

## Research

newsletter:

<http://www.ocgov.com/vgnfiles/ocgov/Read%20OC/Docs/Newsletter%20January%202011.pdf>

individual story: <http://www.futuredestinationspublishing.com/endorsements.html>

“Mental illness runs in his family. His mother teaches him to repeat the chant, “I rebuke you Satan in the name of Jesus Christ”. But the curse is not lifted. The eleven year old boy is an alcoholic and filled with anger toward God. At the age of twenty-six, he is pronounced mentally ill. Mental medications, street drugs and alcohol become his drugs of choice. Anger and self-pity dominate his life.

“Through a series of circumstances, he eventually finds himself at the adult literacy organization, ReadWest, in Rio Rancho, New Mexico. It was there he made the shameful admission that he was a fifty-year old man who was functionally illiterate. He was paired with an inspirational tutor, Gordon Suits, whose unique teaching method required his students to write. At first, Marten was adamant and reluctant to reveal himself or relive his personal hell, but with steadfast encouragement from Mr. Suits, Marten faced the fear of his past.”

Marten Griego later wrote his memoir: Leaving the House of Tears in 2006.

### **History/Background/Organization Qualifications**

see pg 13 of workbook & make sure pts are satisfied

<http://www.ocgov.com/ocgov/Read%20OC/About%20READ%20OC/Read%20OC%20Team>

“Since the beginning of the program in 1991, READ/OC has consistently worked with top-notch professionals in the literacy field to provide quality services to our program participants and the community.

Our current Team has a combined 85+ years’ experience in adult literacy and volunteer management. Four of our Team members are certified as trainers through Proliteracy America, the only national accreditation service in the adult education and literacy field. READ/OC has trained more than 2,500 volunteer tutors and assisted more than 5,000 adult learners toward reaching their personal literacy goals.

Our Team is always happy to guide volunteers and learners as they continue their rewarding journey of life-long learning through the flexible and individualized instruction offered by READ/OC.”

from Barbara Neder/Tangela Ashe, ReadOC organization:

“READ/OC, like most library literacy programs in this state, was started with a grant from the State Library through the California Literacy Campaign.

“For more than 20 years Adult Literacy Services have been readily available through California's public libraries. These critical services help English- speaking adults improve their reading and writing skills so they can reach their potential as workers, parents, community members and life-long learners.

“The key to the success of California Library Literacy Services is that instruction is provided in a one-to-one or small group setting by trained volunteers. As a result, a customized approach can be taken with each adult. This individualization means that adults learn what they need to learn, at their own pace, and are able to directly apply their new skills to their lives.

“Library literacy staff members provide outreach and support services such as recruitment, initial and ongoing training, and coordination of volunteer tutors and learners.

“Adult Literacy Services represent a partnership between the California State Library and local city and county library systems, a partnership working to improve the literacy skills of nearly 20,000 Californians annually. Adult Literacy Services are available in over 800 library branches and other outlets statewide.

“As “the people’s university,” public libraries are ideal settings for Adult Literacy Services. They’re easily accessed in most communities and provide a congenial, information-rich environment in which adult learners can thrive.”

### **Mission Statement**

<http://www.ocgov.com/ocgov/Read%20OC/About%20READ%20OC/Our%20Mission>

“The mission of READ/Orange County is to create a more literate community by providing diversified services of the highest quality to all who seek them.”

### **Organization Description**

<http://www.ocgov.com/ocgov/Read%20OC>

see bottom pg 13 of workbook & make sure pts are satisfied

“READ/Orange County provides:

Tutoring in basic literacy skills.

Lessons that are confidential, individualized, and highly goal oriented.

Training for volunteers who want to help others read and write.

Ongoing support services to learners and tutors.

Workplace literacy programs for local businesses.”

from Barbara Neder/Tangela Ashe, ReadOC organization: “Our program has adopted and conforms to ProLiteracy’s five underlying themes which include:

1. respect for students as individuals
2. both tutors and students learning and teaching
3. sensitivity to adults’ needs for immediate relevance
4. view of tutoring and learning as collaborative activities
5. integration of the four language components (hear, speak, read, write)

“Following the basic training, specialized training classes in specific techniques are offered on an optional basis. These include the 18-hour Wilson Training (a method used with learners exhibiting characteristics commonly associated with dyslexia) and Lindamood Bell (a method used with students who have sound discrimination difficulties). In addition, quarterly meetings/inservices are held to enhance tutor skills.”

