over Lancaster County, Great Falls and Fort Lawn. In selecting grantees the Foundation has sought to fund a wide enough variety of programs providing an array of different types of services to varying target populations so as to avoid duplication.

THE INITIATIVE FRAMEWORK

Focus Areas

Most adults who enroll in literacy programming are drawn by a specific need; i.e., increasing their skills for job readiness or advancement, increasing their skills to help other family members (usually children) learn, or increasing their skills to better manage their own health. Effective adult literacy programs address the development of basic literacy skill areas. Effective literacy programs improve literacy-related activities that all adults engage in while fulfilling their primary roles as parent, family member, community member, citizen, worker, and health care consumer and provider.

Accordingly, the Foundation organized its initiative around these areas:

- Workplace Literacy
- Family Literacy
- Health Literacy

Additionally, Citizenship Literacy – that aimed at helping people become better able to engage in community improvement efforts – is the focus of one program and is incorporated into the work of many of the funded programs.

Initiative Goal

Given the pervasive and long-standing nature of the problem, it would be naïve at best and presumptuous at worst to believe that the Foundation’s initiative and its dollars would drastically reduce the area’s high levels of functional illiteracy in a relatively short span of time. Thus, the Foundation adopted a broad goal:

To provide opportunities in Lancaster County, Great Falls and Fort Lawn for adults to participate in comprehensive literacy programs and services that will increase family, workforce, health and citizenship literacy levels.

The Foundation proposed to accomplish this goal through strategic grant making, promoting community collaboration, and building awareness of research-based literacy practices.

Program Elements

The Foundation’s intent has been for each program to be based on research, collaborative planning, and well-defined processes and purposes. In addition to developing comprehensive, research-based literacy programs and practices, partnerships among agencies were strongly encouraged so that literacy education services would be accessible and available to meet adults’ family, health, workplace and citizenship literacy needs. Programs were required to engage in a planning process, document the need the program was designed to meet and provide candid assessments of organizational strengths and weaknesses. Additional requirements included identifying the target population to be served, providing both recruitment and retention plans, program components, and a timeline for implementation along with goals, objectives and strategies.

| *Program Elements.....continued*

The subject of outcome measures is one of the most difficult to address. The diversity of learners, target populations, program approaches, and individual goals makes impact assessment complex. While pre and post-test measurements on a variety of instruments can indicate progress among various skill and grade levels, desired outcomes among learners can vary greatly from individual to individual and from program to program.

Some learners may want to progress to a grade level that allows them to obtain a high school diploma, a GED or other certification. Others may simply want to be able to progress to the point of reading the Bible, helping a child with homework, improving their computer skills, de-mystifying medicine or food labels or being able to read and interpret a traffic sign. Thus, as at least one national funder has done, the Foundation has chosen to view progress primarily in terms of individual learners' goals met, whatever those may be, while supplementing that information with assessment data.

| *Engagement*

The Foundation has chosen to maintain a high level of engagement with its grantees in the initiative, making available technical assistance services, holding quarterly meetings of grantees and receiving quarterly progress reports.

The quarterly meetings have served to bring the programs together for sharing information, training, learning from one another's experiences and fostering a sense of cooperation rather than of competition. The Foundation envisions this cooperative spirit forming the basis for a formally structured organization of programs, more about which is discussed later in this report.

| *Sustainability*

As organizations began their literacy work from scratch in the first years of the initiative, the Foundation focused its technical assistance primarily in the area of program development. Later, as the programs began to stabilize and mature, the Foundation shifted the focus of its assistance to concentrate primarily in the area of long-term sustainability. More in-depth information on program sustainability appears near the end of the report.

“It's hard for me to conceive of anything being more important than literacy and the continuing problem we have. It's a perpetuating problem from generation to generation. If you look at the different areas of the strategic plan, literacy touches on just about everything.”

— Tommy Myers, Chairman, Lancaster County 2001 Strategic Planning Committee

Each year 750 million prescriptions are written, but 240 million go unfilled as a result of people not understanding their conditions and why they need medication.

*Medicaid enrollees at the lowest literacy levels have average annual costs of \$12,974 per enrollee, compared with \$2,969 for the overall population.**

*Statistics courtesy of Dr. Erica Brownfield,
Professor, Emory University

H

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.

Health

L I T E R A C Y

programs

“*There is a direct correlation between a person’s health literacy level and their health.*

Patients who struggle with understanding health information tend to miss appointments, make mistakes with medications,

and show up at the emergency room more often.”

Dr. Duncan Howe
University of South Carolina
Research Foundation

HEALTH LITERACY PROGRAMS

Learning Institute for Tomorrow (LIFT)

PROJECT NAME: Learning Institute for Tomorrow (LIFT)

ADMINISTERING ORGANIZATION: Learning Institute for Tomorrow

GRANT AWARD DATE: August 27, 2003

TARGET GROUP: Adults 18 and older in Lancaster County, Great Falls and Fort Lawn who have been diagnosed with psychiatric disorders and/or chemical dependencies

CONTACT: Kathy Wilds (803) 285-8805

PROJECT DESCRIPTION: Increase educational skills and empower adult clients diagnosed with functional psychological and chemical dependency disorders

PROGRAM COMPONENTS:

- Basic Skills
- Health Literacy
- Financial Literacy
- Citizenship Literacy

FACTS AND HIGHLIGHTS:

- Enrollment increased 10-fold in program's first two years.
- 94% of participants demonstrated growth of one level or more in reading on the Learning 100 assessment.
- 75% of participants in pre-GED classes demonstrated progress.
- After participating in at least one 12-week term, 100% of participants showed improvement as measured by the Lehman Quality of Life Inventory.
- Some participants have sought further employment readiness through SC Vocational Rehabilitation; others are pursuing formal higher education at York Technical College and Winthrop University.

FIGURES:

Total Adult Participants: 154

Ethnicity:

Black – 41%

White – 59%

Learning Institute for Tomorrow (LIFT).....continued

ON HER OWN

When Shyla began classes in the fall of 2004 she was 29 years old and living with her parents in public housing. The severity of her mental illness triggered repeated hospitalizations, especially each time she attempted to work, to gain greater independence, or to take on new challenges.

Shyla enrolled in a variety of classes at LIFT throughout three terms and though she didn't complete every course she started, she did gain the support, confidence, and skills she needed to achieve her goals. Today, Shyla lives in her own apartment and has been gainfully employed on a full time basis for nearly a year.



In her own words _____

“After working 18 years for the state department of mental health, I am continually amazed to literally watch the transformation that our students make in this environment in so short a period of time. Hearing the message that they can achieve and succeed, while experiencing for themselves that they can indeed learn new skills, versus the message of disability, limitations and failures, our students have renewed hope and are changing their lives.”

—Kathy Wilds, LIFT Executive Director

HEALTH LITERACY PROGRAMS

USC-Kershaw Primary Care Education Center

PROJECT NAME: Improving the Health Literacy of Health Consumers in Southern Lancaster County

ADMINISTERING ORGANIZATION: University of South Carolina Research Foundation

GRANT AWARD DATE: August 18, 2002

TARGET GROUP: Persons who have or will continue to routinely utilize the medications assistance programs operated by the USC-Kershaw Primary Care Education Center and the Kershaw Area Resource Exchange (KARE)

CONTACT: Dr. Duncan Howe (803) 733-3322

PROJECT 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

PROGRAM COMPONENTS:

- Basic Skills
- Health Literacy

FACTS AND HIGHLIGHTS:

- Qualifying participants learned to better understand and complete drug companies' free medication forms; obtained free medications totaling as much as \$120,000 each year. Other participants were trained in completing the complex Medicare Part D drug benefit application.
- Participants received training in communication techniques with healthcare providers.
- Participants formed educational groups for managing diabetes, living wills, nutrition, hypertension, and other health issues.
- Program developed and distributed easy to understand printed and video materials dealing with a variety of health issues.

