<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1990-91</td>
<td>90-0032</td>
<td>Columbia</td>
<td>Yosemite</td>
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**Columbia Literacy Project**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tbody>
<tr>
<td>Grant = $13,770</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Developmental Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tr>
<td>Resource Materials</td>
<td>Literacy</td>
<td>Adult Education</td>
<td>Reading</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tbody>
<tr>
<td>Judith Stratten, Dean Student Services</td>
<td>Michele Griffith, Tutorial Program Coordinator</td>
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**PROPOSAL DESCRIPTION**

This innovative program is designed to train students to be reading tutors and to apply their skills to tutor adults who read at below the fifth grade level. Student-tutors receive academic credit for their training and tutoring work. Adult New Readers, a new clientele to the college, are recruited from the community at large with the assistance of various community and government agencies. A literacy library will be established to serve the needs of the Tutors and the Adult New Readers. Seminars, instructed by experts in the field of adult literacy and related subjects, will be held to augment tutor training in the second semester. Evaluation activities will take place throughout the project. At the end of the first year of the project, a report on the literacy program will be developed for dissemination to other community colleges. The Adult Literacy Program provides the final and most basic link in the College's continuum of services which range from instruction in basic skills to college level courses.
The proposed project is designed to enhance and maintain the recently (Spring, 1990) established adult Literacy Program at Columbia College. This innovative program is designed to train students to be reading tutors and to apply their skills to tutor adults who read at below the fifth grade level. Student-tutors receive academic credit for their training and tutoring work. Adult New Readers, a new clientele to the College, are recruited from the community at large with the assistance of various community and government agencies. A literacy library will be established to serve the needs of the Tutors and the Adult New Readers. Seminars, instructed by experts in the field of adult literacy and related subjects, will be held to augment tutor training in the second semester. Evaluation activities will take place throughout the project. At the end of the first year of the project, a report on the literacy program will be developed for dissemination to other community colleges. The Adult Literacy Program provides the final and most basic link in the College’s continuum of services, which range from instruction in basic skills to college level courses.
Columbia College Literacy Program

1. Specific Educational Program Being Addressed

This project is being conducted at Columbia College, located in the foothills of the Sierra Nevada and serving the rural populations of Calaveras and Tuolumne counties. It is a two-year public, accredited community college, serving 1180 full-time equivalent students. Columbia College is one of two colleges within the Yosemite Community College District.

EDUCATIONAL PROGRAM: The Columbia College Adult Literacy Program

Through the work of the college’s Learning Skills Center, a need has been identified for adult literacy education within the community. As a result the Columbia Literacy Adult Program was developed in the Spring of 1990. At the core of this program is the Basic Reading Tutor Training course which trains students to serve as literacy tutors. In the laboratory section of this class the student-tutors apply their skills one-on-one with Adult New Readers.

The goal of the project is to bring the Adult New Readers to the fifth grade reading level. Depending upon the individual, this may take one or more years. Adult new readers receive academic credit for attending the laboratory section of the Basic Reading Tutor Training course. They enroll in a course entitled Reading Skills Development, and learning to read with the student-tutor constitutes their work for the class. By registering for college classes, the tutor and adult new reader can be closely monitored by the Tutorial Program Coordinator. The required three hour a week attendance also will help the adult new reader achieve their goal of learning to read more quickly than if they attended only one hour per week, as is the case in most volunteer organizations. The College, through its Learning Skills Center, is prepared to continue their reading development beyond the 5th grade level.

The College Learning Disabilities Specialist is screening the adult new readers for learning disabilities. When necessary, professional advice is given to the student-tutor on teaching strategies specific to the adult new reader’s learning disabilities.
2. Specific Problems Being Addressed

PROBLEM --- IDENTIFIED NEED

Columbia College serves a rural population in Tuolumne and Calaveras Counties in California. These counties are located in the Mother Lode foothills on the western slope of the Sierra Nevada mountain range. In 1989, the adult population served by Columbia College included 37,174 in Tuolumne County and 12,150 in Calaveras County.