**current program:**

<http://www.ocgov.com/ocgov/Read%20OC/About%20READ%20OC>

“Volunteers receive comprehensive training and materials to assist with their tutoring. During training volunteers receive materials and information about how to teach reading and writing. Volunteers are also provided the opportunity to practice various teaching techniques demonstrated by the instructor.”

<http://www.ocgov.com/ocgov/Read%20OC/Volunteer%20Information>

“Our Tutor Training Program: Tutors are required to attend 23 hours of basic training prior to tutoring an adult learner. The course is conducted by professional trainers certified by Literacy Volunteers of America. Tutor trainees receive comprehensive workbooks and other materials to assist with their tutoring.

During training, tutors receive information about how to teach reading and writing to adults, and have the opportunity to practice various teaching techniques as demonstrated by the instructor.

Following the basic training, ongoing tutor support and specialized training classes in specific techniques are offered. These include the 18-hour Wilson Training (a method used with learners exhibiting characteristics commonly associated with dyslexia) and Lindamood Bell (a method used with students who have sound discrimination difficulties). In addition, quarterly meetings/inservices are held to enhance tutor skills.”

**Additional programs:**

<http://www.ocgov.com/ocgov/Read%20OC/About%20READ%20OC>

**“Families for Literacy**

READ/Orange County's Families for Literacy (FFL) component works with parents and children to break the intergenerational cycle of illiteracy. We promote literacy skills in the parents and reading readiness in children under five. FFL tutors are specifically trained in methods of incorporating children's material into the tutoring sessions as well as assisting parents in choosing appropriate reading materials for their children.

Family Reading Times are held regularly with parents and children to promote an atmosphere of fun and learning and to demonstrate that these terms can be synonymous.

**“READ Jr.**

Teen tutors work with the children of our adult learners, along with their parents, to help the children succeed in school. Children ages 6-12 get help with their reading, writing, and homework, while the parents learn valuable skills to support their children in lifelong learning. Tutors are specially trained to involve the whole family together in the learning process.

**“Working for Inmate Literacy Now (WIN)**

READ/Orange County's Working for Inmate Literacy Now (WIN) component provides basic literacy services to interested inmates in the Orange County jail system. Trained tutors go into the five Orange County jail facilities to provide these services. Due to rapid inmate turnover, the goal of WIN is to:

“Demonstrate to the inmate the practical benefits of improving their literacy skills;  
Demonstrate to the inmate their capability in improving literacy skills; and  
Encourage learners' education upon transfer or release from the jail system.

#### “English Literacy Civics Education

EL Civics Education provides opportunities for adult non-native speakers to become better parents, workers, and community members by gaining language and literacy skills. The curriculum includes a variety of topics such as accessing good family health care, nutrition, employment skills, or helping their children succeed in school.”

from [Barbara Neder/Tangela Ashe, ReadOC organization](#):

“Our core program is basic adult literacy skills for adults through one-on-one and small group tutoring. A family literacy component supports adult learners in our program who have at least one child under age 5 in their life (parent, grandparent, family member, caregiver) by introducing and reinforcing early reading and learning skills, school readiness and the concept of intergenerational literacy (adults and children as learning partners). We also have an ESL component for adults who need basic help with speaking, reading, writing, and understanding English. (We do not offer conversation classes.) Lastly, Read Jr. helps adult learners participating in READ/OC and their school age children. In READ Jr., teen volunteers meet weekly with children in 1st through 6th grade and their parents to help the family learn together with reading and writing skills and how to excel in school. One additional component of READ/OC is “Working with Inmates Now” providing one-on-one tutoring for adults who need literacy assistance and are currently inmates in OC Jails.”

