1. Identification & Executive Summary

The mission of the Lindy Boggs National Center for Community Literacy is to promote adult literacy as a vehicle for personal, economic and community empowerment. The Boggs Center accomplishes this by:

- Preparing, supporting and promoting competence to address literacy in the community and in Loyola University students, faculty and staff.
- Developing and implementing a community-based research agenda focused on the connection between adult literacy and other social issues.
- Providing leadership and advocacy to increase the awareness of literacy and its impact on social justice, and economic and educational growth.

Executive Summary of Activities
The principal activities for the Lindy Boggs Literacy Center in 2011-2012 were:

- Literacy and Technology: In partnership with Goodwill Industries, Southeastern and Dr. Stephen Reder of Portland State University, we have expanded outreach to include over 14 computer literacy labs throughout the city that teach adults how to use technology to enhance education, job skills, parenting and other opportunities in a global and digital economy.
- Campaign for Black Male Achievement Fatherhood Initiative: The Center convenes the New Orleans Fatherhood Consortium a collaborative of diverse stakeholders that address the importance of fathers and the impact men have on child, family and community well-being. This work is funded by the Campaign for Black Male Achievement of the Open Society Foundation.
- Hosted reception and lecture by Dr. William Julius Wilson to raise awareness of and disseminate information on conditions of poverty and black fatherhood. The symposium brought together funders, non-profit organizations, researchers and men’s groups as well as the general public to increase awareness of the relationship between poverty and race as it relates to the lives of low-wealth black men and families. As a result of the symposium and in collaboration with the New Orleans Fatherhood Consortium, the Boggs Center is producing a white paper outlining specific recommendations for local policy consideration.
- Convened the “Reimagining Literacy in New Orleans” session in partnership with American Library Association and New Orleans Public Library. As a result of this session, the center is working with a diverse group of stakeholders on a citywide community literacy marketing campaign.
• Outreach: As a part of our mandate for community outreach, I am serving on several city boards: I was appointed to the Orleans Parish Workforce Investment Board, which allocates federal funding to workforce development programs by Mayor Landrieu. I also represent Loyola University on the City of New Orleans’ Human Relations Commission.

• Publications: In partnership with the Community Data Center, the Center produced a paper “Building an Inclusive, High-Skilled Workforce for New Orleans’ Next Economy.” This paper is influencing how the New Orleans Workforce Investment Board and other policy makers are addressing the needs of disconnected youth.

Key assessment/programmatic enhancement initiatives

The goals of the Boggs Center strongly reflect the Jesuit commitment of service to others and the promotion of justice. The Lindy Boggs Literacy Center’s advisory board reviews annual goals reported by the executive director. Goals for AY 11-12 are part of our five-year strategic business plan and were assessed by local, national and international literacy partners, including the Literacy Alliance, as well as national and local practitioners, researchers and other stakeholders who work with low literate adults. This year, members of the advisory board and partners provided guidance and support in the implementation of the plan’s five-point strategic directions.

2. Summary & Assessment Results for Key Performance Indicators (KPI)/Student Learning Outcomes (SLOs)
(See attached chart in appendix)

3. Summary of Lindy Boggs Literacy Center Achievements and Committee Service
A. Awards/distinctions
Executive Director Dr. Petrice Sams-Abiodun of the Center is a recognized leader, both nationally and locally, as an advocate for literacy and its related social issues. At Loyola University, she served on the Carnegie Community Engagement committee and presently serves on the Diversity committee and Center for Community Engagement advisory group. Her local service includes the New Orleans Workforce Investment Board – Secretary; New Orleans Fatherhood Consortium – Convener; Literacy Alliance of Greater New Orleans – Board member; Neighborhood Story Project – Board member; Central City Renaissance Alliance – Board member and Secretary; The City of New Orleans Human Relations Commission – Commissioner; Orleans Parish Sheriff’s Office Re-entry Advisory Committee – Member; Common Good – Member; New Orleans Workforce Investment Board Youth Advisory Council – Member. National service includes Women in Fatherhood Inc. – Board member, and Chair of the Research, Advocacy and Policy Committee. Dr. Sams-Abiodun was invited to the White House for the Presidents’ Champions of Change event, which recognized innovative work in the area of fatherhood around the country.

