

Transition and Mini Research Grants Awarded

As a result of NC having met overall core indicators for 2008-2009, incentive dollars were awarded to NC. In turn, NCCCS Basic Skills announced the availability of two types of grants: Transition to Postsecondary Education and Training and/or Employment and Mini-Research to be awarded for the period of January 1 through December 31, 2010. During October, fifty-three community colleges and community based organizations submitted grant applications.

After review by a group of volunteer grant readers, a total of twenty grant applications with the highest point values were recommended for funding. In November, the State Board of Community Colleges approved the respective recommendations. Displayed below is a brief summary of the projects which began in January 2010. The first of two required meetings is scheduled in Raleigh on January 27, 2010, in part to discuss the required report formats and financial tracking procedures. Congratulations to all who received grant awards.

Transition to Postsecondary Education and/or Employment Grants	
College / Organization	Project
Motheread Nancye Gaj	Develop classroom materials integrating contextual literacy materials and occupational skills into coursework and address the literacy needs of those who choose to transition into the Childcare Workforce or Early Childhood Education Curriculum Program
Asheville Buncombe TCC Tom Rash	<u>Working Toward Success</u> : Connecting CED students to the workforce through practical targeted job training classes and coaching (commercial cleaning duties) and provide students with soft skills.
Cape Fear CC Melissa Singlar, Erica Burnham	Transition Specialist to assist students with navigating the college application, financial aid scholarship process and to coordinate learning and services between Basic Skills, Continuing Education and local Employers in order to increase the number of AHS and GED ® graduates who enroll in the college or job training programs. Instructor staff development and materials are included.
Piedmont CC Debra Harlow	<u>College Academic Readiness</u> : Develop GED ® plus curriculum to address academic & advising needs of GED ® students.
Richmond CC Sherry Byrd	<u>REACH Transition Project</u> : Transition Mentor to develop the curriculum and establish relationships within and outside of RCC to provide support and raise students awareness of postsecondary education or training options
Southeastern CC Jackie Williams and Teresa Triplett	Project to assist GED ® students in Basic Skills to transition to short-term skills training and/or employment using the attainment of CRC as an intervention strategy and the KeyTrain educational program as a remediation tool
Tri-County CC Susann West	Program to create and teach GED ® technology curriculum aligned with state standards for high school technology and which incorporates essential workplace skills into Basic Skills including reading, writing, math, and communication skills.
Wake Tech CC Ellen Overington	Establish a GED ® Link class to assist ASE High School students in transitioning to a college environment with a focus on intensive study in reading, writing and math at the college level. Content of adult education curriculum and assessment to be aligned with content and skills required on commonly used college placement tests.
Wayne CC Dorothy Moore	Transition Instructor/Counselor to develop Student Transition and Educational Preparation Up (STEP-UP) a bridge course including two major components (academic skills development and exposure to college culture). The developer will provide instruction and student support services through a pilot phase. Students will take and receive credit for ACA-111 class developed specifically for Basic Skills students.
Western Piedmont CC Melissa Garrett and Ann Marie Radaskiewicz	Comprehensive Transition Plan Developer to finalize plan for transition of Basic Skills students to a postsecondary curriculum course of study or workforce training through continuing education or direct employment. Developer will also conduct training workshop to introduce full-time employees of Developmental Studies to the plan.

Grants continued on next page

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Grants (cont.)

Mini-Research Grants	
College/Organization	Project
Motheread Nancye Gaj	Instructional techniques and materials to be developed; contextual teaching and learning exercises & handouts vs. workbook, individualized self-paced instruction
Reading Connections Jennifer Gore	Benefit of STAR techniques in small group vs. current workbook approach. Reading instruction will be guided by reading profiles created for each student.
Caldwell CC & TI Beverly Janes, Shari Brown, and Kim Hinton	Cohort, project-based learning using a novel that class selects and integration of all GED ® subject areas in combo with group activities vs. Individualized workbook, computer, tutor instruction
College of the Albemarle Steven Schmidt	Integrate researched based materials from studies of what works in prison education into teaching plans using managed enrollment technique vs. traditional study book at Pasquotank Correctional Institution
Mitchell CC Sherry Y. Clarke	Professional development and training for two instructors; design and implement managed enrollment STAR program; Assess STAR class vs. current Individualized Learning lab instruction class utilizing workbooks and textbooks.
Pamlico CC Valerie Jones	Visual, graphic representation of scores (class and individual feedback) plus tracking and drill practice using <u>Reading in the Content Area: Math, Science, and Social Studies</u> will positively influence incarcerated adults rate and level of progression from point of entry.
Stanly CC Ashley Smith Diane Cooker	One Skill at a Time project: progress in reading levels of ABE students will improve when taught the nine individual components of reading comprehension and given immediate feedback and using SRA specific Skill Series
Tri-County CC Susann West	Combine technology and intense math instruction beyond GED ® level, including Algebra in order to have students place into college level math class.
Wake TCC Susan O'Neill	Using Reading Horizons, an intensive phonics tool, this project will develop materials and approaches specific to the needs of separate populations in the Basic Skills program. This approach to literacy instruction will be more effective in increasing literacy and measurable education gain than current instructional strategies. NC performance measures will be met as the lowest level readers increase their skills in literacy.
Wilkes CC Deborah Britton Debbie Woodard	The effectiveness of implementing evidence-based reading instruction in a managed enrollment class of low and high intermediate ABE students using principals of the STAR Reading reform initiative/ explicit instruction methods vs. control group not using the method.