The population in Tuolumne and Calaveras Counties have several characteristics which led the college to realize there was a need for literacy education in the area and to develop this project. These characteristics include:

- Seven percent (7%) of the population never entered high school and an additional ten percent (10%) never finished.

- It's a relatively poor area, with the median household income much less than adjacent counties and the State. In 1980, 12 percent were below the poverty level. The unemployment rates for the two counties are historically much greater than the State; for example, in 1988, the state unemployment rate was 5.3% while Calaveras and Tuolumne Counties were 9.0% and 7.9%, respectively. It has been our experience that most of these individuals have limited education and many cannot read.

- Estimates have been made conservatively that, about 13 percent of a predominantly white population (as in Tuolumne and Calaveras Counties) is functionally illiterate. However, Calaveras and Tuolumne Counties have the added problem of rural poverty and unemployment, therefore the percentage might even be greater. This number has been difficult to determine accurately because of the stigma attached to the inability to read. Our current basic skills reading course, serving students reading above the fifth grade level, has experienced steady enrollment increases, for example, from fall 1987 to fall 1988 it experienced a 50 percent climb. Little has been done within the community to meet literacy education needs. At the college, we have come in contact with a number of individuals (15 or 20 per year) who request literacy instruction. We feel those people requesting help represent only a small portion of those in need of literacy education because we had not extended our services to this segment of the population. Since we were not able to serve them with existing programs the Columbia College Adult Literacy Program was established.
3. Population To Be Served

POPULATION SERVED BY THE PROJECT

This project serves two populations of students: the Student-Tutors and Adult New Readers. Columbia College students, especially those interested in helping fields such as education, counseling, or social work, have been encouraged to participate as Student-Tutors. The Basic Reading Tutor Training Course is being promoted on campus through the counselors office, the Columbia College course schedule and by promotional posters. The Adult New Readers, a new clientele to the college, are being recruited from the community-at-large with assistance from community and government agencies. Local radio and newspaper coverage has also publicized the new program.
4. Objectives

[SEE “WORKPLAN” SECTION IN THIS DOCUMENT.]
5. Workplan Narrative

WORK STATEMENT

a. Objectives. Activities, Time Schedule, and Budget Amount per Objective

The overall goal for the project is:

To decrease the adult illiteracy rate in Tuolumne and Calaveras Counties by training students to serve as literacy tutors at Columbia College.

To achieve this goal, the following objectives and activities have been developed:

Objective 1. Establish a course to instruct students on how to teach basic reading to adults.

DATE: Fall Semester, 1989 - Spring Semester, 1990
BUDGET: RFP $1798
College $6438
ACTIVITY: A course entitled Basic Reading Tutor Training has been approved by the Columbia College Curriculum Committee and is currently (Spring 1990) in progress. Students attend the lecture portion of the class which entails their training. They also attend three hours per week of laboratory section where they apply their skills as a tutor with an Adult New Reader. A complete course outline including goals, objectives and activities has been written in accordance with California Title V requirements and is included in the appendix.

Objective 2. Establish the learning resources needed to enhance the program by creating an Adult New Reader Library and a student Tutor Library.

DATE: Fall 1990
BUDGET: RFP $4207
College $1322
ACTIVITY: The College Library has set aside space for the books and materials needed to enhance the Literacy Program. Two special library sections will be established: the Adult New Reader Library which will consist of books and materials which are of adult interest but are of a low reading level, and the Tutor Library which will contain books and materials that have been written on different facets of teaching adults to read. A library collection of these materials will allow tutors to continue to improve their ability to tutor reading.
Resources will also be obtained to facilitate instruction. For example, the Literacy Volunteers of America has a set of video tapes to assist in the training of tutors. These will be made available for use in the Basic Reading Tutor Training Course.

Objective 3. Develop a series of special topic seminars to be offered during the second semester which will enhance and expand the tutoring skills of continuing tutors.

