

ANNUAL REPORT

Fiscal year 2005-2006

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INTRODUCTION

*Because of CLC, I have a different outlook and want more out of life.
 What's more, I have learned self-discipline. — Bill*

Since 1987 Community Learning Center (CLC) has been serving the residents of North Philadelphia, helping adults to build literacy skills so that they can enrich their own and their families' lives. Since our founding we have worked with over **5,000 adult and teen learners**, with classes **typically serving 300 students per year**. CLC provides no-cost classes in **GED/Adult Basic Education (ABE)** and **English for Speakers of Other Languages**. CLC also participates in the state's Move Up initiative and is an **Access Point for Pennsylvania CareerLink**.

During the 2005-06 fiscal year CLC had **334 students, 71 of whom were ESOL** (English for Speakers of Other Languages) students from many parts of the world (up from 299 students last year, 58 of whom were ESOL). We also delivered services to **240 ABE/GED and 23 Move Up students**. Our enrollment represents 110% of our contract requirement for the Pennsylvania Department of Education. (Note: ABE stands for Adult Basic Education and GED for General Education Development, the high school equivalency certification.)

Part of what makes CLC unique – and helps us build upon our success – is the personal approach we take toward learners. Going beyond state requirements, we provide hundreds of social service referrals and hours of personal counseling to each student. To stimulate learning, we sponsor field trips and provide numerous hands-on experiences that relate to, and enliven, the work being done in the classroom. And we encourage family involvement, creating programs for adult learners and their children, thus helping to break, or prevent, a cycle of illiteracy in some homes. The end results for the learner are newly acquired skills, opportunities for better employment, and the ability to move up from impoverishment to economic independence.

We continue to serve an incredibly diverse population, with broad representation across age and ethnic lines, as demonstrated by the chart below.

Population Served					
Age	%	Gender	%	Ethnicity	%
16-18	16%	Male	31%	American Indian	<1%
19-24	28%	Female	69%	Asian	6%
25-44	42%			Black	25%
45-59	10%			Latino	41%
60+	4%			White	28%

We proudly present this report of our activities, accomplishments, and challenges for 2005-2006.

CURRICULA

CLC teachers continue to take the creative approach in the classroom. Using real-world examples and hands-on learning, teachers are engaging students in their lessons, and improving their ability to retain information and build skills. Below are examples of the programs CLC provides in the classroom.

CLC has made me feel better about filling out job applications. I have also learned my multiplication facts. When I first came to CLC, I didn't know any of them. — Brian

Hands-on Learning for Math and Science Students

In CLC's Move Up class, instructor Elinore Leonards incorporated a hands-on approach into many math and science lessons. In today's schools, hands-on learning has become a popular and effective teaching method. For many of our students, it is a new idea and very different from the lecture forum they remembered from their school experiences. Some of the hands-on learning activities include: creating atoms and molecules from gumdrops, creating posters to illustrate body systems, playing number-line games to learn integers, using dice, cards, and poker chips to test probability, opening packets of M&Ms to learn data collection methods, and playing card games to reinforce math factor skills. The class also made use of on-line games to reinforce factors, operations, and word problem skills. In the short-term, students enjoyed the activities, but in the long-term, they were better able to understand and retain information.

Other teachers also incorporated hands-on learning into their curriculum this year. Teacher Jennifer Williamson designed several hands on activities for different subjects. These included graphing lessons in which students once again used M&Ms to create their own bar, circle, and line graphs; a lesson on Medieval history in which students built their own model castles, an Egyptian history lesson in which students learned to write in hieroglyphics; hands on math games to teach algebraic concepts; a paper-airplane lesson that taught students about the principles of aerodynamics; and hands-on map activities that had students mapping routes around different continents, learning about the history and geography of the regions as they went along.

World Issues Curriculum Stimulates Learning

Carol Miller's ABE/GED classes expanded students' general knowledge of the world by focusing on history, geography, and sociology issues. Studying these issues also enhanced students' research, reading, writing, vocabulary, math, and graph/chart/map-reading skills. Students viewed films (or film excerpts) about the Vietnam War, four U.S. presidents, Darfur, HIV/AIDS in Zimbabwe, and Jane Goodall's study of chimpanzees in Tanzania. The students also viewed photos of Vietnam recorded on a DVD. Students wrote essays involving what they learned about the Underground Railroad, U.S. presidents, HIV/AIDS, and Jane Goodall.

They did short research about U.S. presidents, and they found information about Darfur on the Internet. The class analyzed colorful charts and graphs on overhead transparencies relating to HIV/AIDS, Darfur, and chimpanzees. In addition, by looking at world population and land area statistics, students gained a better understanding of the relative size of countries. The use of population, land area, and economic statistics also helped students to understand and apply the concept of percent and to learn the meaning of other vocabulary and concepts, such as average life expectancy, median age, population density, gross domestic product, and labor force. Finally, an attorney from a major Philadelphia law firm visited the class to discuss the Bill of Rights and how it affects students' lives. Students from other classes joined Carol's classes for this special event.