The work of the Boggs Center was highlighted in Loyola president’s 2011 annual report.
Student Achievements

- Over 500 students have been impacted by the Boggs Center’s training programs and literacy activities.
- Student interns interested in civil rights and education as a social justice issue worked with center to raise student awareness about the importance of literacy and the impact that they can make to assist New Orleans in becoming a more literate community. One student intern published an editorial in the student newspaper, Maroon, entitled, “Students can raise literacy rates.”
- Summer student intern, served as lead support in the updating of the center’s website.
- The Boggs Center has provided training to students on working with adult learners, strategies for starting an adult literacy program, national best practices on persistence and self-study of adult learners, and using technology as a tool to enhance learning and literacy.
- A special lunch-and-learn session was held for Loyola University students with national expert Lauren Causey.
- Several students volunteered over the summer, either in literacy programs such as the Learner Web or the Family Literacy and Technology Project.
- Loyola Literacy Leaders - 19 Loyola work-study students provided over 2,600 hours of literacy services, including tutoring around reading, math and technology. As a result of their efforts, over 200 adults have been impacted, and have enhanced life options and opportunities in education, employment, parenting and citizenship.
- Literacy Education Technology Specialists (LETS) - four students provided extra and specialized support in over 14 Learner Web lab sites across the city. They served in public housing developments, corrections and reentry programs, community centers, homeless shelters, employment and workforce center and with English Language Learners.

Community Engagement Activities/Achievements

- Received over $200,000 funding from Open Society Foundation’s Campaign for Black Male Achievement.
- Executive Director is serving as chair of the local planning committee for the Conference on Adult Basic Education to be held here in New Orleans in 2013.

B. University Committee Service and Strategic Alignment

University Committee Service

- Diversity Committee - member (ED)
- Center for Community Engagement – member (UI)

4. Strategic planning and goals for AY 2012-2013

The five-year strategic plan the Boggs Center initiated in fiscal year 2009-2010 (view attached plan) continues to serve as a guide for the Boggs Center’s strategic direction.
The Center is now collaborating more intentionally with other Loyola University centers around programming, research and outreach.

Strategic Direction 1: Integration into the University
Goal: To strengthen programming and resource development with students, faculty, staff and Centers within the College of Social Science.

Strategic Direction 2: Identification and Promotion of Community-based Research
Goal: To work with a College of Social Science faculty member on a research project that is relevant to the Center’s adult literacy agenda.

Strategic Direction 3: Leadership and Advocacy for Literacy Initiatives
Goal: To build on the “Reimagining Literacy in New Orleans” session to create a comprehensive literacy campaign.

Strategic Direction 4: Organizational Development
Goal: To secure support staffing that can assist with daily operation of the Center and strengthen engagement of the advisory board.

Strategic Direction 5: Resource Development
Goal: To identify and pursue funding for at least one collaborative project within the College of Social Science.

5. General statement on how assessment has been conducted within the unit during AY 2011-2012

A. Key Performance Indicators (KPI’s)

B. Assessment Activities

Internal
- Meetings to assess the work and strategy of the Boggs Center with the University administration and units include: Financial Affairs and Institutional Advancement to address short- and long-term funding opportunities; meetings with the Dean of the College of Social Science (CSS) to coordinate the goals and alignment of the Boggs Center in CSS and continued leadership in the rebuilding of an adult-based community education agenda; and engagement of the office of Grants and Contracts to ensure that the Boggs Center continues to operate within established guidelines. All of the above internal University departments were crucial in supporting the internal assessment of the Boggs Center.

External
- The Boggs Center works both locally and nationally to achieve intermediate outcomes, which include enhancement in quality of service delivery and policy that impact low-literate individuals. The Center achieves this through training, professional development, research generation and dissemination, and advocacy. The ultimate outcome of improved literacy of adult learners is measurable by changes in community institutions and indicators related to low literacy in the community.
Both quantitative and qualitative metrics on the Boggs Center’s community literacy activities provide insight into the impact that our activities have had on adult literacy. Through the Learner Web project—in partnership with national partner Portland State University and Goodwill Southeast Industries locally—we are collecting data that assesses the impact of digital and computer literacy skills have on improving life options and opportunities for adult learners.