DATE: Course Development: Spring, 1990 (in progress)
Course offered: Spring, 1991
BUDGET: RFP $3577
College $1698
ACTIVITY: Local and state-wide experts in fields such as adult learning disabilities and specialty techniques for working with Adult New Readers will be invited to speak on their topic of expertise. The one unit seminar course will be offered beginning spring semester 1991. Because of our remote location it is expensive to bring outside experts to our area. Video tapes will be made of all speakers so that their information can be used in future seminar courses once the grant has concluded. Possible topics include: Visual perception difficulties, auditory discrimination related to illiteracy, vision therapy, impacts of illiteracy on the illiterate adult and society, and scotopic sensitivity. This portion of this proposal is contingent on grant approval.

Objective 4. Coordinate adult literacy efforts with community agencies

DATE: Fall 1989 - Spring 1990 (ongoing)
BUDGET: RFP $1396
College $922
ACTIVITY: Government agencies and community organizations are participating in a literacy referral network, referring potential adult new readers to the Columbia College Literacy Program. In addition, some agencies are sending employees and volunteers to Columbia College to be trained as literacy tutors. Agencies participating in the referral network include: California State Employment Department, the Mother Lode Job Training Agency, the Welfare Department including GAIN, Tuolumne/Calaveras Association for Handicapped, Inc., and the Amador-Tuolumne Community Action Agency and the Tuolumne County Library. Copies of the letters of commitment are included in the appendix of this proposal.

A literacy coalition is being formed between Columbia College and the only other adult literacy program in the two counties which is Project READ, a Laubach Literacy Action Affiliate. This project provides limited tutoring services and it is administered through the Tuolumne and
Amador Community Action Agency. Two Project READ tutors are presently attending the Basic Reading Tutor Training Course. The coordinators of each program will serve on both advisory boards. This will assure that our activities will be coordinated so as to maximize our service to the community. The Tuolumne County Library participates through its financial sponsorship of Project READ and by providing a limited selection of books for the Adult New Reader.

The College President and the Literacy Program Coordinator are scheduled to speak to several local Civic organizations during Spring Semester of 1990. These organizations will be asked to sponsor individual Adult New Readers. The Soroptimists and the Rotary Clubs, for example, have national mandates for literacy. These and other civic groups will be asked to pay for needy Adult New Readers' college fees, expendable books and materials. This will free the Adult New Reader from associated expenses which might otherwise discourage them from pursuing tutorial assistance in reading. Contributions to the Literacy Library will also be requested.

Objective 5. Establish and implement a mechanism for monitoring and evaluating program activities.

DATE: Spring 1990 - Spring 1991
BUDGET: RFP $1396
       College $3801
ACTIVITY: The project evaluation will be conducted by the Coordinator with assistance from the College District's Director of Research. It is further described in section 4. e. below.

Objective 6. Disseminate information on the Columbia College Adult Literacy program to other community colleges and provide technical assistance on how to implement this model program.

BUDGET: RFP $1397
       College $2487
ACTIVITY: Tutorial Program Coordinator is keeping a written record of every phase of this project and, during the Spring of 1991 will publish a report which will detail the steps taken to initiate and maintain the Columbia College Adult Literacy Program. A brochure with an abstract of the report will be prepared and sent to every community college in California. Interested colleges need only fill out the request form to receive a copy. Articles describing the report and how to obtain it will be submitted to the newsletters of State-wide organizations promoting adult literacy such as Literacy Volunteers of America, Laubach Literacy Action, The International Reading Association and others. This portion of this proposal is contingent on grant approval.
b. Time Schedule Summary

**Fall Semester 1989 (complete)**
- Basic Tutor Training Course: Course Development and Curriculum Committee approval.
- Initiate contacts between local agencies and Columbia College.

**Spring Semester 1990 (In progress)**
- Publicize course and program. Recruit Tutors and Adult New Readers.
- Train tutors in the Basic Reading Tutor Training course
- Begin one-on-one tutoring sessions.
- Develop and seek Curriculum Committee approval for seminar course.
- Formalize contact system between agencies in the Literacy Network.
- Meet with Civic Organizations and request their participation and financial support of this literacy effort.

**Time Schedule for this proposal:**

**Fall Semester, 1990**
- Basic Reading Tutor Training course for new tutors.
- Continue Adult New Reader recruitment efforts with agencies.
- Expand the Learning Resources needed for the Literacy Program including the tutor and Adult New Reader Libraries.