CLC Students Become Environmental Activists

This year, teacher Jennifer Williamson attended a Sierra Club meeting, where she learned that Pennsylvania is one of the worst mercury polluters in the country—and the Federal Government is doing nothing to alleviate the problem. Seeing an opportunity to teach about grass-roots activism in her classroom, she taught students about the health consequences of mercury pollution, and gave them the opportunity to write letters to the Pennsylvania Department of Environmental Protection to enforce stricter mercury pollution laws on a state level. Students across the program wrote impassioned letters to Environmental Secretary Kathleen McGinty, expressing their worry over mercury pollution's effect on their families, and their desire for the state to do something about it. Later, CLC received a letter from the Sierra Club thanking the students for their activism and informing them that mercury pollution regulations had indeed been tightened at the state level.

Tragic Loss Spurs Fire Safety Program

On March 9, 2006, San Hoong, a CLC ESOL student, and four other family members died in a fire in their row house in Kensington. After hearing about the tragic fire, CLC instructor Martha Bowditch focused on teaching fire safety, especially in the ESOL class. Students practiced calling 911 and giving personal information including spelling street names. In subsequent classes, students read articles from the newspapers about the fire and reviewed fire prevention measures. We invited a bilingual firefighter from the Fire Prevention Division of the Philadelphia Fire Department to speak to all the ESOL classes and opened it up to the entire CLC student population about fire prevention and what to do in case of fire. In addition he brought free 9-volt batteries for the students to replace existing batteries in smoke detectors. We also scheduled fire department home visits to install free smoke detectors for many students who did not already have them.

Because of CLC I can read books and watch TV. Sometimes I can talk to someone in English. My teacher helps me to speak English one on one. I want to learn to speak English, and I want to write English. It is good for me because it is difficult to not understand. — Trang

CLC Students Take First Steps Toward Drivers' Licenses

Many CLC students have expressed their desire for a drivers' license. This year in the Move Up class, Maura Heidig, the caseworker, designed a structured month-long program to enable students to complete the first step of this goal: obtaining a learner's permit. This endeavor proved an excellent way to teach students how to set goals, save money, encourage one another, and persevere as this requires students to save the thirty-one dollars needed to take the permit examination. Maura set up a structured in-class savings plan and students competed with each other as they brought in spare change to add to their "banking envelopes." As an extra incentive, CLC subsidized the students' examinations by contributing \$11.00 to each student who was able to save at least \$20.00 by a specific target date. While saving the \$31 dollars needed to pay for the permit exam, students prepared for the exam by regularly testing themselves and their peers. Each student spent time studying DMV guides, on-line study-guides, and other materials. They were also required to take materials home to study. Although it was difficult for the students to raise the money, they did it by packing lunches to class, walking more, etc. Three students achieved this savings goal and two have passed the test to date.

Essay Curriculum Improves Writing Skills

This year, teacher Jennifer Williamson designed an essay curriculum to help students learn grammar, spelling, sentence structure, and the proper construction of a GED essay. Lessons included hands-on writing exercises that gave students the opportunity to practice grammatical concepts, debate exercises that encourage critical thought and effective argument skills, and writing lessons that teach students how to describe and communicate clearly and effectively.

Move Up Book Club Fosters Love of Reading

During the winter months Move-Up began a book-club designed to reinforce active reading, writing, and critical thinking skills. As a class, they read *House on Mango Street* by Sandra Cisneros. The story, about a Mexican-American pre-teen, contains themes to which many of our students could relate: poverty, domestic abuse, sexual harassment, coming of age, and self-determination in the face of a myriad of barriers. Cisneros' writing incorporates figurative language and inference, both very important to improving reading skills. Each class member read the book individually and in a group during class time. Students completed response journals and study guides, and generated written questions for each other, which provided the opportunity to compare each other's ideas while completing the novel.

LEARNING BEYOND THE CLASSROOM

Cultural and educational field trips, hands-on demonstrations, guest speakers, and special celebrations bring CLC's curriculum to life. All of these opportunities are free to our students, and are often extended to include members of their families. We are pleased to present a synopsis of some of the major extra-curricular programs that we offered in 2005-2006.

It feels good to learn and come to class. I want to learn more English to help my children with homework. — Nilsa

Holiday Party Celebrates Diversity of CLC Students

This past December, CLC continued its tradition of celebrating holidays from different cultures. After eating a potluck dinner provided by staff and students from each person's country of origin, everyone in attendance danced and sang to music played by Dave Posmontier and Robert Butryn. As in the past, guests received passports and journeyed around the world celebrating different holidays. This year, in addition to Chanukah, Christmas, Kwanzaa, and Three Kings' Day, we celebrated Tet, a Vietnamese holiday. This marked the eleventh year for our holiday party.