FIGURES:

Total Adult Participants: 841

Ethnicity:

Black – 23%
White – 77%

USC-Kershaw Primary Care Education Center.....continued

AN INVALUABLE EXPERIENCE

Under the supervision of the Kershaw Community Health Education Center staff, USC medical students developed a seven-minute video for students and providers on effective ways to communicate with patients. Students participated in patient focus groups, learning what patients expect from a medical visit, and learned to communicate in a manner that matched the participants' health literacy.

"The process of developing a video on how a physician can best communicate with their patients was invaluable for medical students," said former program manager Brenda Remmes. "The issue of health literacy had not been discussed in their education until this clerkship."

"I was not aware of the low literacy levels of patients before my involvement with the Kershaw health literacy program," added third-year medical student Chris Restrepo. "I will be making a greater effort to communicate with my patients in a manner that allows them to understand and act on the health and healthcare information that I provide for them."



In her own words _____

"These days I don't touch biscuits. Instead, when I get a craving for something to eat, I have a sherbet push-up. We serve less fatty meats and fried foods at our luncheons."

—Community participant in health literacy focus group on nutrition

F

amily 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
L I T E R A C Y
programs

“*The best indicator of a child's success in school is the parents' education level.*”

Lisa Bridges
Chair, Lancaster County Board
of School Trustees

FAMILY LITERACY PROGRAMS

MAP To Success

PROJECT NAME: MAP to Success Family Literacy Program

ADMINISTERING ORGANIZATION: Lancaster Housing Authority

GRANT AWARD DATE: January 26, 2005

TARGET GROUP: Parents and children under all of the Lancaster Housing Authority's public housing programs, including those families residing in Section 8 housing

CONTACT: Jerry Witherspoon (803) 285-7214

PROJECT 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

PROGRAM COMPONENTS:

- Basic Skills
- Family Literacy
- Financial Literacy

FACTS AND HIGHLIGHTS:

- 90% of adults have increased reading skill by one or more levels.
- 85% of children increased their math grades in school; 90% increased reading skills.
- 95% of mothers met their literacy goals; 99% met parenting goals.
- 100% of participants in financial literacy course showed growth as determined by pre and post tests.
- 98% of participants moved from a nonfunctional level to a functional level as determined by computer assessments.

FIGURES:

Total Adult Participants: 135

Ethnicity:

- Black – 94%
- White – 3%
- Other – 3%

“I believe that literacy is the key for Lancaster County and every other county. People don't understand the impact illiteracy has and don't understand the costs.”

— Eldridge Emory, South Carolina House of Representatives

MAP To Success.....continued

MODELS OF BEHAVIOR

The impact of improving one's skills stretches far beyond the improvement itself, as Yulonda and Violet can readily attest.

The single parent of seven children, Yulonda credits MAP to Success with helping her take the first step toward continuing her learning. "The tutoring and support I've received from the program have given me the desire to further my education," she says. "The parenting classes have helped me understand how to become a better parent and advocate for my children. I now understand I must model the behavior I want my children to have."

A financial literacy course enabled Violet to model a different kind of behavior for her children. "I learned so much that for the first time I was able to buy my kids what they wanted for Christmas with my money. I learned how to save and budget my money – my family did not have to depend on charitable organizations to provide Christmas for us. I cannot express in words what a great feeling it was for me as a mother."



In her own words _____

"My kids are so proud of me. When they come home from school they always ask me what I did in class that day. We all sit around the dinner table and do our homework. The program has given me a chance to work on my GED."

—Patricia, a program participant

FAMILY LITERACY PROGRAMS

The Community Powerhouse Family Literacy Program

PROJECT NAME: The Community Powerhouse Family Literacy Program

ADMINISTERING ORGANIZATION: Faith, Hope and Victory Christian Church

GRANT AWARD DATE: August 25, 2004

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 and 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

CONTACT: Rev. AnThony Pelham (803) 285-1075

PROJECT DESCRIPTION: Offers literacy and 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

PROGRAM COMPONENTS:

- Basic Skills
- Health Literacy
- Financial Literacy
- Citizenship Literacy

FACTS AND HIGHLIGHTS:

- Ten participants re-enrolled in school, eight more in adult education; one has received GED.
- Four participants are gainfully employed; five have renounced their former illegal drug trafficking activities to pursue legal employment.
- Program has provided 128 sessions and nearly 3,300 hours of literacy instruction in English, reading, writing, math and computers along with social and problem-solving skills.
- 100% of all participants have demonstrated an increase in self-esteem and problem solving skills; 95% have shown growth in literacy and basic skills as determined by pre and post testing.

FIGURES:

Total Adult Participants: 52

Ethnicity:

Black – 98%

Asian – 2%

The Community Powerhouse Family Literacy Program.....continued

A SECOND CHANCE

N.H. came from a dysfunctional family of a single mother of eight children, several of whom had different fathers. The father of a two-year-old daughter, he dropped out of high school in the 10th grade at age 15 and became involved in narcotics trafficking, resulting in his incarceration in 2005 while enrolled in the Powerhouse program.

With little family support upon his release, he became homeless. “Yet, with perseverance, encouragement, motivation and assistance from the program, he has found residency, reconnected with his daughter, tested, and enrolled in Lancaster County’s Adult Education Program,” said program director AnThony Pelham. “With hard work, he should obtain his GED by May (2006).”



In his own words _____

“I was smoking and drinking every day to suppress the things that were making me angry. The (Powerhouse) counselors took me in and made me feel appreciated and the other men felt like family. My whole mindset has changed; they’ve taught me to deal with everyday problems. It takes a lot to make me mad now.”

—G.H., program participant

FAMILY LITERACY PROGRAMS

Skills for Success

PROJECT NAME: Skills for Success

ADMINISTERING ORGANIZATION: The Children's Council

GRANT AWARD DATE: August 25, 2004

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

CONTACT: Heather Mueller (803) 283-4995

PROJECT DESCRIPTION: Increase school readiness and adult literacy by working in homes of target group families

PROGRAM COMPONENTS:

- Basic Skills
- Family Literacy

FACTS AND HIGHLIGHTS:

- Skills for Success has eliminated one of the biggest barriers for adult literacy programs — transportation — by providing services in the homes of program participants. The home-school program has a 97% retention rate.
- Program participants come from several ethnic groups.
- Families have strengthened ties through learning.
- 99% of adults showed growth in basic skills as measured by Learning 100 individual assessments.

FIGURES:

Total Adult Participants: 57

Ethnicity:

- Black — 47%
- Hispanic — 30%
- White — 23%

Skills for Success.....continued

A ZEALOUS STUDENT

Carrie never graduated from high school, nor did her children. Since enrolling in Skills for Success, however, she has become one of the program's most dedicated learners. "She takes her work seriously, saying she can't be disturbed while she's doing her 'school work,'" says literacy coach Johnnie Mae Patterson.

When Carrie's home visitor arrives at her house, Carrie is usually reading or doing homework and has not only improved her reading skills, but also has overcome her fear of computers.

Carrie isn't the only family member working to improve her skills – her adult daughter is enrolled in the program as well. "If given the chance, we think Carrie would have us come to her house every day so she could work," said Patterson. "When we go back to her house to work with her daughter, Carrie gets back on the computer to do more work."



In her own words _____

"Our participants' self-esteem has increased and their confidence levels have risen 100 percent. They have shown the desire to improve themselves and their families. Their family ties have grown stronger since this program has given them the ability to share in their learning."