**Spring Semester, 1991**
- Continue all activities listed for Fall, 1990.
- Seminar on special topics for continuing tutors.
- Make final program evaluations.
- Write report on initiating and maintaining a Literacy Program at a small community college.
- Disseminate report to interested community colleges.

c. Key Personnel

The personnel directly involved in the project include:

**Project Director:** Columbia College Dean of Student Services (Time Commitment 2%)

**Project Coordinator & Course Instructor:** Columbia College Tutoring Coordinator (Time Commitment 20%)

**Project Evaluator:** Yosemite Community College District Director of Research (Time Commitment 5%)

**Learning Disabilities Specialist:** (Time Commitment 10%)
Student Coordinator: To Be Named (Time Commitment 10 hours/week)

Student Help - Video Taping: To be named (Time Commitment 32 hours)

The individuals involved in the project are experienced in conducting and evaluating projects such as the one proposed. Their resumes are included in the Appendix.

The college president is very enthusiastic and supportive of the activities and will provide the assistance necessary to assure its success.

The duties and responsibilities of these individuals are outlined as follows:

Project Director

- Provides overall supervision and monitoring for the project

Project Coordinator/Course Instructor

- Monitors day-to-day program activities
- Supervises and evaluates tutors and student coordinator
- Schedules tutors and rooms
- Publicizes program
- Arranges for guest speakers and related support
- Maintains program records
- Serves as liaison with the community and project
- Assists in program evaluation
- Serves as staff representative on Advisory Board
- Teaches Basic Reading Tutor Training course
- Prepares reports, to include final report

Learning Disabilities Specialist

- Screens Adult New Readers for learning disabilities
- Instructs tutors on tutoring techniques appropriate for adult new readers with learning disabilities

Student Coordinator

- Matches Adult Non-Reader to appropriate Tutor
- Assists in scheduling sessions
- Provides technical assistance to tutors
- Keeps records and collects data

Project Evaluator

- Develops tools for evaluation
- Works with Director and Coordinator to conduct

d. Equipment and Materials
No equipment is requested in this proposal.

Materials needed are primarily related to the acquisition of the library books needed for the Tutor Library and the Adult New Reader Library and resources for instruction of the tutors. These materials have been further defined in Objective 2., above.

The dissemination of the report on this Literacy Program will incur printing and postage expenses. This report is described in Objective 6. above.

Other required materials entail the supplies needed for daily operation of the project.
6. Expected Outcomes

EXPECTED OUTCOMES OF ACTIVITIES

a. Expected Outcomes of Project Objectives

Objective 1. Establish a course to instruct students on how to teach basic reading to adults.

Expected Outcome: A cadre of students will be trained to apply two methods of teaching adults to read.

Objective 2. Establish the learning resources needed to enhance the program by creating an Adult New Reader Library and a Student Tutor Library.

Expected Outcome: Fulfillment of this objective will result in a new segment of the Columbia College Library. It is anticipated that Adult New Readers will practice their newly acquired reading skills on books of adult interest but of low reading level. Appropriate reading material that is highly motivating will encourage Adult New Readers to apply their new reading skills. This library is an essential component to the program.

The Student-Tutor Library will provide the tutors resource books on teaching adults to read. These books are not generally available to the tutors in this region. These materials will allow the tutors to augment and enrich their abilities to serve their Adult New Readers. It is expected that the quality of tutoring will be enhanced by this library.

Objective 3. Develop a series of special topic seminars to enhance and expand the tutoring skills of continuing tutors, offered during the second semester.

Expected Outcome: Like the Tutor Library, the Seminar Series will continue the training of the tutors. It is expected that the quality of the tutoring will be improved because of the seminars. It is also anticipated that these seminars will help motivate the tutors to continue to tutor beyond one semester.

It is further expected that, because the seminars will be video taped, future expenses for this portion of the program will be nominal.
Objective 4. Coordinate adult literacy efforts with community agencies.

Expected Outcome: This literacy network will provide an organized and systematic method to refer illiterate adults to the literacy services in this area. It is expected that greater numbers of illiterate adults will become aware of these services and therefore more of them will seek assistance in overcoming their illiteracy.