Hands-on Learning at Winterthur Museum

On December 1, 2005, a group of CLC students and chaperones went to Winterthur Museum. During the "History in a Teacup" program students learned the political, social, and economic effects of tea on life in Colonial America, a hands-on experience which tied in with CLC's history and geography curriculums. Students participated in a tea party with authentic materials. Everyone played a role as a servant, a guest, or a hostess. Amparo Alejos, a teacher from Peru who is studying English at CLC, commented, "A student learns more when they experience things for themselves." Students also went on the Yuletide tour and heard about Christmas celebrations at different times in American history. The trip was made possible by a student scholarship from Winterthur.

CLC Students Attend Ground-Breaking Toni Morrison Opera

Through the generosity of the *Sounds of Learning Educational Program* at the Opera Company of Philadelphia, CLC students, family members, and staff were invited to attend *Margaret Garner*, a ground-breaking new opera with a libretto written by acclaimed author Toni Morrison. The opera chronicles the tragic story of a slave family. The trip to the opera was the culminating event in a series of lessons which taught students about slavery and American history, the Underground Railroad, opera terms and conventions, and more. Students read and acted out their own version of the opera, read the original newspaper article about the historical Margaret Garner, and learned how slavery affected the economy of the early American colonies. Students were delighted to see the excellent performances of Denyce Graves as Margaret Garner, Rodney Gilfry as Edward Gaines, Angela Brown as Cilla, and all the other exemplary artists. Keeping with CLC's initiative to promote family literacy, students each received an educational booklet containing the opera libretto, articles about the history of the time, and games and activities related to *Margaret Garner*, to share with their families.

Fun and Education at the Adventure Aquarium

Thanks to the generosity of the Adventure Aquarium in Camden, New Jersey, over eighty students, their family members, friends, and CLC staff took part in the field trip, which began at 9:30 a.m. Upon their arrival at the aquarium, students had the opportunity to watch live animal shows with trained seals, penguins, and hippos; watch divers feed the animals in the tanks by hand; and touch sea anemones, starfish, and even sharks. At the aquarium, students saw a wide array of marine life, from graceful stingrays to seahorses disguised as seaweed. Students were excited at the opportunity to observe sharks through mere inches of Plexiglas. An aquarium volunteer allowed students to touch the jawbone of a shark and to examine the way that the teeth grow and are continually replaced throughout a shark's lifetime. Students also got to see the ecosystem of a tropical rainforest, complete with red-bellied piranhas and tropical birds. At the end of the trip, CLC provided each youngster in attendance with a marine-related, age-appropriate children's book to extend the learning experience. All participants learned many fascinating facts about the marine world and were delighted with the diversity of creatures in the ocean.

Celebrating *The Human Body* at the IMAX Theater

Students, staff, and board members went to *The Human Body*, an IMAX movie, at the Franklin Institute on April 12, 2006. Co-produced by Discovery Pictures/BBC, the Maryland Science Center, and the Science Museum of London, the film uses astounding real-life footage and cinematic techniques to document a day in the life of a family from inside their bodies. Originally intended as part of a unit on health and the human body for an ESOL class, the trip became a school-wide event due to high demand from other classes. Students and teachers alike learned amazing things. For example, babies have a reflex which allows them to swim underwater until they are about 6 months old. Everyone in attendance observed babies swimming with their mothers, food landing in their stomachs and being digested, the development of a baby's hand in-uterus, and a view through an artery and valve into the heart. It was a truly enjoyable experience, for everyone, but especially those students who had never been to an IMAX theater.

At CLC I learned how to communicate with other people. Now I feel better because I can speak and write a little more in English. My first language is Spanish. — Georgina

ESOL Students Build Communication Skills at the Aramingo Diner

During a unit on food and restaurants in CLC's St. Philips ESOL class students confessed that they only ate at buffets in the United States because they were afraid to order food in English. Hearing this, the teacher, Martha Bowditch, made special lessons designed to help students overcome their fears and experience other types of restaurants. After practicing in class, students along with the teacher, and two tutors went to the Aramingo Diner in Port Richmond for dinner on April 10, 2006. Everyone ordered from the complicated menu and managed to communicate

with the waitress. One of the “buffet only” students went with her husband to a fancy restaurant the following Friday to celebrate their fourth wedding anniversary.

OUTSIDE SUPPORT, PARTNERSHIPS, AND COLLABORATIONS

We thank our many partners and collaborators for supporting the work of CLC. Dozens of organizations have helped CLC grow and remain strong. They have enhanced CLC’s programming, bolstered our fundraising capability, and contributed resources and services to our organizations. We appreciate their generosity.

Barnes and Noble

This past December, CLC was invited by Barnes and Noble to participate in their holiday gift wrapping session that enables area nonprofits to raise funds and awareness about their programs by wrapping gifts at their main location in Center City Philadelphia. This opportunity helped us to increase our visibility, possibly gain new tutors and supporters, and earn approximately enough revenue to pay for our Adventure Aquarium field trip. We received positive feedback from Lee Bendetti, the community relations representative at B & N, who also expressed interest in further developing the relationship.