**funding sources:** from [Barbara Neder/Tangela Ashe, ReadOC organization](#):

“The majority of the funding for this program is through Orange County. We receive additional funding from State and Federal grants, fundraising by Friends of READ/OC and private donations.”

from [my notes speaking with Barbara Neder, Read OC organization 2/16/11](#):

- Grant from the State Library from the California Literacy Campaign, established 26-27 years ago – written into law; represents about 25% of funding
- donations from Friends groups, like the library
- grants, ex. EL Civics grant
- most of the rest of funding comes from the county

#### **Organization Service/Research Capabilities**

see pg 14 of workbook

# people capable of serving: **over 5000 adult learners assisted**

from [Barbara Neder/Tangela Ashe, ReadOC organization](#):

“The number of learners we are able to support is tied directly to the number of volunteers we can recruit. As we has not yet achieved full capacity, we don't have a figure for that limit. The program currently supports around **250 – 300 matched pairs per month.**”

# served last year:

from Barbara Neder/Tangela Ashe, ReadOC organization:

“Last year we served a cumulative total of 684 learners.”

# programs currently operated:

# staff: 7 key administrative: Literacy/Tech Specialist, Learner Coordinator, Tutor Coordinator, Literacy Support, Tutor Trainer, Family Literacy Coordinator, Literacy Assessor

<http://www.ocgov.com/ocgov/Read%20OC/About%20READ%20OC/Read%20OC%20Team>

# volunteers: over 2500 volunteers trained

<http://www.ocgov.com/ocgov/Read%20OC/About%20READ%20OC/Read%20OC%20Team>

“READ/OC has trained more than 2,500 volunteer tutors and assisted more than 5,000 adult learners toward reaching their personal literacy goals.”

### Target Population (for organization as a whole, not program)

see pg 16 of workbook

from Barbara Neder/Tangela Ashe, ReadOC organization:

“Adults in Orange County who need help with basic reading and writing skills. Learners must be at least 16 years old and out of the traditional high school environment.”

### Target Geographic Area

see pg 17 of workbook

from Barbara Neder/Tangela Ashe, ReadOC organization:

“Orange County”

## Program/Project:

### Problem/Need/Case Statement

see pgs 17-20

from my notes speaking with Barbara Neder, Read OC organization 2/16/11:

funding cut of grant in Gov. Brown’s proposed budget – Grant from the State Library from the California Literacy Campaign; <http://sclln.blogspot.com> “Today, the Assembly Budget Committee made a strong statement in favor of the protection of the California Library Services Act and the Public Library Foundation by reducing these two programs that were proposed for complete elimination (\$12.9 million and \$12.9 million respectively) by only \$1.5 million each. The Committee recommendation leaves intact the \$4.6 million in funding for the California Library Literacy Program . . . In stark contrast to the action by the Assembly today, yesterday the Senate Budget Committee voted to approve most of the Governor's Budget proposals "as is," including the proposed action relative to the CLSA, PLF, and literacy funding. The Senate's action adopts the Governor's proposal to totally eliminate the three library programs, for a scoring of \$30.4 million.”

above originally from Mike Dillon & Christina DiCaro, California Library Association Lobbyists, [www.cla-net.org/weblog/2011/02/cla\\_legislative\\_1.php](http://www.cla-net.org/weblog/2011/02/cla_legislative_1.php) February 18, 2011

“February 18, 2011 (All day) Assembly Budget Committee – Appears to be the final budget hearing before the full Assembly takes final action on the 2011-2012 state budget. (CDCan)”  
<http://sclln.blogspot.com>

from my notes speaking with Barbara Neder, Read OC organization 2/16/11:

In OC, about 400,000 adults need some kind of help with basic reading and writing skills – this does not even include ESL

<http://www.cpec.ca.gov/FiscalData/CACountyEconGraph.asp?D=Literacy&C=30&Y=2003>

In 2003, a study from National Center for Education Statistics showed that in Orange County, 26% “of population 16 years and over lacking basic prose literacy skills, 2003.”

[http://www.wilsonlanguage.com/FS\\_ABOUT\\_MainPage.htm](http://www.wilsonlanguage.com/FS_ABOUT_MainPage.htm)

“some 93 million adults are reading at or below a basic level as well (2003 National Assessment of Adult Literacy; (<http://nces.ed.gov/naal>)”

look up other statistics at [www.proliteracy.org](http://www.proliteracy.org)

<http://www.begintoread.com/research/literacystatistics.html>

“Literacy statistics and juvenile court

- 85 percent of all juveniles who interface with the juvenile court system are functionally illiterate.

- More than 60 percent of all prison inmates are functionally illiterate.

