The Conundrum

Source: U.S. Department of Education, National Institute of Literacy
Research Date: 4.28.2013

<table>
<thead>
<tr>
<th>U.S. Illiteracy Statistics</th>
<th>Data</th>
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</thead>
<tbody>
<tr>
<td>Percent of U.S. adults who can’t read</td>
<td>14%</td>
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<tr>
<td>Number of U.S. adults who can’t read</td>
<td>32 Million</td>
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<tr>
<td>Percent of U.S. adults who read below a 5th grade level</td>
<td>21%</td>
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<tr>
<td>Percent of high school graduates who can’t read</td>
<td>19%</td>
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Impact of Reading Failure

- 37% of 4th grade students performed at or above the Proficient level on the reading assessment in 2017 (Nation’s Report Card. NAEP 2017)
- “the link between academic failure and delinquency, violence and crime is welded to reading failure” (Department of Justice)
- 85% of all juveniles who interface with the court system are functionally illiterate (National Assessment of Adult Literacy (2003))
- 63% of prison inmates can’t read (National Institutes of Health)

Impact of Reading Failure

- 2.7 million children in the U.S have parents incarcerated in the prison system
- 75% of incarcerated women are mothers (Pew Research Center's Economic Mobility Project 2010)
- Between 1980 and 2014, the number of incarcerated women increased more than 700% (Prisoners in 2014. Washington D.C.: Bureau of Justice Statistics)
- 48% incarcerated adults have not finished high school (U.S. PIAAC Survey. U.S. Dept. of Education. NCES 2016)

Reading and Poverty

- 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare (National Assessment of Adult Literacy)
- 43% of adults at Level 1 literacy skills live in poverty compared to only 4% of those at Level 5 (National Institute for Literacy)
English Learner Trends

- 9.5% of public school enrollees are English learners
  National Center for Educational Statistics 2015
- 9% of ELs in grade 4 were at or above the national Proficiency level in reading on the 2017 NAEP
  Academic Performance and Outcomes for English Learners – U.S. Dept. of Education 2018
- Graduation rates for English Learners were 67%
  (All students 84%)
  Office of English Language Acquisition. Dept. of Education 2016

The Reading Problem

“Intelligence does not … correlate with reading skill.”  Samuel T. Orton

“The Problem is localized: it is not generalized to all areas of learning
  James Hinchlwood (1902)

“IQ is linked to the level of ability to read in the neurotypical individual, but is not linked to the level of ability to read in the dyslexic individual.”
  Dr. Sally Shaywitz

The Reading Problem

Untreated Learning Disabilities result in a predictable progression of behavioral and emotional consequences.

Emerson Dickman, 2015
Past President of IDA
Special education attorney and child advocate

The Predictable Progression of Untreated Learning Disabilities Stages

- Stage 1 – LD
- Stage 2 – LD + Failure
- Stage 3 – LD + Failure + Effort and Motivation
- Stage 4 – LD + Failure + Effort and Motivation + Anxiety and Depression (drugs…)

Emerson Dickman, 2015
Past President of IDA
Special education attorney and child advocate

The Reading Center

“Toward Literacy for All”

- Dyslexia is widespread – 15% of the population
  – Dyslexia does not discriminate
  – There are many underserved, at-risk students
- Means to only reaching 5% of Rochester’s dyslexic population!
  – Tutoring program
  – Tutored for years in the Federal Prison
  – Pilot at Boys & Girls Club

Borders of O-G

- Finances
- Transportation
The Mission

Our mission
RRC aspires to bridge the literacy gap and unlock potential

Our strategy
By meeting underserved students at locations they already frequent, we provide access to effective, structured literacy tutoring and eliminate key barriers to achievement including transportation and cost.

Rochester Reading Champions

- The Reading Center
  - Provide Basic and Advanced O—G training
  - Continue learning support to volunteers and champions
  - Administer pre and post assessments for students
  - Free access to our Professional Membership

- The Rochester Public Library
  - Provide program coordination
  - Secured grants
  - Fiscal agent
  - Provide location for ongoing learning support

The Collaboration

- Partner Agencies
  - Provide students and location for tutoring
  - Currently: Boys & Girls Club, Elementary and Middle Schools (public and private), Olmsted County Adult Detention Center, Hawthorne Adult Education Center

- Volunteers
  Dedicated community members prepared to:
  - Take 120 hours of O-G training
  - 2 tutoring sessions per week per student
  - 2 year commitment