Delaware Valley Green Building Council

CLC is on the brink of what could be an expansion of its work of the past nineteen years. To that end, Executive Director Jean L. Fleschute and Administrative Coordinator Omolola (Lola) Irele met with representatives of the Delaware Valley Green Building Council (DVGBC) to discuss building green considerations. A beneficial outcome of the meeting is that DVGBC has entered CLC’s new building project into the pool of potential beneficiaries of their next student (college and design schools) design competition. DVGBC gave us a great deal of information regarding sources of green building information, funding, green places to visit, and sessions to attend, such as the Technical Review session, which staff member Lola Irele attended in early March.

First Book

For a number of years, CLC has been a recipient of First Book grants which we use to purchase books for our students’ children. This year, in addition to renewing our grant, we received five (5) \$500 gift certificates for Borders Books and Music and Waldenbooks towards the purchase of children’s books. This generous donation supports our initiative of helping our students build libraries in their homes.

Graduate Philadelphia

Social worker Terry Banford-Dietzel gave a 10 minute-long presentation on her experiences as an adult student at the Graduate Philadelphia fair, a fair aimed at encouraging college students in the greater Philadelphia area to complete their college degrees, and remain in the area. Some of the discussion at the fair dealt with initiatives for young people to remain in school and in

Philadelphia. There are currently not many financial incentives encouraging students to return to higher education, which has a significant financial impact for the city.

Holiday Book Drive

Our eleventh annual book drive yielded hundreds of new children's books for the students in our program to give to the youngsters in their families while at the same time helping us to make a contribution to the improvement of family literacy. Twelve groups participated in this activity—AAUW of Delaware Valley, Congregation Beth Israel, CLC Board of Directors, HealthPlex of Springfield, The Kids' Place, The Thin Book Club, Allan Domb Real Estate, Bethel Springs School, Covenant Methodist Church Nursery School, Jewish Children's Folkshul, Swarthmore Rutledge School, Trinity Cooperative Day Nursery school—and students wrote hundreds of thank you letters, thereby helping to increase public awareness of CLC and giving students the opportunity to write a business letter.

Leadership Philadelphia

Through collaboration with Leadership Philadelphia, Inc., a Philadelphia nonprofit, which trains professionals in the Philadelphia area to serve on nonprofit boards and matches nonprofits with these trained participants, CLC was able to extend its board. Jean L. Fleschute attended a Leadership, Inc. agency fair, at which she met Daniel Johns, an attorney at Ballard, Spahr, Roberts, and Ingersoll LLP.; Irvin Hurwitz, Assistant Dean of Development at Temple Medical School; and Branville G. Bard, Jr., Captain, Philadelphia Police Department, all of whom joined the board in March, April, and June, 2006, respectively.

Project SHINE (Students Helping in the Naturalization of Elders)

Project SHINE, a national service-learning organization dedicated to helping older immigrants, has once again provided tutors for our ESOL classes. Based at Temple University with affiliates on 18 other campuses, Project SHINE connects tutors from Temple with immigrants in the Philadelphia area who want to learn English and study for their citizenship exam. This year, CLC received 13 tutors, six in the fall and seven in the spring. Project SHINE tutors helped to bridge the gap between lower level students and higher level students in CLC's multi-level classes, giving individual attention to students outside the normal level of the class and helping less-skilled students increase their class participation.

ACTIVITIES AND EVENTS

CLC presented several special events last year to serve multiple purposes: to reach out to the community, raise much needed funds, and draw public attention to our unique programs. Here are descriptions of some of our major events.

Annual Silent Auction and Fundraiser

CLC held its annual Silent Auction and Fundraiser on November 10, 2005, at the Free Library of Philadelphia, main library. The event honored one of our own, Helen Mullen, CLC's long time board member for all her contributions to the advancement of literacy in Philadelphia. Over a hundred of CLC supporters attended the event, sponsored by Bank of America, Crystal Signatures, Crystals Catering, the Free Library of Philadelphia, Media Copy, Minuteman Press, PNC Bank, Octo Design Group, among others. Proceeds from the sale of such things as theme baskets, tickets to area museums, tickets to performance events, and weekend getaways—netting over \$15,000—will benefit CLC programs. We are grateful to all who supported us through this event.

Block Clean Up

On a cold day in October 2005, CLC staff and students gave back to their community. They cleaned the park across from the Richmond Branch of the Free Library of Philadelphia in North Philadelphia. By morning's end, they had collected about 10-12 bags of trash using brooms donated by the City of Philadelphia, leaving the park neat and beautiful.

Fire Prevention Week

In March 2006 Officer Harry Perez from the Philadelphia Fire Department gave a number of presentations to Community Learning Center classes. The goal of his presentation was to increase CLC students' and staff's awareness of fire safety, smoke alarms, and the importance of an emergency escape plan. After speaking about fire prevention and safety precautions, Officer Perez invited students in each class to complete applications for in-home safety inspections from the Philadelphia Fire Department and to obtain free smoke detectors.