- Penal institution records show that inmates have a 16% chance of returning to prison if they receive literacy help, as opposed to 70% who receive no help. This equates to taxpayer costs of \$25,000 per year per inmate and nearly double that amount for juvenile offenders.

- Illiteracy and crime are closely related. The Department of Justice states, "The link between academic failure and delinquency, violence, and crime is welded to reading failure." Over 70% of inmates in America's prisons cannot read above a fourth grade level.

Many of the USA ills are directly related to illiteracy. Just a few statistics:

- Literacy is learned. Illiteracy is passed along by parents who cannot read or write.

- One child in four grows up not knowing how to read.

- 43% of adults at Level 1 literacy skills live in poverty compared to only 4% of those at Level 5

- 3 out of 4 food stamp recipients perform in the lowest 2 literacy levels

- 90% of welfare recipients are high school dropouts

- 16 to 19 year old girls at the poverty level and below, with below average skills, are 6 times more likely to have out-of-wedlock children than their reading counterparts.

- Low literacy costs \$73 million per year in terms of direct health care costs. A recent study by Pfizer put the cost much higher.”

[www.famlit.org/media-resources/statistics](http://www.famlit.org/media-resources/statistics) “One in every 100 U.S. adults 16 and older is in prison or jail in America (about 2.3 million in 2006). About 43 percent do not have a high school diploma or equivalent, and 56 percent have very low literacy skills.” (National Commission on Adult Literacy, 2008)” and “National surveys of our adult population indicate that large numbers of our nation’s adults, 16 years of age and older, do not demonstrate sufficient literacy and numeracy skills needed to fully participate in an increasingly competitive work environment.” (Kirsch, Braun, Yamamoto, & Sum, 2007)” and “Low literacy costs \$73 million per year in terms of direct health care costs. This is equal to the amount Medicare pays for physician services, dental services, home health care, drugs and nursing home care combined. (Friedland, 1998)”

<http://sparkaction.org/node/32463>

individual story ex-con “Position wanted: Working with kids.

Education: High school dropout.

Honors: Top drug salesman for street gang. Convicted of drug trafficking and weapons possession at 17.

Recent accomplishment: Taught to read by fellow con in prison.

Special motivation: Younger brother shot to death by cops.

“William Morales got the job anyway . . . On the Boston streets where he once guided youths to get high, rob neighbors and shoot other kids, Morales now pushes them to field grounders, ace algebra and mentor each other — then sits at a desk to pore over a budget for the YMCA youth center that he directs . . . People around Egleston Square in Roxbury welcomed Morales back from prison in 1994 like a disease. Not only had he been a violent pusher for the X-Men street gang, but while he was locked up his younger brother, Hector, had fired on police and been killed by the return bullets. When Morales heard about it on his prison TV, he thought, "I'm gonna get those cops."

“Then he got mad at himself. He'd always tried to protect his little brother, and realized that "being incarcerated, I can't guarantee anything for my family." Embarrassed that he didn't even understand when TV reports described Hector in "critical condition" (a prisoner had to explain it), Morales went on a learning spree. He learned to read, earned a GED, and became an inmate activist, pushing for drug treatment programs in Spanish.”

“In Roxbury, Morales focused on the most violence-plagued Urban Edge properties, working with both gang members and the police to resolve conflicts and head off trouble. He walked a thin line, making it clear to gang members that he could not just ignore criminal activity he witnessed or learned of, but making it clear to police that he could not serve as their snitch, because he'd lose credibility with the youth (and maybe get hurt). Morales also linked families to social services and job placement, and created an after-school program staffed by parents.

He operated largely by instinct; his youth work education came from "things I knew and went through growing up." The job, however, taught him about management, budgets and administrative leadership. Those skills emboldened him to answer an ad three years ago for director of the Egleston Square Youth Center — started by the YMCA in 1991 at the urging of community leaders after the death of Hector Morales.

## Beacons of Hope

An established youth agency like the YMCA has good reason to avoid hiring an ex-con, even if he lives a clean life. Consider some headlines from the past 18 months: "Trouble mars foster parents' past; Analysis reveals criminal records" (Anchorage Daily News); "The Criminal in the Next Room: State fails to bar the dangerous from day-care homes" (Newsday); "Charter School Leader Served Prison Time" (St. Louis Post-Dispatch).

