CALIFORNIA COMMUNITY COLLEGES
AND
Yosemite
COMMUNITY COLLEGE DISTRICT

#91-0032
California Community Colleges  
Curriculum and Instructional Resources Division

<table>
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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>1991-92</td>
<td>91-0032</td>
<td>Columbia</td>
<td>Yosemite</td>
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**Columbia College Adult Literacy Program**

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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tr>
<td>Grant = $12,000</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Curriculum Design</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>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Michele Griffith, Literacy Coordinator</td>
<td>Judith Strattan, Dean of Student Services</td>
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**PROPOSAL DESCRIPTION**

This project is designed to train students as reading tutors and to apply their skills to tutor functionally illiterate adults. Adult New Readers are recruited from the community and student tutors are given academic credit for their tutor training and tutoring work. A Literacy Library was established to support tutors and New Readers and activities increasing public awareness of adult literacy issues were undertaken.
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 are functionally illiterate. 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 is being established to serve the needs of the Tutors and the Adult New Readers. In the second year of the project, efforts will be made to institutionalize the program; connecting it to other established disciplines of Columbia College. A Literacy Coalition consisting of local Literacy providers and agencies which make referrals to literacy providers has been formed under the impetus of the project. The Coalition will be sponsoring activities which will increase the local public's awareness of the adult literacy issue. Evaluation activities will take place throughout the project. At the end of the project year, an article describing the literacy program will be submitted to appropriate organizations for consideration in their newsletters. 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.
1. Specific Educational Program Being Addressed

INTRODUCTION
This project received a Fund for Instructional Improvement Grant for the year of 1990-91. With the support of the FII grant the following grant objectives were accomplished: a course to train students to be reading tutors was established and conducted; a literacy library collection was initiated; and adult literacy efforts were coordinated with community agencies. Objectives still in progress include a tutor seminar series, the evaluation process, and the dissemination aspect of that proposal.

In February of 1991 the FII project monitor conducted a site review and was pleased with the program. She encouraged an application for the 1991-92 year with the following objectives:
   1. to continue to build the Adult New Reader Library Collection and the Tutor Library Collection;
   2. to institutionalize the Columbia College Adult Literacy Program, that is, to make it an integral part of the school's course of studies;
   3. to continue to serve as leadership for the Tuolumne County Literacy Coalition. The Coalition plans to increase the public awareness of literacy in a campaign over the next year. Continued leadership in the Coalition will contribute to its success and the public awareness campaign will contribute to promoting this specific program.

The Columbia College Literacy program has also received a Federal Department of Education grant to help support this program. The contribution that grant makes toward meeting the objectives in this proposal is reflected in the Budget Summary and Budget Detail.

PROPOSAL NARRATIVE
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 1540 full-time equivalent students. Columbia College is one of two colleges within the Yosemite Community College District.
1. 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 College Adult Literacy 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 Literacy 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.
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. 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

OBJECTIVES
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 have been developed:

Objective 1.
Maintain the course to instruct students on how to teach basic reading to adults.

A course entitled Basic Reading Tutor Training has been approved by the Columbia College Curriculum Committee and is currently (Spring 1991) in progress. Students attend the lecture portion of the class for their training in literacy instruction. They also attend four 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 available upon request.

Objective 2:
Expand the learning resources needed to enhance the program by enlarging the Adult New Reader Library Collection and a Student Tutor Library Collection.

The College Library has provided space for the books and materials needed to enhance the Literacy Program. Two special library collections are being established: the Adult New Reader Collection which will consist of books and materials which are of adult interest but are of a low reading level, and the Tutor Collection which contains 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.

Objective 3.
Institutionalize the Columbia College Adult Literacy Program by making it an integral part of the college's course of studies.

This objective is essential to the long term survival of the program. Linking the program to an existing course of studies will insure that there are adequate numbers of student-tutors to provide services to adult new readers and maintain the consistency of the program. Several options will be considered in the 1991-92 year. It may be possible to link the Columbia College Adult Literacy Program with the service-learning component of the college Sociology Department. Another possibility might be to link it to the teacher's aide training program. A third option might be to try and make the class
transferrable to Stanislaus State University’s education department as a way to attract students interested in a career in education. (Many Columbia College students transfer to Stanislaus State University because it is the closest university to our campus.)

Tim Stanton of Stanford University has expertise in the field of experiential learning (also known as service-learning) at the college level and in methods to institutionalize programs such as this one. He is willing to serve as a consultant on this issue. He will produce a written report with his recommendations to the program on how to institutionalize this program.

Objective 4.
Coordinate adult literacy efforts with community agencies by continuing to provide leadership for the Tuolumne County Literacy Coalition.