Pennsylvania Association for Adult Continuing Education (PAACE)

In February CLC staff attended PAACE's annual mid-winter conference. During this conference, social worker Teresa Banford-Dietzel received the APEX award for her outstanding contributions to adult literacy.

Student Donation Drive

For two weeks in October, 2005 CLC students passed an envelope around in which they collected change for CLC. By the end of the fortnight students had collected a total of \$164 to benefit CLC's programs.

Board Site Visits

On two separate occasions, CLC board members became GED students for a night. While visiting CLC's night time classes, board members got to connect with CLC students by actively participating in a class and learning material with students. It provided them with an additional opportunity to recall and reflect upon the mission of the CLC.

Citizenship Party for Blasina Reyes

With the help of her ESOL teacher and after much studying, ESOL student Blasina Reyes finally took her citizenship exam, passed, and took the oath on March 29, 2006, in Philadelphia. The following Monday her class at Maria de los Santos Health Center, hosted a party honoring Blasina's long anticipated accomplishment. Students sang *This Land is Your Land* and the *Star-Spangled Banner* and ate a red, white, and blue trifle, made with strawberries, blueberries, cake, slivered almonds, and whipped cream as well as fruit salad, guacamole, mangu (a dish made with plantains), and ham and cheese sandwiches. Blasina received American flag refrigerator magnets; red, white, and blue star candles; and a card from her classmates with some money to buy a gift for herself. Blasina's success has encouraged many of her peers in her class: Several other students have been studying to attain their American citizenship.

MAJOR ACCOMPLISHMENTS

The successes of our students and staff are the ultimate demonstration of CLC's efficacy. Our students and staff continue to excel and reach their personal and professional goals, with the support and assistance of CLC.

*Community Learning Center has given me the chance to succeed. I have learned that self-discipline and the will to excel must be present at every class. —
Jonathan*

SSSD Director Terry Banford-Dietzel wins APEX Award

At the annual Pennsylvania Association for Adult Continuing Education (PAACE) conference held in February 2006, Student Support Services Director (SSSD) Terry Banford-Dietzel won an Adult Practitioner Excellence Award (APEX) for her extraordinary contributions to the field of adult education. This makes her the first person in PAACE history to ever receive all three awards granted by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education.

*NOTE: After the first printing of the annual report, Terry also received the prestigious **Bank of America "Local Heroes" Award**. This included a grant of \$5,000, which she could contribute to a nonprofit organization of her choice. (She chose Community Learning Center.) CLC Executive Director Jean L. Fleschute nominated Terry for the award. Terry received the honor in recognition of her amazing accomplishments: A one-time CLC student, Terry went on to earn her bachelor's and master's degrees, and is now head of CLC's SSSD Department. In addition to her work at CLC, she continues to live in and serve her neighborhood. Terry is a living example to our students of what is possible when an individual has determination, perseverance, and the proper support.*

Jose Matos Learns to Read

CLC student Jose Matos, who has been in the United States for two years, can now read, write, and speak English. He had wanted to learn previously, even though his friends at the Mann Older Adult Center told him it was impossible because he was too old. Unfortunately for Jose, all the other students in his CLC class were much more advanced than he. Project SHINE tutors helped to bridge that gap, teaching him how to read and write. Jose has since bought a large print dictionary and now reads and writes on his own. At his request, CLC recently gave him a book about American history.

More Student Achievements

Mary Anderson, who earned her GED through CLC, is attending Community College of Philadelphia. Dorothy Juah has earned a nursing certificate. Dorothy, a Liberian, has had perfect attendance in her class and hopes to get a job soon.

PROFESSIONAL DEVELOPMENT FOR CLC STAFF AND BOARD

CLC believes that the best way to maintain excellence in our programming is to contribute to the on-going education of our staff and board. The organization benefited greatly from the following opportunities for professional development. All of these programs brought fresh ideas to our organization and energized our staff and board.

Science Without the Lab

Staff member Jennifer Williamson attended this workshop on how to teach simple, engaging science lessons in the ABE/GED classroom without needing complicated props or a lab facility. She found the ideas very useful and was able to incorporate some of them into her hands-on lessons.

Immigrants in the Workforce: Exploring the Facts

At this workshop, labor analyst Dr. Paul Harrington, the Associate Director of the Center for Labor Market Studies at Northeastern University looked at how immigration in the U.S. affects Philadelphia's economy. After attending this workshop, case manager Maura Heidig has a clearer understanding of what new immigrants face as they enter the workforce in Philadelphia. She was also able to get more information about the Welcome Center, which has resources for immigrants in the area.

Managed Enrollment

Lola Irele and Carol Miller attended this Philadelphia Professional Development Center (PPDC) workshop, which gave practical guides for successfully adopting a managed enrollment program. At the workshop, Lola learned that managed enrollment is much more than limiting entry into

classes. Rather it is about giving students a controlled, structured atmosphere in which they can learn, and assess their progress. Any system that an agency uses to engage and retain learners so that they can achieve their personal goals falls under the category of managed enrollment. Giving students an enrollment deadline is not enough. What is more important is to give students enough structure to actually learn within that time frame. Managed enrollment requires a much more organized agency and consensus as to curriculum, timetable, and measurement instruments among teachers.