—Johnnie Mae Patterson, literacy coach

FAMILY LITERACY PROGRAMS

Home Literacy Trail

PROJECT NAME: Home Literacy Trail

ADMINISTERING ORGANIZATION: Brooklyn Springs Elementary School/Lancaster

GRANT AWARD DATE: August 27, 2003

TARGET GROUP: Adults and families in the Brooklyn Springs attendance area

CONTACT: Gwen Hinson (803) 283-8471

PROJECT 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

PROGRAM COMPONENTS:

- Basic Skills
- Family Literacy

FACTS AND HIGHLIGHTS:

- 100% increase in parent involvement at a school with an historically low participation rate
- 40% and 50%-plus improvement in parent and student math and reading skills, respectively, at Home Literacy Trail Summer Reading Camp
- Family reading night participation has doubled
- School received Palmetto Silver Award for efforts with at-risk student population and their gains on the Palmetto Achievement Challenge Test (PACT). More than 200 families participated in PACT nights school wide.

FIGURES:

Total Adult Participants: 192

Ethnicity:

- Black – 45%
- Hispanic – 48%
- White – 7%

“If children can’t read, they can’t do anything else...if adults aren’t literate, they can’t be successful. Literacy affects economic development, one’s quality of life, health care...it must absolutely be our top priority.”

— Dr. Patricia Burns, Superintendent of Lancaster County Schools

Home Literacy Trail.....continued

A TRUE DESIRE TO LEARN

Raising two children can be challenging enough. Margaret carries the additional burden of health problems that have included congestive heart failure and kidney failure. A dialysis patient, Margaret nevertheless began the Home Literacy Trail program to improve her basic skills and increase her ability to help her children with their homework.

Demonstrably determined not to allow her illness to hinder her from learning, Margaret has improved her own literacy skills by several grade levels over two years. Out of gratitude to the program, she now tutors other children in addition to her own and is a valued volunteer, setting a remarkable example in her home, school, and community.



In his own words _____

“The school staff, parents and community recognized that we had a problem getting parents to come to the school. Many parents did not feel comfortable because they could not read or write English. The Home Literacy Trail has tackled the problem by helping parents help themselves. This program is a wonderful asset for our families, school, and community.”

—Rigoberto Rodriguez, parent and Home Literacy Trail business partner

FAMILY LITERACY PROGRAMS

HEARTS

PROJECT NAME: HEARTS: Hands-on Education and Respect Target Success

ADMINISTERING ORGANIZATION: Chester County Adult Education

GRANT AWARD DATE: August 18, 2002

TARGET GROUP: Great Falls area adults; families of Great Falls Elementary School students

CONTACT: Danny Scruggs (803) 581-9324

PROJECT DESCRIPTION: Integrates adult education, parenting education, and early childhood education in Great Falls

PROGRAM COMPONENTS:

- Basic Skills
- Family Literacy

FACTS AND HIGHLIGHTS:

- 70% of adults showed growth as determined by the Test of Adult Basic Education (TABE) or GED practice test.
- 75% of program participants improved parenting skills by 55% or more as indicated by the Pre/Post Parent Skills Assessment.
- Program provided on-site day care for children of adult learners; 93% of pre-school age children of participants showed growth as determined by the Peabody Picture Vocabulary Test.
- Parents were trained in FAST (Families and Schools Together) and Clemson Extension's weekly parenting classes; 95% of parents significantly increased their volunteer hours and other parent involvement activities.

FIGURES:

Total Adult Participants: 75

Ethnicity:

- Black – 30%
- Hispanic – 2%
- White – 68%

HEARTS.....continued

ADDING IT ALL UP

Elaine wanted off public assistance and to pursue a dream of becoming a registered nurse. To do it, she needed her GED. And getting her GED meant passing math.

Bringing her three-year old daughter with her to HEARTS, Elaine set about trying to overcome her mathematical mental block. “We had to remove the block and restore her self-confidence,” said instructor Vickie Lundy. “With a lot of hard work, tons of homework practice and a cast iron will, she pulled her math scores up rapidly. She aced the GED and was one of our honor graduates.”

Elaine later stopped by to show Lundy her entrance papers to USC Lancaster, where she was about to begin her RN course work. She said, “Mrs. Lundy, I wanted you to see these papers, but that’s not the real reason I came by. I wanted you to know I passed all my entrance exams, including the MATH. Thank you for that!”



In her own words _____

“This family literacy program is the last chance for so many young mothers and their children in Great Falls. It is so gratifying to see them meeting their goals together. In one class I have seen a mother, her child, and her mother all trying to make a better life for themselves.”

—Vickie Lundy, HEARTS teacher

FAMILY LITERACY PROGRAMS

Southside Family Literacy Program

PROJECT NAME: The Southside Family Literacy Initiative Project

ADMINISTERING ORGANIZATION: Deliverance Word of Faith Church

GRANT AWARD DATE: August 18, 2002

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

CONTACT: Stella Williams (803) 286-5442

PROJECT DESCRIPTION: Break the cycle of illiteracy in Lancaster's Southside area by providing community-based, family-focused literacy programs and services

PROGRAM COMPONENTS:

- Basic Skills
- Computer Literacy
- Citizenship Literacy
- Family Literacy
- Parenting Classes

FACTS AND HIGHLIGHTS:

- 76% of basic skills students met expected reading goals.
- In 2004-05, 97% of participants improved one level or more as measured by the CYCLES/ReadOn instructional program; average gain on the Test of Adult Basic Education (TABE) was 37 points.
- 40% of the adults in literacy and basic skills classes have obtained a job or promotion.
- The parenting program has become a referral site for the South Carolina Department of Social Services and the family court.

FIGURES:

Total Adult Participants: 955
Ethnicity:
 Black – 81%
 White – 18%
 Other – 1%

Southside Family Literacy Program.....continued

SETTING AN EXAMPLE

With seven children of her own and custody of two nephews, Natasha has her hands full. A mother at age 15, she never achieved the education she desired, but entered the Southside program three years ago determined to improve her reading and parenting skills and to help her children learn the value of obtaining an education.

Consistently involved in the morning child care program and the After School Family Institute, the children seem to be absorbing the message. “The change in their attitude and behavior is evident,” said program director Stella Williams. “They’re more confident in their own abilities to learn and achieve. Their mother set an example in voluntarily attending and as a result her children are seeing that learning is a lifelong process rather than a school-age thing. Their mother has advanced further than her own mother and the children are being prepared to achieve more and go even further than she has.”

Natasha says the program has been invaluable. “It’s been a great experience for me and my children ... I appreciate the support they give me with my family as a literacy project and as a church family. I am determined to improve my reading and math skills so I can be promoted or get a better job.”



In her own words _____

“As a volunteer tutor and assistant coordinator one of the things that impresses me most is how people 40 years old and older have humbled themselves and enrolled in basic skills classes. They are bold enough to acknowledge some level of illiteracy and are willing to do something to break that cycle. That truly amazes me and makes me willing and eager to volunteer more of my time to expand the life of the program. Even more, I have become bold enough to ask and lobby for increased and continuous funding for literacy programs.”

—Beverly Ford, program volunteer

W

orkplace 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

L I T E R A C Y

programs

“*The gap between the raw material and the skilled labor force is widening ... as the gap widens, more people will be unable to take advantage of opportunities. There are more and more knowledge-based jobs and people are competing for those jobs internationally.*”

Dr. Dennis Merrell
President of York Technical College

WORKPLACE LITERACY PROGRAMS

GAPP: Guided Academic Preparation Program

PROJECT NAME: GAPP: Guided Academic Preparation Program

ADMINISTERING ORGANIZATION: Chester County Literacy Council

GRANT AWARD DATE: August 25, 2004

TARGET GROUP: Unemployed and underemployed adults in the Great Falls community who have been identified as needing basic skill development

CONTACT: Deloris Fedrick (803) 581-9324

PROJECT 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

PROGRAM COMPONENTS:

- Basic Skills
- Workplace Literacy

FACTS AND HIGHLIGHTS:

- With an average of 24 hours of instruction, 56% of participants improved from 1-3 skill levels in reading.
- With an average of 27 hours of instruction, 82% of participants improved from 1-3 skill levels in math.
- SC Education Oversight Committee seeks to replicate GAPP as a model across South Carolina.