The Financial Piece

- Initially grant applications were vital
- Secured a dedicated sponsor, who matches donations raised
- Established a fundraising period with our first community event this year: Books & Brews
- Significance of multi-tiered funding sources (city, state, local organizations, and community)

Setting the Stage

Critical keys to success:
- Partner dialogue
  - meetings
  - emails
  - even lunch
- Reaching Consensus
  - joint application form
  - process for background checks
  - procedure for both Library and on site orientations

Branding

- Purpose: Given the number of agencies involved we wanted…
  - to be able to identify our volunteers and program
  - to create a sense of cohesiveness for the project
  - to generate a sense of identity and camaraderie for our volunteers
Volunteer recruitment
• Volunteer recruitment is key
  – Volunteers are looking to make a difference
  – Worked with community
    “Linking Organizations”
    (e.g. United Way, Retired Teachers Association)
  – Held informational sessions and orientations
  – Volunteers included with all tutors in on-going support and training

The Program
1. Method
   – Scientific Research-based, field tested, track record of success
     Orton-Gillingham approach
2. Instructor
   – Sufficient training, experience, and knowledge to deliver the chosen program of instruction as intended by the author; with fidelity to design
     OG Trained, supervised and mentored by a Fellow of AOGPE
3. Dosage
   – Those elements necessary to ensure a reasonable rate of progress, such as intensity and duration of instruction, and the need to integrate and infuse reinforcement.
     Two times a week, 80 to 100 lessons

Donald D. Deshler, Ph.D.  -  NCLD
Emerson Dickman, J.D., Past President of IDA

Train Highly Qualified Tutors

Step 1
Basic Orton-Gillingham Training, Theory and Practicum
• 120 hours
• Dyslexia
• Multisensory Instruction
• History and Current Research
• Phonemic Awareness
• Basic sounds

Step 2
Screen for reading difficulties
• Formal Assessments
• Informal testing
• Samples of student work
• Background information (history)

Assessments for Reading Difficulties

Adult Screen
• Preliminary Screen (IDA)
• Intake form
• Interview form
• Phonics Assessment
• Test of Auditory Processing (TAPS)
• Diagnostic Assessments of Reading (40 minutes)
  9 components of reading and language
  Recommended for adult reading programs
Screen Children for Reading Difficulties

Children’s Screen
- Preliminary Screen
- Intake form
- Phonics Screen
- Test of Written Spelling
- Slosson Oral Reading Test
- Writing Sample
- TAPS (Selected subtests)

The Parents

Parental Engagement
- Review results
- Explain the child’s strengths and weaknesses
- Introduce the program
  - multisensory instruction
  - attendance

Mentor New Tutors

• Step 3 Mentor new tutors
  - 6 Initial 1:1 practicums
  - 4 more practicum sessions with a new student
  - Ongoing support

Connect Tutors to Provide Growth & Stability

Step 4 Connect Tutors

Monthly Meetings
- Large group meeting
- Small groups
- Lunch afterwards

Conduct Client Post Testing

Step 5 Conduct Post testing
- One year or 80-100 lessons
- Complete same battery of tests

Conduct Client Post Testing

Elementary Student
- Female
- Grade 3
- Post test:
The Program

**Goal**
Provide Exemplary individualized academic therapy to underserved youths and adults

**5 Steps**
1. Train highly qualified tutors
2. Screen clients for reading difficulties
3. Mentor new tutors
4. Connect tutors to provide growth & stability
5. Conduct client post testing

Talking Numbers

- 30 volunteers & 2 master teachers trained
- 64 students served
- 18 graduates
- Given over 4,068 lessons (valued approx. $203,400)
- Over 16,000 volunteer hours (valued approx. $386,133)

Student Diversity

- 30 volunteers & 2 master teachers trained
- 64 students served
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- Over 16,000 volunteer hours (valued approx. $386,133)

Literacy Hub

- Constructed in 2018
- 2 dedicated tutoring Rooms
- O-G focused collection
- Over 6,000 visits
- 887 check outs

Award Winning Program

- Volunteers: 10 Who Make a Difference
- Staff: Rotary Reading Heroes Award
- Program:
  - Local Government Innovation Award
  - Started RPLs journey to the National Medal.

"Every child has a different learning style and pace. Each child is unique, not only capable of learning, but also capable of succeeding."
- Robert John Mehon