LEED (Leadership in Energy and Environmental Design) Technical Review Workshop

Lola Irele attended a technical review workshop for those interested in buildings certified by LEED. This all-day workshop offered by the Delaware Valley Green Building Council explained how LEED works in great detail. LEED is a rating system created by the U.S. Green Building Council (USGBC) to provide a standard for more environmentally conscious buildings. It attempts to address, and perhaps reverse, some of the environmentally harmful results of the construction industry. The USGBC primarily focuses on those aspects of a building that contribute to resource depletion, global climate change, habitat destruction, the availability of portable water, toxicity, and pollution in general. It is a ranking system with 69 points available to receive certification. Not every project gets every point, as some of the points are mutually exclusive and often require choices to be made. In some cases, USGBC looks at the intent behind the point and not the letter of the law.

Board Boot Camp

This year two of CLC's newer board members, Mary Flournoy and April Dungy, attended an intensive all-day training on nonprofit board membership offered by the Nonprofit Center, La Salle University. The training was designed to teach board members about their function and responsibilities as leaders of nonprofit organizations, as well as to develop the participants' skills for the benefit of their organizations.

PROGRAMMATIC HIGHLIGHTS

Several years ago, Laura Otten, Executive Director of the LaSalle Nonprofit Center, helped CLC develop its original set of target goals. We found that our targets met or exceeded PA Department of Education expectations and that (with few exceptions) we met our goals annually. Over time, we have maintained strong ties to LaSalle. Laura worked with our staff last spring to further revise our programmatic goals.

Recently we decided to take a second look at our data collection process, with an eye toward tracking our students' progress several years out of CLC to determine the long-term impact of our programs. CLC staff, including teachers and social workers within the SSSD, participated in the re-evaluation process and revised the benchmarks by which we measure success. We began collecting new data around these new measures and outcomes on February 1, 2007 and look forward to reporting our results at the end of the 2007 Fiscal Year. Dr. Otten and LaSalle will continue to be involved as we roll-out the new data collection and evaluation procedures.

The new measures and outcomes are different from what came before in several key ways: 1) We rely less heavily on student self-reported data (which is not uniformly reliable); and 2) Our measures and outcomes are more detailed, with specific goals clearly stated for every program and at every student level. For example, we have education measurements in basic skills, citizen involvement, employment, and family/personal planning. Under the SSSD, one of our goals (ambitiously) has always been to respond to 100% of all of our students' emergency situations (e.g. financial distress, violence in the home, childcare issues, etc.) *If you wish to receive a 12-page document which details our revised measurements and outcomes, please contact CLC.*

Below is a summary of the quantitative and qualitative highlights for the year in each of our established programs. *(Note: These highlight do not capture the new measurements and outcomes that we began to develop last spring and implemented in February 2007.)*

Education Program

Enrollment

- We had **334 enrolled students** in the 2005-2006 program year. Enrolled students are those who attended at least 12 instructional hours:
 - 240 ABE/GED
 - 71 ESOL
 - 23 Move Up
- Another 145 students, including Move Up, attended fewer than 12 hours and did not enroll.
- The Pennsylvania Department of Education requires that adult education providers enroll 95% of the number of students for which the provider contracted in its grant from the state. In our ABE/GED and ESOL classes combined, we enrolled 311 adults, i.e., **111% of the number for which CLC contracted.**
- We retained enrolled students for an average of **61.2 hours of instruction.** The state requires that adult education programs retain enrolled learners an average of 50 hours.
- Five (5) ABE/GED and ESOL students received gift certificates for perfect attendance for the second semester.

Educational Gains

- 65 ABE/GED students took both a pre- and post-test in the math WRAT (Wide Ranging Achievement Test). Of those students, **57 earned a higher score on a post-test than on the pre-test.**

- 91 ABE/GED and Move Up students took matched pre- and post-TABE's (Tests for Adult Basic Education). We selected the pre- and post-test pair that showed the most progress (or the least regression, if there was no progress) and entered it in the Pennsylvania Department of Education's E-Data system, which allows us to report only one pair. In some cases, the test pair was for reading, and in other cases it was for math. **The average actual gain on the reading tests was 37.80 points and on the math tests 55.63 points, exceeding the state's minimum gain requirements of 34 in reading and 41 in math.**
- According to E-Data, **49 ABE/GED students advanced one functional level, and 20 advanced at least two.** A "functional level" is slightly higher than a grade level. If a student has advanced one functional level it means the student has progressed by more than one grade level. Moving up one or two functional levels is a major accomplishment for a CLC student..
- **28 ABE/GED** and Move Up students took at least one of the five parts of the GED exam.
- At this year's annual Awards and Graduation Ceremony, we celebrated **12 students' GED achievement.** This included students previously enrolled in our program who achieved the GED after the end of a program year and wanted the opportunity to participate in our cap and gown ceremony.
- One (1) ESOL student passed the U.S. citizenship test.
- One (1) ABE/GED student passed a Certified Nurse Assistant (CNA) test.
- One (1) Move Up student passed a test required to retain her employment as a teacher's aid for the School District of Philadelphia.
- One (1) ABE/GED student received an excellent score on the Armed Services Vocational Aptitude Battery (ASVAB).