C. **KPIs/SLOs related to community-engaged learning, research, and service as well as your unit’s overall community-related goals.**
The Boggs Center conducts continuous assessments to improve its community activities. These methods include: evaluations, program reports, monitoring of program outcomes, surveys, focus groups, partner interviews and meetings. Together these multi-methods allow the Boggs Center to keep a finger on the “pulse” of the impact the work is having, as well as its continued improvement.

D. **Briefly describe the results found through the assessment of the previous year’s program goals, including any community-related outcomes. What did you learn from the results? Describe how assessment results were evaluated …**
The results from an assessment of the previous year’s goals show that the Boggs Center was successful in achieving short-term and intermediate outcomes and milestones as detailed in strategic business plan.

E. **Describe how the results are used to inform programmatic enhancements.**
All results are used to enhance programming and services within the university community and for the broader local and national adult literacy field in the areas of research, advocacy and professional development.

6. **Budget for AY 2011-2012**

**Budget Narrative**

**Personnel**

**Salaries**

Executive Director (FTE) – $79,567.50 cost of full-time executive director responsible for overseeing all administrative, financial, fundraising and programmatic initiatives of the Boggs Center.

Fatherhood Program Director (FTE) - $45,000 cost of full-time program director who oversees the work of the New Orleans Fatherhood Consortium and all fatherhood, black men and boys activities.

**Fringe benefits:**

ED benefits calculated at 26.83% = $21,347.96
Fatherhood Program Director at 26.83% = $12,073.50
Operating Cost
Bookkeeping – accounting and bookkeeping services that includes internal monitoring of grants and funds. $50 per hour X 10 hours per quarter X 4 quarters = $2,000.

Office Supplies – cost of paper, materials, mailings and other supplies needed to implement the work of the Boggs Center. $212.50 per month X 12 months = $2,550.00.

Copier – maintenance/service fee for copier. $140 per month X 12 = $1,680.00

Copies – cost of development of Boggs Center brochure, fund development material, announcements, reports, white papers, and issue and/or policy briefs. $5 per document X 600 documents = $3,000.00

Meeting expense – cost of refreshments for advisory board, partners and student meetings. $100 per meeting X 10 meetings = $1,000.00.

Professional Development – fees for professional development associations and staff trainings, professional development, materials, conferences, and meetings cost of $5,000.00.

We continue actively to seek appropriate grant funding. The addition of the grant writing and fund development specialist has allowed the Boggs Center to move forward on an aggressive short-term fund development plan to raise operating costs and on the development of a long-term strategy. The resumption of the Boggs Center endowment campaign, diversification of funding and the development of social entrepreneurship and earned income strategies will gradually reduce the dependence of the Boggs Center on fluctuating grant funding.

5.2 FY 11-12: Personnel $109,584.27; Operations $15,230.00; Total - $124,814.27

7. Supportive Documents

APPENDIX

Table 2.1: List of all Personnel and Associated Position Titles 2011-2012

Data Source: HRS

<table>
<thead>
<tr>
<th>A. Name of Personnel</th>
<th>B. Employment Status</th>
<th>C. Position Title</th>
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<tbody>
<tr>
<td>Sams-Abiodun, Petrice M</td>
<td>FT</td>
<td>Executive Director</td>
</tr>
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</table>
### Table 2.2: Non Academic Offices, Departments, Centers, & Institutes Personnel
Headcount by Status Over Last Four Academic Years

**Data Source: HRS**

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<thead>
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<th>Personnel Headcount</th>
<th>AY 08-09 No.</th>
<th>AY 09-10 No.</th>
<th>AY 10-11 No.</th>
<th>AY 11-12 No.</th>
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<tr>
<td><strong>Total FTE</strong></td>
<td></td>
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</tbody>
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FTE Personnel: Fulltime Equivalent Personnel = FT Headcount + 1/3*PT Headcount