FIGURES:

Total Adult Participants: 70

Ethnicity:

- Black – 86%
- White – 14%

GAPP: Guided Academic Preparation Program.....continued

MOVING FORWARD

Billy (name has been changed) was expelled from school in the 9th grade. Now 18, with his mother on dialysis and concerned both for himself and his 11 year-old brother, whom Billy doesn't want to follow in his footsteps, Billy enrolled in GAPP, testing at the 6th grade level in reading and 5th grade level in math.

With no readily available transportation, Billy averaged attending GAPP 35 hours per month. Within weeks Billy improved his skills to the point of being ready to take a practice GED test. The results indicated he needed more work before being ready to pass the GED; he's now preparing accordingly. Billy also obtained a job with Dollar General in Great Falls and walks to work.



In her own words _____

“The data reveal that workplace literacy programs are effective in improving basic skills through program planning that is ongoing and participatory. The importance of having goals that are achievable cannot be overestimated when considering participants’ incentive to continue.”

—Deloris Fedrick, Chester County Literacy Council
Executive Director

WORKPLACE LITERACY PROGRAMS

Read Right Workplace Literacy Program

PROJECT NAME: Read Right Workplace Literacy Program

ADMINISTERING ORGANIZATION: Lancaster County Literacy Council

GRANT AWARD DATE: August 25, 2004

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

CONTACT: Annette Deese (803) 285-7660

PROJECT DESCRIPTION: Develops basic employability and workplace skills for low literacy adults age 17 and older with special focus on the Indian Land, Kershaw and Buford areas of Lancaster County

PROGRAM COMPONENTS:

- Basic Skills
- Workplace Literacy

FACTS AND HIGHLIGHTS:

- 11 participants have graduated from the program into a GED preparation program.
- Developed a community education program for students to expose them to resources and programs available and provide awareness of jobs they might want to consider as a career.
- 98% of participants responding to satisfaction survey indicated the program was meeting their needs.

FIGURES:

Total Adult Participants: 70

Ethnicity:

Black – 76%

White – 24%

“We have seen many lives touched and changed. To educate an adult is to open a new world.”

— Annette Deese, Lancaster County Literacy Council Coordinator

Skills for Success.....continued

SIBLINGS' SUCCESS

Florie, Glendora and Roger grew up with eight other brothers and sisters in Kershaw. All quit school early to go to work during hard times; none advanced beyond the ninth grade.

Though they didn't finish school themselves, each understood from their own experiences the importance of education and passed that understanding on to their own sons and daughters. All supported their children's education and encouraged them to stay in school to further their career possibilities. Their advice was heeded – several of their children are still in school; those that have completed school work in fields such as cosmetology, accounting, nursing, food service, and architecture.

Having imparted the value of education to their children, Florie, Glendora and Roger, though now living in different towns, share an additional bond – education. All enrolled in the Read Right program to improve their reading skills and have logged more than 500 cumulative instructional hours.

“These siblings are an inspiration to other students,” said Merrio Barton, a Read Right instructor.



In his own words _____

“The ability to read arouses hope, not only in society as a whole, but also in the individual who is working for fulfillment, happiness, and success. The program is reaching students who had lost hope. The beauty of the program is that it is self-paced so it fits the academic needs of each student. We're very grateful that the Foundation has given us the opportunity to offer this program to the citizens of Lancaster County.”

—Jim Howey, Director of Adult Education,
Lancaster County

WORKPLACE LITERACY PROGRAMS

BEST: Bridge to Enhance Skills Training

PROJECT NAME: BEST: Bridge to Enhance Skills Training

ADMINISTERING ORGANIZATION: York Technical College Foundation

GRANT AWARD DATE: August 27, 2003

TARGET GROUP: Employees of Cardinal Health and Springs 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

CONTACT: Dr. Ed Duffy (803) 327-8012

PROJECT DESCRIPTION: Provides on-site workplace literacy and basic skills training to targeted employees at Springs Industries' Grace Finishing and Fabrication plants and at Cardinal Health's plant in the Indian Land area of Lancaster County

PROGRAM COMPONENTS:

- Basic Skills
- English as a Second Language (ESL)
- Workplace Literacy

FACTS AND HIGHLIGHTS:

- Program serves 13 different ethnic groups based on plants' workforces.
- More than 300 employees have received computer literacy training to upgrade their job skills.
- Program participation increased by nearly 400% from first to second year.
- 90% of non-English speaking participants showed growth in English skills after participating in the program.
- Program has expanded to include Nibrol, a third industrial plant.

FIGURES:

Total Adult Participants: 622

Ethnicity:

- Asian – 8%
- Black – 32%
- Hispanic – 8%
- White – 36%
- Other – 16%

BEST: Bridge to Enhance Skills Training.....continued

KEEPING PACE WITH CHANGE

In today's rapidly-changing work environment, keeping pace with technology is a challenge for any worker, but particularly so for workers lacking in literacy skills. "Our greatest accomplishment has been teaching more than 300 employees computer literacy so that they could take further advanced training on the new system Springs has installed," said program director Christine Turner.

In the new system all employees must input information into a computer for tracking purposes. "This new system allows Springs to remain competitive by responding to customers quicker, thereby saving jobs," Turner said.



In his own words _____

"We are excited about having a workplace literacy program on site for our employees. We believe it makes sense to help our employees improve their skills. They get better educated and we get better employees. It's a 'win-win' situation. Education is something that once they get it, it can't be taken away."

—Marvin Starks, General Manager, Nibrol

WORKPLACE LITERACY PROGRAMS

Lit-Up

PROJECT NAME: Lit-Up – Up With Literacy and Basic Skills

ADMINISTERING ORGANIZATION: Christian Services of Lancaster

GRANT AWARD DATE: August 27, 2003

TARGET GROUP: Adults 17 and older who are interested in improving their literacy skills for work

CONTACT: Jody Miles (803) 285-4444

PROJECT DESCRIPTION: Increase workplace literacy levels and basic skills for unemployed adults by combining literacy instruction with job opportunities and mentoring

PROGRAM COMPONENTS:

- Basic Skills
- Workplace Literacy

FACTS AND HIGHLIGHTS:

- 45 graduates of the program have gone on to secure employment; the retention rate for these employees is 85%.
- After polishing their skills, several participants have gone on to post-secondary education.
- Lit-Up maintains a waiting list of 50 to 100 potential students and refers to other programs as appropriate.
- The program has formed a partnership with the Lancaster County Department of Social Services' Family Independence Program. DSS program participants receiving public assistance and mandated to work 20-30 core work hours to continue receiving benefits may take Lit-Up classes to satisfy the requirement.

FIGURES:

Total Adult Participants: 201

Ethnicity:

Black – 82%

White – 18%

Lit-Up.....continued

CHANGING HER MINDSET

It had been a long time since Ann had been in school. Now in her mid 50s and a grandmother, she had earned a high school diploma, but that had been more than 35 years ago. Unemployed, she entered and completed the Lit-Up program, but wasn't sure what to do next.

"I encouraged her to return to school, but she was hesitant because she felt she was too old," said Jody Miles, Lit-Up's director. "I was able to convince her that she wasn't too old and that she needed to change her mindset from getting a job to having a career."

Ann entered the University of South Carolina – Lancaster, where she is in her third semester of college while holding down a full time job. Her goal is to become a USDA food inspector.



In her own words _____

"This program gave me the confidence that I never thought I had and now I can do things I never thought I'd do!"