Student Activities

- We believe in a holistic approach to learning, using cross-disciplinary methods and providing opportunities for our students and their families to visit educational and cultural venues. In the 2005-2006 program year, CLC organized numerous outings (as detailed earlier in this report). Here are some highlights:
 - Winterthur
 - New Jersey Adventure Aquarium
 - Philadelphia's historic district
 - Dress rehearsal of *Margaret Garner* by the Opera Company of Philadelphia
 - Showing of *The Human Body* at the Franklin Institute's Tuttleman IMAX theatre
 - Performance of *Over the River and Through the Woods* at the community theatre where Grace Kelly began her career.

Total attendance on these field trips was more than 150, including students, family members, and staff.

- We also hosted students, their families, and friends at our annual intercultural holiday party, celebrating Chanukah, Christmas, Kwanzaa, Tet, and Three Kings' Day
- Our teachers seek knowledgeable volunteer guest speakers. For example, an attorney from a prominent Philadelphia law firm spoke to students and staff about the Bill of Rights.

Student Support Services Department (SSSD)

Individual and Group Meetings with Students

- Our SSSD social workers visit each ABE/GED and ESOL class at least once a week. They are also available as needed by telephone, e-mail, or a visit to the main site.
- CLC social workers had an impressive **3,077 individual meetings** with ABE/GED and ESOL students. Each of our 311 enrolled (non-Move Up) students met individually with an SSSD social worker on at least one occasion. Many non-enrolled students met individually with a social worker, too. The SSSD also supported the Move Up students during their regular class hours, meeting with these students regularly to counsel them, encourage them, and respond to any emergency needs..
- The SSSD accomplished this in addition to conducting a weekly group lesson with each ABE/GED and ESOL class.

Guest Speakers

- To help our students prevent and resolve problems, our SSSD arranged for outside speakers to give presentations. Some of the presentations given are listed below:
 - Domestic Violence - Congreso de Latinos Unidos, Inc.
 - HIV and Sexually Transmitted Diseases – Congreso de Latinos Unidos, Inc.
 - Summer Camp for Low-Income Mothers and Their Children – Paradise Farms
 - Home Fire Prevention - Philadelphia Fire Department (This, in response to one of our students and her family having died in a house fire.)
 - Gave out 25 applications for smoke detectors
 - Gave out 60 smoke detector batteries

Additional Support

- Our SSSD strives to provide and acquaint students with additional resources. For example, social workers:

- Gave LIHEAP (Low Income Home Energy Assistance Program) applications to 100+ students.
- Provided 10 students with vouchers to attend a job fair at The Free Library of Philadelphia, Central Branch.
- Took 2 students to an open house for prospective students at Community College of Philadelphia.

TRENDS, ISSUES, AND PROBLEMS

In 2006-2006 CLC identified the following issues, which we continue to address into the 2007 Fiscal Year:

Goals and Measures

After the May staff meeting, staff, former students, and other stakeholders, met with Laura Otten from the Nonprofit Center at La Salle University to revise our goals and measures. At this meeting, participants discussed the difficulty of quantifying, tracking, and informing our stakeholders of CLC's impact on students' lives. After discussing interim benchmarks and the best ways to evaluate CLC's success—separate from the number of students who earned a GED—the group met once more on May 26 to create the new goals and measures for CLC. ESOL staff met with Laura on separate occasions to create appropriate goals and measures.

Managed Enrollment

The issue of managed enrollment came up at several staff meetings this year. Teachers, in particular, felt that it would increase student retention, and consequently help students progress more rapidly as they would learn more material sooner. Lola Irele and Carol Miller attended a workshop on Managed Enrollment, which generated much discussion on the topic. It is possible that CLC will adopt a policy of managed enrollment in the near future.

Technology/Data Systems

The changes in staff at CLC unearthed the need for a more streamlined and accessible data system at CLC. We realized that we need:

- Increased/improved data management
- Multimedia opportunities, whether in the classroom or overall facility.
- Updated SSSD and paperwork system to reflect the changing population and for efficiency.
- Technology and databases to (1) keep more accurate records, (2) increase efficiency of record-keeping, (3) analyze data to tailor programs appropriately for the population, and (4) provide social workers and teachers with ready access to valuable, useful data.

LOOKING TO THE FUTURE

CLC continues to expand its vision of itself. In 2005-2006 we held a board and staff retreat to create a new strategic plan, incorporated students into our board presentations, and planted the seeds for our first capital campaign.

Students at Board Meetings

This year, CLC began a new practice of inviting students to speak at board meetings. It helped the board keep in mind how the work that we do at CLC affects our students. Additionally, students speaking served to remind the board and others in attendance of CLC's mission as they discussed policy and practices.