In the previous FII proposal this objective was merely to establish a literacy referral network in which government and community agencies would refer potential new readers to the Columbia College Adult Literacy Program. However, the spirit of the objective was expanded and resulted in the formation of the Tuolumne County Literacy Coalition. Membership includes representatives from the following organizations:

- The Columbia College Adult Literacy Program
- The Columbia College Learning Skills Center
- The Cassina High School (continuing and adult education)
- The Amador/Tuolumne Community Action Agency
- Project READ
- The Columbia College English as a Second Language Program
- The Tuolumne County Chamber of Commerce
- The Motherlode Job Training Agency
- The Welfare GAIN program
- The Tuolumne School District
- The Tuolumne County Library
- Several concerned citizens

The coalition has two immediate goals. The first is to establish two directories of services, one technical directory for agencies to as a reference when making referrals to their clients about Literacy services available in the community. The second directory will be for businesses and the general public. It will contain less technical jargon than the first directory. Its purpose will be to inform the public of the local literacy services available. The work for these directories is in progress.

The second immediate goal of the Coalition is to create local public awareness of the literacy issue. The approach to accomplishing this goal is to conduct a Challenge Day followed by additional meetings and events. A challenge day is a standard procedure to develop community support for a specific issue. The coalition has received in-service training by Paul Kiley, Community Organization Specialist of the California State Library System. He trained Coalition members in methods to accomplish a
challenge day and subsequent activities. Notes from his presentation are included in the appendix.

The activities of the Literacy Coalition will serve to disseminate information locally regarding the issue of adult literacy and will promote the Columbia College Adult Literacy Program as a part of those efforts.

Objective 5.
Continue the training of the Literacy Program Coordinator in the management of literacy programs and the instructor in the instruction of reading tutors.

Training is available in different aspects of managing adult literacy programs which will help the program run more smoothly. Training for the course instructor will continue to add breadth of experience and improve the quality of the tutor training.

Objective 6.
Establish and implement a mechanism for monitoring and evaluating program activities.

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 7 below.
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS NARRATIVE.]
6. Expected Outcomes

EXPECTED OUTCOMES OF ACTIVITIES

a. Expected outcomes in terms of the project objectives

Objective 1.
Maintain the 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.
Expand the learning resources needed to enhance the program by enlarging the Adult New Reader Library Collection and a Student Tutor Library Collection.

Expected outcome: Fulfillment of this objective will result in expanding a new segment of the Columbia College Library. 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 collection is an essential component to the program.

The Student-Tutor Library Collection provides the tutors with resource books on teaching adults to read. These books are not generally available to the tutors in this region. These materials 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 collection.

Objective 3.
Institutionalize the Columbia College Adult Literacy Program by mating it an integral part of the college's course of studies.

This objective is essential to the long term survival of the program. Linking the program to an existing course of studies will insure that there are adequate numbers of student-tutors to provide services to adult new readers and maintain constancy of the program.
Objective 4.
Coordinate adult literacy efforts with community agencies by continuing to provide leadership for the Tuolumne County Literacy Coalition.

Expected Outcome: The Public Awareness Campaign of the Tuolumne County Literacy Coalition will increase community understanding of the literacy issue. One expected outcome of this effort will be that more people will want to become involved in the Columbia College Literacy Program, either as tutors or tutees.

Objective 5.
Continue the training of the Literacy Program Coordinator in the management of literacy programs and in the instruction of reading tutors.

Expected outcome: Training is available in different aspects of managing adult literacy programs which will help the program run more smoothly. Training for the course instructor will continue to a breadth and improve the quality of the tutor training.

Objective 6.
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.

b. Expected outcomes of the project activities in terms of

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

The crux of the request for support in this proposal is to:
1. enhance the Literacy Library;
2. bring outside experts to help determine how to institutionalize the program; and
3. maintain the recently established literacy coalition to publicize the issue of adult literacy and coordinate literacy services.

Further major expenses relating to these items are not anticipated. 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 Columbia College Adult Literacy Program will provide technical assistance will be given to any college that requests it, including guidelines on establishing a literacy program and therefore eliminate the effort needed to develop a procedure themselves.
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.

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. Program evaluation will include review of the success of efforts to institutionalize this project.

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

DISSEMINATION PLAN

The dissemination plan is the public awareness campaign discussed in Objective 4.

An article describing this model program will also be submitted to at least one of the publications for following organizations: Community Colleges, Literacy Volunteers of America, Lauboch Literacy Action.

10. CONCLUSION
We believe this proposal exemplifies many of the key features that the Fund for Instructional Improvement is promoting. Among the adult new readers are nontraditional students including the poor, reentering women, blue-collar workers, older adults and educationally disadvantaged students, bringing a new clientele to the college. It provides an alternative method of instruction to these students by offering one-on-one tutoring in this most basic of Basic Skills: Reading.

For student tutors this program presents an experiential learning opportunity which fosters personal growth and interpersonal skills with the added bonus of transferable credit.

The Columbia College Adult Literacy Program new clientele furthers diversity on campus. The Literacy Coalition is contributing to the already high profile of the college in this community.

We feel this proposal captures the spirit of intent fostered by the Fund for Instructional Improvement.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]