—Ann, Lit-Up graduate

WORKPLACE LITERACY PROGRAMS

YouthBuild

PROJECT NAME: YouthBuild

ADMINISTERING ORGANIZATION: Communities in Schools of Lancaster

GRANT AWARD DATE: August 18, 2002

TARGET GROUP: High school drop outs ages 17-24 in Lancaster County

CONTACT: Max Melton (803) 285-2311

PROJECT 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

PROGRAM COMPONENTS:

- Basic Skills
- Workplace Literacy
- Citizenship Literacy/Community Service

FACTS AND HIGHLIGHTS:

- 18 students have earned GED; three have earned high school diplomas; three are enrolled in post-secondary education.
- 13 students are employed full time or in unsubsidized employment.
- YouthBuild participants have assisted in construction of three Habitat for Humanity homes, rehabilitation of 16 homes and 40 handicap ramps for elderly and infirm citizens.
- Program participants have performed more than 8,000 hours of community service in a variety of projects.
- Program has been cited as a model by the US Department of Labor, and the National Dropout Prevention Conference.

FIGURES:

Total Adult Participants: 137

Ethnicity:

Black – 73%

White – 27%

YouthBuild.....continued

A PROBLEM SOLVED

The city of Lancaster had a problem shared by many small towns in South Carolina: a number of houses with non-significant building code violations. Many of the houses were owned and occupied by long-time residents, often senior citizens, who lacked the financial resources to make the repairs needed to clear the violations.

The city turned to YouthBuild for a solution. Having upgraded their basic skills through classroom instruction and learned construction and trade skills through practical application, YouthBuild participants provided labor at no cost to the city or to the property owners.

“The city has used YouthBuild students’ services on a number of projects ... I couldn’t be more pleased with the quality of their work, said City Administrator Steve Willis. The city has entered into a contractual agreement with YouthBuild to provide landscaping services and the city will be presented with the South Carolina Municipal Association’s Achievement Award in July, 2006 for its partnership with Communities in Schools.



In her own words _____

“I’m truly thankful for the opportunity to empower these young people and watch them grow daily.”

—Len Moorefield, Project Director

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

L I T E R A C Y

programs

“Without a literate population, the democratic process suffers. Low literacy is a breeding ground for ignorance, apathy, and fanaticism. Citizens with low literacy levels vote less, are less aware of the issues around them, and participate less in the process of government. Decision making ends up in the hands of the few rather than the many. Ignorance from within is as great a threat to democracy as terrorism from the outside.”

Joe Shaw

Mayor of Lancaster

CITIZENSHIP LITERACY PROGRAMS

Multi-Cultural Information Center

PROJECT NAME: The Multi-Cultural Information Center: Empowering Our Future Today

ADMINISTERING ORGANIZATION: The Multi-Cultural Information Center

GRANT AWARD DATE: August 25, 2004

TARGET GROUP: Limited-English speakers ages 17 and older in Lancaster County

CONTACT: Sal Estrada (803) 283-8409

PROJECT DESCRIPTION: Provides comprehensive programs and services to increase literacy and basic skills among non-English speaking members of the community

PROGRAM COMPONENTS:

- Basic Skills
- Citizenship Literacy
- Financial Literacy
- Computer Literacy

FACTS AND HIGHLIGHTS:

- Participants have developed skills to communicate in English and operate a computer.
- Financial literacy classes have enabled participants to improve reading, math, and comprehension skills necessary to obtain banking services.
- Participants have received assistance in interpreting medical information and legal and government documents.
- Hispanic employees displaced by plant shutdowns learned employability skills and benefit information, and obtained jobs.

FIGURES:

Total Adult Participants: 95
Ethnicity:
Hispanic – 100%

Multi-Cultural Information Center.....continued

BUILDING CONFIDENCE

“During the time I have been teaching at the Multicultural Center, I have seen a huge improvement in my students’ confidence when trying to communicate in English,” said English instructor Beatriz Arias. “For example, Elena, who would not say a word during previous classes, was participating in a game. She was asked to greet a classmate, introduce herself, ask how the person was and say something about herself. We were surprised that she performed the task eagerly. Students come with the expectation of learning English. However, they acquire not just the language, but also the confidence to try get their point across even though they lack fluency. The setting and the warm environment of the Multicultural Center helps them in achieving this.”



In his own words _____

“If the international community has the tools and the necessary training for its development, the Hispanic community will be able to be a part of this development. This will lead to the integration of this community into the larger community, which we all desire.”

—Sal Estrada, Multicultural Information
Center President

CITIZENSHIP LITERACY PROGRAMS

Fort Lawn Community Center

PROJECT NAME: Fort Lawn Community Center's Family, Workplace, Health and Citizenship Literacy Programs

ADMINISTERING ORGANIZATION: Fort Lawn Community Center

GRANT AWARD DATE: August 18, 2002

TARGET GROUP: Adults seeking to increase basic skills and workplace, family and citizenship literacy

CONTACT: Cheryl Quinn (803) 872-4491

PROJECT DESCRIPTION: Provides comprehensive programs and services to increase workplace, family, and citizenship literacy for adults 17 and older in Fort Lawn and surrounding areas

PROGRAM COMPONENTS:

- Family Literacy
- Workplace Literacy
- Health Literacy
- Citizenship Literacy

FACTS AND HIGHLIGHTS:

- The center has conducted specialized workplace training for employees of Springs Industries, Duracell, and other area industries.
- More than 900 displaced textile workers have received services through the center as an employment transition site in partnership with Catawba Regional Council of Governments, and the Employment Security Commission in Lancaster and Chester counties.
- Participants scored an average gain of 31 points on the Test of Adult Basic Education (TABE).
- 99% of workplace computer class participants successfully completed the curriculum and demonstrated skills at a proficient level on the SC Computer Literacy Assessment.
- FLCC has served as a family literacy mentor training facility for Chester County First Steps; 33 families have been served in the family literacy center. 201 participants have completed citizenship and English as a Second Language (ESL) classes.

FIGURES:

Total Adult Participants: 1268

Ethnicity:

- Black – 22%
- Hispanic – 11%
- White – 62%
- Other – 5%

Fort Lawn Community Center.....continued

“I FEEL BLESSED”

William (name changed for privacy) always has a smile and a kind word. When he was in junior high school, he says, he thought he knew everything and would goof off instead of listening to the teacher. His teacher assured him she had her education, but told him he had to get his. Instead, he dropped out. Older and wiser now, he replays those conversations and realizes his teacher was right.

William came to the FLCC unable to read at all. He always wanted to read the newspaper so he could join in discussions about legal and current events with people he worked with but he could not. Profoundly embarrassed when others took turns reading from the Bible at church he had to say repeatedly that he couldn't. Since coming to the FLCC he has read the Bible at church. “I can't really explain the feelings of pure joy and pride in my heart at being able to read and spread the word of our Lord and Savior,” he says.

William still struggles with the newspaper sometimes, but if he takes his time he's able to read the articles that most interest him. He also loves being able to read directions on his medicines and recipes, and road signs and grocery labels. “I feel so much better about my life,” he says. “I feel blessed.”



In her own words _____

“It has been so gratifying to see the students achieve that were once disenfranchised from the school system. The community center provides a warm environment where the students can focus on their goals. It serves a distinct population that could not be reached from the Chester systems 20 miles away.”

—Lorine Linder, FLCC Program Committee Chair

T H E

Initiative overall

The preceding section provided a glimpse of individual programs, the groups they are designed to serve, their missions, and their impacts.

The following section provides an aggregate view of the initiative's first three years, in which a total of 4,924 people have received adult literacy and basic skills services in Lancaster County, Great Falls and Fort Lawn.

THE INITIATIVE OVERALL

What Have We Learned?