Welfare Initiative – Move Up

For years, CLC has made every effort to meet our adults learners needs by providing educational services, with auxiliary support, for welfare and low-income families; working to address the issue of limited educational opportunities by offering more night classes for those who work during the day; and incorporating career and work readiness skills into our curriculum. Beginning in July of 2005, CLC began offering Move Up, which makes intensive classroom instruction available to Temporary Assistance to Needy Families (TANF) clients. Students are mostly single mothers who struggle to support their children on public assistance. They are hindered in obtaining secure employment by inadequate reading, writing, and math skills. They experience multiple risk factors including poverty, poor housing and homelessness, inadequate job readiness skills, crime, and domestic violence. The intensive model of the Move Up initiative – 50 weeks of instruction, 24 hours each week – offers some hope that life and employment skills can be solidified and the cycle of poverty and hopelessness broken.

Strategic Plan

Working in conjunction with Women's Community Revitalization Project (WCRP) and the Nonprofit Center, La Salle University, CLC began the preliminary phases of its new five-year strategic plan in April. Through our work with WCRP, we have much more clarity about our plans for organizational growth and change. Although this caused us to increase the number of steps before actually beginning our new strategic plan, we are much clearer about our ideas for the future. Bill Thomas of WCRP began a market study aimed at identifying services for which there is a need and a demand within four communities—Fairhill, Norris Square, St. Hughes, and Kensington—in our service area. Laura Otten from the Nonprofit Center, La Salle University also began interviewing stakeholders and collecting data for our use at the mission and planning retreat, held on May 11, 2006.

Mission and Building Retreat

On Thursday, May 11, 2006, CLC's staff, board, students, volunteers, and other stakeholders came together to brainstorm and revise CLC's current mission. After identifying key elements

of CLC's services to capture in the new mission, participants began to identify organizational goals and space needs that might affect plans for a new site.

New Building

With the push for a site of its own, identified in the last round of strategic planning, CLC is poised to pursue some of the other avenues of education and literacy that the agency has been discussing for quite some time. Additionally, we are moving toward the idea of building a green facility and have invested much time in gathering information. This year saw great effort to realize the dream of CLC acquiring a new site. Jean Fleschute and Lola Irele attended several workshops and meetings with nonprofits within the greater Philadelphia area who advise organizations on the acquisition of new facilities, such as Women's Community Revitalization Project, Delaware Valley Green Building Council, Community Design Collaborative, and the Nonprofit Finance Fund. These agencies have been a wealth of information, which CLC staff hope to tap into as they create a strategy for acquiring a new site.

In February Executive Director Jean L. Fleschute and Administrative Coordinator Lola Irele took a 4-1/2-hour walk around the Fairhill neighborhood in North Philadelphia looking for possible sites in that community for our new building and to get a general feel of the neighborhood, including a sense of the possible radius of other community service centers. They also took the opportunity to talk with community members, impromptu, that they met on the street, asking them for input about program ideas. CLC teachers participated in a follow up walkabout in early March (also 4-1/2 hours long) — this time with a wider radius that incorporated St. Hughes, Norris Square, and Kensington neighborhoods. They found many viable prospects and are looking into ways of acquiring land for CLC.

SUMMARY

Not content to rest on its past laurels, CLC continuously strives to remain innovative and responsive to the needs of our students. With a firm and confident eye on our future, we are developing new target goals, undertaking a new strategic plan, and looking to secure a permanent home in North Philadelphia with the construction of a community center. We thank our many funders, organizational partners, volunteers, staff members, and students for helping CLC fulfill its mission: to help adults develop literacy skills so that they can enrich their own and their families' lives, increase economic independence, and effect positive change in their communities.

CLC STAFF

Theresa M. Banford, Director Student Support Services Department
Martha Bowditch, ESOL Teacher
Jean L. Fleschute, Executive Director
Maura Heidig, Case Manager
Elinore Leonards, Move Up Teacher
Carol Miller, Associate Director
Jennifer Williamson, ABE/GED Teacher

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The board and staff are very grateful to the following volunteers:

Joan Band, Anthony Banford, Debbie Battaglia, Jennifer Benson, Elizabeth Berman, Ravij Bhatt, Nancy Bonadio, Kaitlin Boscarino, Tara Bradford, Jenna Brizek, Jeannette Caraballo, Andrew Cocco, Linda Comly, Kim Frasso, Dolores Gerkenmeyer, Sarah Giles, Kit Healey, Marge, Holcomb, Raymond Johnston, Jr., Richard Klein, Eugene Kroch, Gabriel Kroch, Rachel Kroch, Elliot Landes, Nancy Maclay, John McGrath, Erin Messinger, Helen Mullen, Barbara Pickard, Mark Pullman, Renee Rottenbocher, Elizabeth Rubin, Judy Smith, Emi Terasawa, and Liam Woods

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**As of June 1, 2006*