Objective 5. Establish and implement a mechanism for monitoring and evaluating program activities.

Expected Outcome: Continual evaluation will permit the program coordinator to revise the program and adapt new strategies to achieving objectives. It is expected that the monitoring and evaluation process will result in a more streamline project organization and will provide the process for the evolution of even better service to the needs of the populations served.

Objective 6. Disseminate information on the Columbia College Adult Literacy program to other community colleges and provide technical assistance on how to implement this model program.

Expected Outcome: By providing other community colleges with the information on the process of establishing and maintaining a literacy program it is anticipated that other colleges will also initiate literacy programs.

b. Impact of the Project

The most important outcome of this project will be the decline of the illiteracy rate in Tuolumne and Calaveras Counties. The Columbia College Literacy Program will have other beneficial effects as well. Students will be trained to be literacy tutors and the community will have an organized literacy referral network. A literacy library will be created.

The Adult Literacy Program provides the final and most basic link in the College's continuum of services which range from instruction in basic skills to college level courses.

By serving as a model and by disseminating information on this project it is expected that other California Community Colleges will initiate similar literacy programs.

c. Potential for Continued Support After the Expiration of the Grant

The crux of the request for support in this proposal is to:
1. establish the Literacy Library;
2. bring outside experts in the field of Adult Literacy to speak to tutors in the seminar sessions; and
3. publish and distribute a report on establishing a community college literacy program.

Further major expenses relating to these items are not anticipated. Once the core Literacy library is created its maintenance will be relatively nominal. Seminar speakers will be video taped the cost of continuing to use those tapes to form the basis of the seminar course will be modest. The report on establishing a community college literacy program is a one-time effort which will not need to be repeated.

The College already provides the facilities and the personnel needed to maintain this program and cuts are not foreseen.

d. Potential for Adaptation to Other Institutions or Programs

Several features of this program make it highly adaptable to other institutions. First of all, this program is easily adapted into existing programs. All community colleges have Tutor Centers and most have some sort of basic skills development department. The Columbia College Literacy Program is applicable to either of these programs. Secondly, the project is relatively inexpensive because existing personnel can supervise it and the tutors earn academic credit in lieu of wages. Lastly, the report, which will be written as part of this proposal, will give other institutions guidelines on establishing a literacy program and eliminate the effort needed to develop a procedure themselves.

e. Expected Outcomes of the Evaluation Plan

The evaluation plan serves as a methodical approach to changing the program. It functions as a critique of the program process and reflects what does and does not work. Program activities can then be adjusted accordingly. Evaluation also provides the information needed for planning and expansion. The evaluation plan will result in program changes and will affect program planning.

f. Expected Outcomes of the Dissemination Plan

Columbia College will serve as a model literacy program for other community colleges. The report on establishing this project will spark interest in this timely issue and will help motivate other colleges to initiate their own literacy program.

g. Expected Outcome of the Project Budget

The RFP grant will fund the core Literacy Library, the seminar speakers, and the publication and dissemination of the report.
7. Evaluation Plan

Evaluation Process

The project evaluation will be conducted by the Coordinator with assistance from the College District's Director of Research. The evaluation will be both formative and summative and will take place throughout the proposed project. Evaluation will be designed to address these two key areas:

1. Are the program objectives and activities being accomplished as described? If not, why? What adjustments should be made?
2. Is the course curriculum meeting the needs of both the adult new readers and the peer tutors?

Various measurement techniques, to include such items as pre and post-tests, surveys, and student outcomes will be used in the evaluation. Specific measures include:

- **Student Outcomes:** enrollment increases, retention of students, student satisfaction, academic performance, persistence
- **Tutor Outcomes:** proficiency gained in teaching remedial reading, satisfaction with course activities
- **Program Outcomes:** Increased awareness in the community and integration of the literacy program into college adult education activities.

Regular reports will be written by the Coordinator. The District's Director of Research has had extensive experience in monitoring programs and will assist the Coordinator in conducting the evaluation activities.
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]