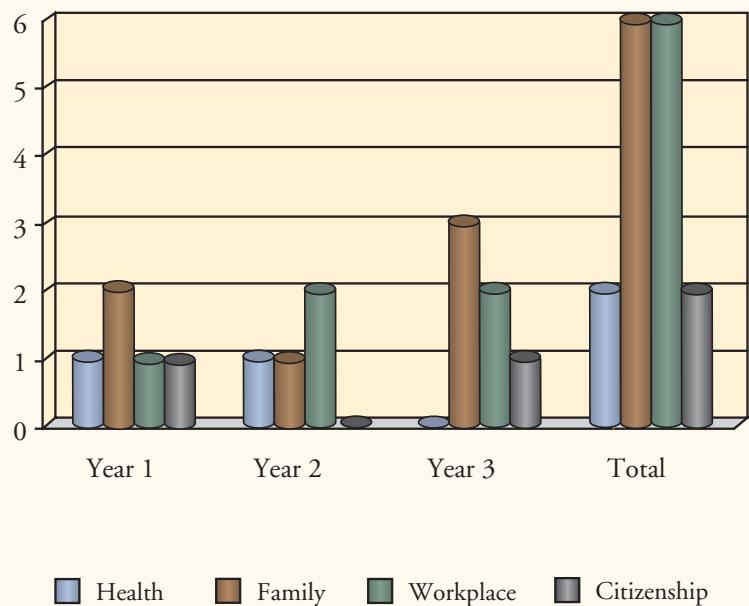
This report covers the progress made during the initiative’s first three years. As you will see on the succeeding pages, much progress has been made, but there is still very, very far to go. The Foundation understands illiteracy to be deeply rooted and a problem not quickly solved. We have learned much along the way. We’ve learned that changing a culture is hard work, and that it takes a long time. We’ve learned that there are no easy answers to the problem of illiteracy, no quick fixes or one size fits all templates that work for every situation.

We’ve learned that instruction must be highly individualized and that it does not occur in isolation – it is influenced by a host of societal factors and life circumstances. Effective literacy programming involves more than developing skills – it involves a holistic approach that addresses the needs of the whole person. (Given the need for holistic programming it may be fortuitous that many of the organizations that responded to the initiative were already experienced at providing services in other areas of participants’ lives.)

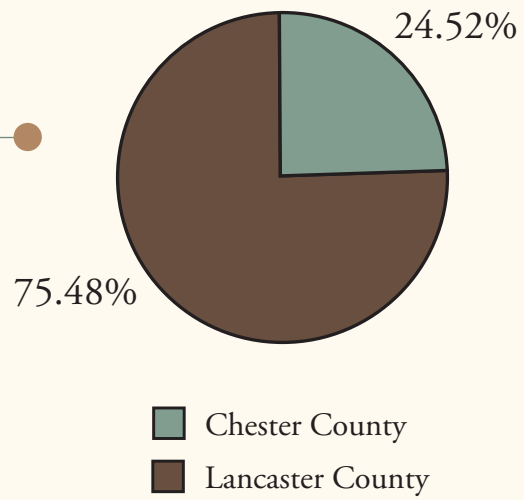
Importantly, we’ve learned that there was more pent-up demand for literacy services than we imagined and that there was an equally strong commitment to providing services.

One of our initial concerns was how many organizations would want to initiate literacy programming. And, even in the event that many did, how many citizens in need of services would actually take advantage of them? As numbers contained in later sections of this report demonstrate, our concerns were unfounded. Response has been great and indications are that it will remain so for months and years to come.

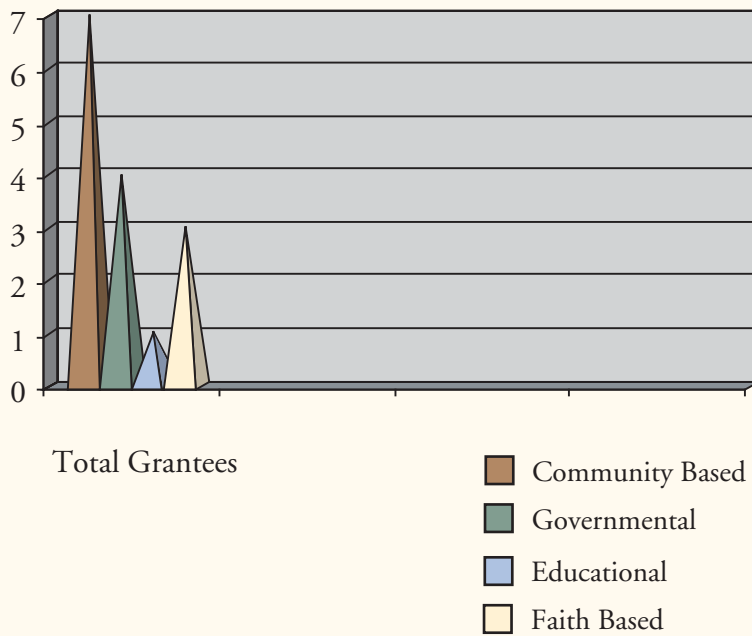
I. | *Literacy Focus Areas*



II. | *Geographic Areas Served*



III. | *Types of Organizations Funded*

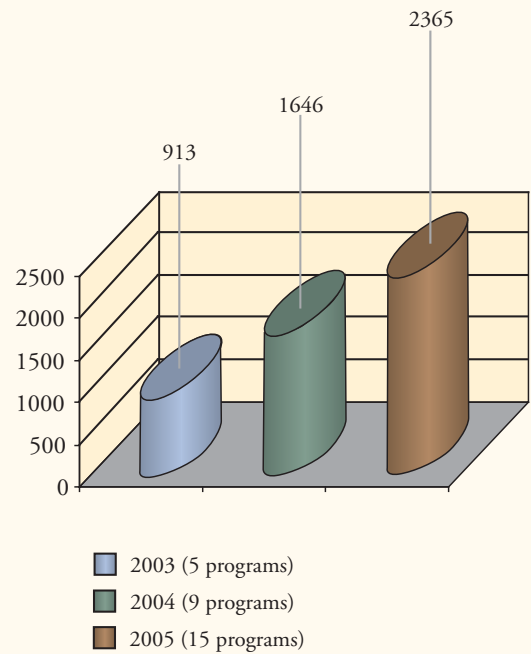


THE INITIATIVE OVERALL

IV. Comparative Data

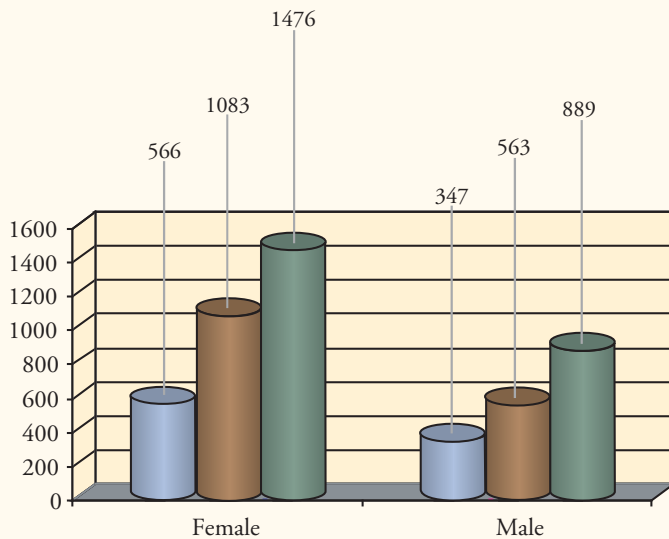
A. TOTAL ADULT PARTICIPANTS SERVED 4,924

(Note: this number represents the total number served by various program offerings; some participants may have been counted more than once by virtue of participating in more than one program offering.)