Even Wollack, at Wolverine in Detroit, declined to discuss the ex-offenders he's hired, saying, "I don't know if I want that kind of publicity."

The Roxbury branch of the Greater Boston YMCA knew Morales' criminal history, says Executive Director Harold Sparrow. But, he adds, "We knew he had come back to the community and had turned his life around." Morales' work in the neighborhood had impressed the local YMCA staff, and his references included cops. Sparrow saw Morales as "a beacon of hope and reconciliation" for young people.

The youth center was a drop-in facility with few teens dropping in. Under Morales the center has doubled in size (to 7,000 square feet), opened a GED preparation school, expanded several programs (such as the after-school program, now serving 120 youths), started new ones (such as a youth baseball team that also focuses on academics), and lived within budget (then about \$200,000) for the first time.

Today the budget has more than tripled, to \$700,000. A 1998 Boston Globe story about the resurrection of Egleston Square said, "It would be hard to overstate the impact the Y is having on the youth of the area today. There are ping-pong and pool tables for kids now, after-school programs, a clean, safe place to go. The spirited, muscular teenage boys who, in an earlier day, might have been X-Men hanging on the corner, spend hours in the weight rooms, pumping and sweating while they listen to rap and rock.""

## Goals/Objectives

Goal: Improve and update the quality of training for Orange County volunteer literacy tutors to maximize reading and writing levels among adult student recipients of the program.

Objective: Develop new training manuals for tutors with accompanying workbooks for first-time learners applying the One-Two-Three Read model, to increase expected reading and writing level by 1 grade within our Section One interval (6 months).

Objective: Create interactive teach-the-teacher seminars that incorporate the One-Two-Three Read model to be held for 30 tutors at a time, that deliver certificates of completion after successful testing to arm instructors with uniform teaching tools of ReadOC.

Goal: Implement testing for both tutors and learners of the Orange County T-T-T Accelerated program to ensure teaching competence and learner advancement.

Objective: Administer role-play testing to potential tutors to ensure teaching competence. Participants must score at least 75% and are given 3 chances to pass the exam.

Objective: Establish learner assessments aligned with standard Orange County reading comprehension and writing testing to accurately measure whether at least 65% of learners reach the 3rd-grade reading and writing level within our Section One interval.

### Program/Project Description

from my notes speaking with Barbara Neder, Read OC organization 2/16/11:

tutors submit monthly reports associated with goals; hours of instruction and planning prep

use SMART: Specific, measurable, action-oriented, realistic, time-bound

build from each success

research organization: National Institute for Literacy, <http://lincs.ed.gov/adult/adultresearch.html>

### Evaluation/Results/Outcomes

testing:

[this may not go here – possibly under activities instead]

[http://www.ehow.com/about\\_5389435\\_standard-tests-reading-comprehension.html](http://www.ehow.com/about_5389435_standard-tests-reading-comprehension.html) “The Woodcock Johnson III (WJIII) test measures passage and word comprehension. Instead of answering questions about a passage, students give responses to oral prompts given by the administrator. They have to provide appropriate synonyms, antonyms and analogies as answers in a style similar to cloze testing. The WJIII gives age- and grade-level equivalents for each student's ability based on predetermined norms.

more on testing: <http://www.startest.org/cst.html> “California Standards Tests (CSTs)

The CSTs are a major component of the STAR program. The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science, and history–social science, which describe what students should know and be able to do in each grade and subject tested.

Visit the STAR CST Blueprints page on the California Department of Education Web site to see the CST blueprints.

Who Will Take the CSTs?

Students in grades two through eleven take multiple-choice CSTs for various subjects. Students in grades four and seven complete a writing assessment—the CST for Writing—as a part of the CST for ELA.”

“Read more: Standard Tests for Reading Comprehension | eHow.com

[http://www.ehow.com/about\\_5389435\\_standard-tests-reading-comprehension.html#ixzz1Dz4UYeXJ](http://www.ehow.com/about_5389435_standard-tests-reading-comprehension.html#ixzz1Dz4UYeXJ)”

## **Future Funding**

although these are current funding sources, I could argue that once this new program funded by the grant shows success, these funders will want to fund it, going forward