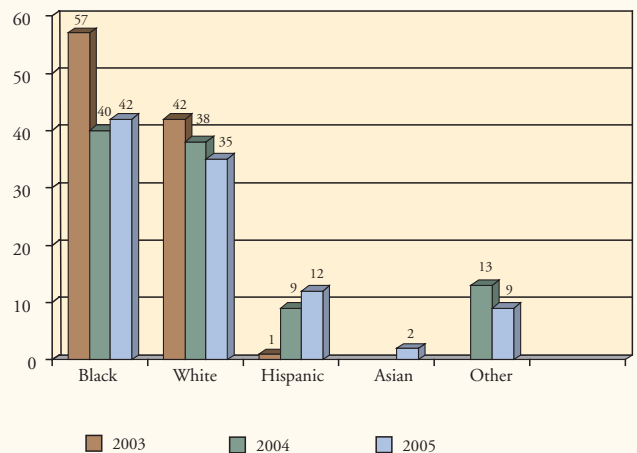


B. DEMOGRAPHIC

1. TOTAL ADULT PARTICIPANTS BY GENDER

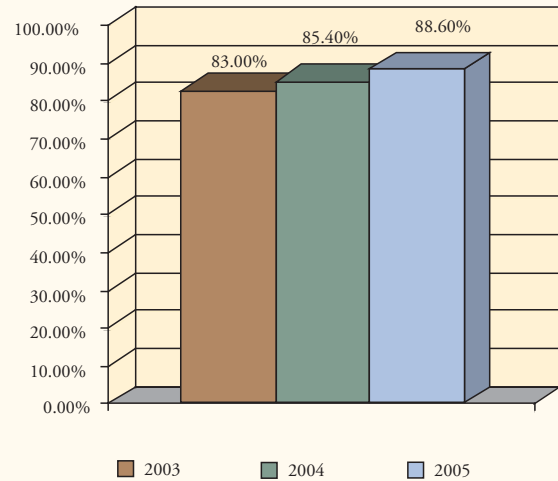


2. TOTAL ETHNICITY BY PERCENTAGE



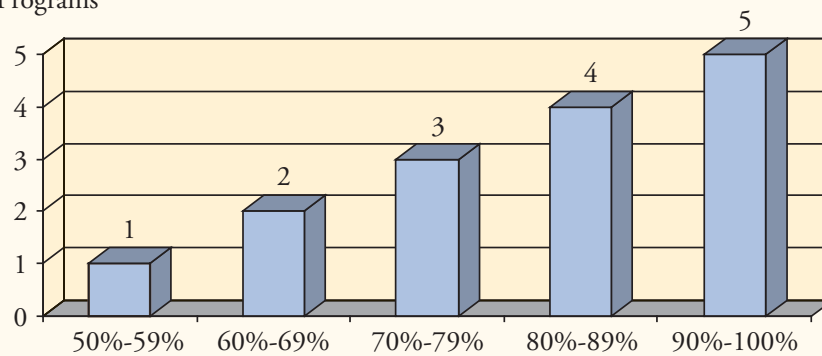
Comparative Data....continued

3. YEARLY PERCENTAGE OF ALL PARTICIPANTS MEETING INDIVIDUAL GOALS



4. PARTICIPANT GOAL ATTAINMENT FOR ALL PROGRAMS

Number of Programs



Percentage of participants meeting their goals over a three-year period

5. NUMBER OF VOLUNTEERS: 635
 NUMBER OF VOLUNTEER HOURS: 25,095

“Literacy affects a lot of the issues people bring to the hospital. There are many people who don’t understand their medicines, who are taking 6-12 medications and don’t understand what they’re supposed to take or what not to take in combination.”

— Dan McKay, Administrator, Springs Memorial Hospital

FOUNDATION-PROVIDED RESOURCES AND AWARENESS ACTIVITIES

The Foundation's engagement with its adult literacy grantees has taken a number of forms. While providing resources to programs for literacy, it has drawn on other resources for the initiative, engaging several practitioners in the field and a faculty member from a higher education institution to assist in its efforts. All of these advisers are from South Carolina, but live and work outside the Foundation's giving area, with no prior knowledge of or connection with the programs, thus giving them an arm's-length view of the area and a highly-desirable degree of independence.

These advisers have provided assistance for the initiative in several important areas. First, they have served as resources to the board in its consideration of various organizations' proposals. Second, they have provided one-on-one technical assistance to individual programs as they have begun and grown. Third, they have provided feedback and counsel to the Foundation staff as the initiative has progressed. Fourth, they have been instrumental in designing data collection and reporting methods. Finally, several advisers have presented grantees with training through various types of workshops.

These advisers have engaged in the initiative out of a sense of mission and a deep interest in literacy, for which the Foundation is profoundly grateful.

The following is a list of resources the Foundation has provided throughout the life of the initiative.

TECHNICAL ASSISTANCE

— Adult Literacy Support Team:

- Mrs. Jo an Boehm, Executive Director (retired), Laurens County Literacy Council
- Mrs. Ramona Carr, South Carolina Department of Education
- Dr. Betty Lou Land, Professor of Education, Winthrop University
- Mrs. June Morgan, South Carolina Department of Education
- Dr. John C. Robinson, Executive Director (retired) York County Adult Education
- Mrs. Debbie Yoho, Director, Volunteers of America of the Carolinas, Inc. (formerly the Greater Columbia Literacy Council)
- Quarterly grantee meetings for training, networking, and developing a cooperative spirit
- On-site technical assistance visits and consultations

TRAININGS AND WORKSHOPS

- Data Collection
- Program Evaluation
- Grant Writing and Sustainability
- Organizational Capacity Building
- Writing for Low Literacy Learners
- Instructional Techniques

PUBLICATIONS

- Creating Material for Low Literacy Learners Notebook (Debbie Yoho)
- Practitioner Toolkit: *Working With Adult English Language Learners* (The National Center for Family Literacy and the National Center for ESL Literacy Education)
- Home Safety Literacy Kits (ProLiteracy Worldwide)
- JMSF Literacy Awareness Booklets
 - Citizenship Literacy
 - Family Literacy
 - Health Literacy
 - Workplace Literacy
- Instructional Strategies for Teaching Reading (Dr. Betty Lou Land)
- Grant Opportunities Notebook (United States Department of Education)
- Grant Winner's Toolkit (James Aaron Quick and Cheryl Carter New)

Building Awareness

An April 2006 article in the *Chronicle of Philanthropy* cited a 2005 survey conducted by polling organization Zogby International which indicated adult literacy is held by most Americans to be an issue of only mild concern. In the belief that building community awareness is the first step toward building community ownership of the issue the Foundation has taken a number of opportunities to raise the awareness level of literacy, including the following:

NEWS ARTICLES (LANCASTER NEWS)

- *Staggering Health Illiteracy Costs Should Concern Us All*
- *Workplace Literacy A Key to Lancaster's Future*
- *Foundation's Literacy Initiative Makes Headway*
- *Layoffs Underscore Importance of Workplace Literacy*
- Various Adult Literacy Grant Award Announcements

TELEVISION

Interviews with various adult literacy grantees on "Visions," the Foundation's monthly program on Lancaster's Learn TV (cable channel 18)

SPECIAL EVENTS

- Annual awareness luncheons; featured speakers have included:
 - Calvin (Chip) Jackson, Deputy Superintendent, South Carolina Department of Education
 - Jean Carter, Consultant, National Center for Family Literacy
 - Laura Beach, Workplace Literacy Consultant, Pennsylvania State University
 - Dori S. Hutchinson Sc.D., Director of Services, Center for Psychiatric Rehabilitation, Boston University
 - Dennis Smith, Board President, Literacy USA/the National Alliance of Literacy Coalitions
- Health Literacy Awareness Dinner for medical community members, Dr. Erica Brownfield, Professor, Emory University School of Medicine, featured speaker
- Literacy Awareness Breakfast, featured speakers:
 - Joe Shaw, Mayor of Lancaster;
 - Barbara Howell, Editor, the Lancaster News;
 - Johnny Cauthen, Lancaster County Sheriff;
 - Margaret Doughty, Literacy Consultant, Houston, TX

PRESENTATIONS

- James T. Morton, President, to an adult literacy session at 2003 annual meeting of the Southeastern Council of Foundations, New Orleans, LA
- Dr. Mary D. Henderson, Program Officer for Special Initiatives, to the South Carolina Health Literacy Summit, Columbia, SC, 2004

Community Ownership

Lancaster County included adult literacy as a priority item in its 10-year strategic plan completed in 2004. The Lancaster County Chamber of Commerce has included adult literacy among priority items in its 2006 program of action.

THE FUTURE — PROGRAM SUSTAINABILITY

As previously stated in this report, the Foundation understands the problem of adult illiteracy to be one deeply rooted and not quickly solved. Accordingly, seed grants to begin various programs were made for three years, to give programs a reasonable amount of time to begin and grow.

During the first three years it became clear that programs needed additional time and resources in order to strengthen themselves for the long term. Both staff and outside specialists have spent considerable time and energy assisting grantees in identifying additional sources of funding, offering advice on organizing data for presentation to potential funders, and offering grant writing pointers.

Following the awarding of the third round of seed grants in 2004 the Foundation assessed the geographical and programmatic distribution of its funded programs and determined that making seed grants for additional programs could engender a duplication of services it wished to avoid.

Thus, in October 2004 the Board of Trustees approved a shift in funding, directing future grants away from funding new programs and toward helping seed grant recipients sustain themselves. These “transition grants” have been made available to programs as they reach the end of their initial, three-year funding cycles. This funding comes in the form of three one-year grants which must be applied for annually and which are funded at a level not to exceed 60% of the three-year average of the initial grant. Successful applicants demonstrate the following:

- Accomplishment of, or significant progress toward, objectives outlined in initially-awarded literacy grants;
- Clear, documented efforts to sustain their programs from other funding sources, and;
- A detailed, well-reasoned and realistic plan for sustaining their programs in the future independent of Foundation funds.

“We have to break the cycle and it’s got to be a collaborative effort. It’s not just our problem, or the government’s problem, or the schools’ problem or the churches’ problem — it’s everyone’s problem and it’s going to take everyone to work on it. It’s not going to be quick, but the adult level is where it has to begin. It’s a whole lot cheaper to educate people than it is to incarcerate them.”

— Johnny Cauthen Sheriff of Lancaster County

A Literacy Cooperative

The Foundation also has focused energy on promoting greater community ownership of literacy as a key issue and exploring effective ways of establishing these newly created programs as a widespread, coordinated system of literacy service delivery that will long outlive the Foundation's initial grants.

To this end, the Foundation has facilitated the creation of the Lancaster Area Literacy Cooperative, a voluntary organization of programs funded through the initiative. A task force of program representatives began meeting in the spring of 2005 to lay the groundwork for such an organization. The group, which in late April of 2006 adopted by-laws, elected an initial board, and will next seek incorporation and federal tax-exempt status, has adopted the following as its purpose:

The mission of the Lancaster Area Literacy Cooperative is to eliminate illiteracy and encourage life-long learning by promoting cooperation within an integrated network of literacy providers. This will be done by providing an effective forum for advocacy, for sharing resources and expertise, and for facilitating sustainability of programs.



COMPOSITE LIST OF AL GRANTEE PARTNERS

- | | |
|--|---|
| 1. Alcoholics Anonymous & Narcotics Anonymous | 29. Elizabeth Ann Interiors |
| 2. AARP | 30. 4-H Club of Chester County |
| 3. Adopt-A-Leader Mentoring Program | 31. Family Independence Program (Department of Social Services) |
| 4. Alpha Kappa Alpha Sorority | 32. Farmer's Furniture |
| 5. Andrew Jackson Middle School | 33. First Steps of Chester County |
| 6. Andrew Jackson Recreation Center - Kershaw | 34. Fort Lawn Police and Fire Departments |
| 7. Annette's Hallmark | 35. Founders Federal Credit Union |
| 8. Applebee's | 36. Franse & Associates |
| 9. BabyNet | 37. Fundamental Development, Inc. |
| 10. Builders Supply | 38. Habitat for Humanity |
| 11. Candy Bouquets | 39. Hazel Pittman Center - Chester |
| 12. Car Cents | 40. Hibbett Sporting Goods |
| 13. Catawba Area Agency on Aging | 40. Home Builders Association of Lancaster County |
| 14. Catawba Community Mental Health Center (Lancaster & Chester) | 42. Home Depot |
| 15. Catawba Regional Council of Governments | 43. Hope on the Hill |
| 16. Catawba Regional Planning Council | 44. Immanuel Baptist Church |
| 17. Chester and Lancaster Disabilities and Special Needs Board | 45. IMO Industries, Inc. |
| 18. Chester County Employment Security Commission | 46. Jackson Shrine Club |
| 19. Christian Services of Lancaster | 47. Joint Recreation Commission of Lancaster County |
| 20. City of Lancaster | 48. Kershaw Area Resource Exchange (KARE) |
| 21. Compassion Outreach Ministry | 49. Kershaw Chamber of Commerce |
| 22. Comporium Communications | 50. Kershaw Elementary School |
| 23. Counseling Services of Lancaster | 51. Kershaw Family Medicine Associates |
| 24. County of Lancaster | 52. Lancaster Black Heritage Committee |
| 25. Crown Cinema | 53. Lancaster County Council of the Arts |
| 26. Dollar General | 54. Lancaster County Council on Aging |
| 27. Duracell | 55. Lancaster County School District |
| 28. EdVenture Museum of Columbia | 56. Lancaster County Diabetes Education Center |

| *Composite List of AL Grantee Partners.....continued*

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| 57. | Lancaster County Health Department | 79. | SC Employment Security Commission - Onestop |
| 58. | Lancaster County Youth Community Center | 80. | SC Reading Institute |
| 59. | Lancaster Fatherhood Project | 81. | SC Share |
| 60. | Lancaster Housing Authority | 82. | Second Baptist Church (African American) Lancaster County |
| 61. | Lancaster House of Prayer Church | 83. | Southside Adult Literacy Program |
| 62. | Landmark Assets | 84. | Springs Industries |
| 63. | McBride's Building Supply | 85. | The Listening Center |
| 64. | Moriah Baptist Association | 86. | Town of Kershaw |
| 65. | Mount Calvary Outreach Center | 87. | Truesdale Maintenance |
| 66. | New Options Appraisals | 88. | The Children's Council |
| 67. | Palmetto Alliance | 89. | Unique Hair Designs |
| 68. | Palmetto Citizens Against Sexual Assault | 90. | United Way of Chester County |
| 69. | Peppercinni's | 91. | University of South Carolina, Lancaster |
| 70. | Porter Belk Lumber Company | 92. | USC (Columbia) School of Nursing |
| 71. | Radio Shack | 93. | Wachovia |
| 72. | Red Cross of Chester County | 94. | Wal-Mart |
| 73. | Ryan's Steak House | 95. | Warner Chapel AME Zion Church |
| 74. | SC Department of Juvenile Justice | 96. | York Technical College |
| 75. | SC Department of Mental Health | 97. | Zero Enterprises |
| 76. | SC Department of Probation, Pardon & Parole | | |
| 77. | SC Department of Social Services | | |
| 78. | SC Department of Vocational Rehabilitation-Lancaster | | |

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“It’s going to take 15-20 years to break this cycle. As the community’s educational level goes up, so does the community’s attractiveness for new business and industry. If we don’t get a grasp on this as a county, we’re going to have some big problems 20-25 years down the road.”

— Bruce Brumfield
President and Chief Executive
Officer, Founders Federal Credit
Union

“When you consider the time spent in our program, some of our kids are getting an extra week of math or reading every month. There can be only an upside to this meeting of resources and young hungry minds. And the results should be life changing.”

— Fred Thomas, Lancaster County
Council and MAP To Success
Volunteer and Tutor

ADULT LITERACY AND BASIC SKILLS INITIATIVE

Three year
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